

# WOODLAND COMMUNITY COLLEGE

## ACCREDITATION FOLLOW-UP REPORT

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

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

October 15, 2013

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

Date: October 15, 2013

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

From: Angela R. Fairchilds, Ph.D.  
President  
Woodland Community College  
2300 E. 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:



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(Chief Executive Officer)

**Accreditation Follow-Up Report  
Certification Page**

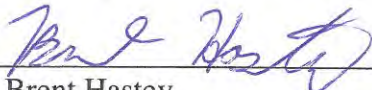
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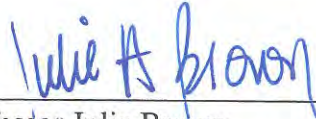
To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges


From: Angela R. Fairchilds, Ph.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 we have read the final Follow-Up Report and that we were involved in the self-evaluation process.

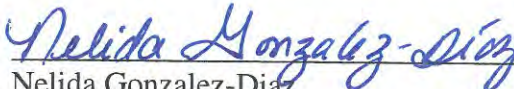
  
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President Board of Trustees  
Yuba Community College District

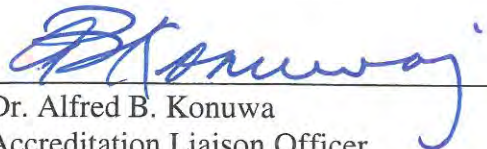
  
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Professor Julie Brown  
Accreditation Faculty Co-Chair

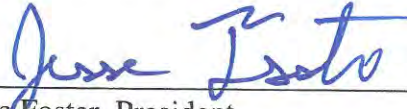
  
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Dr. Douglas Houston, Chancellor  
Yuba Community College District

  
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Dr. Matthew Clark,  
President, Academic Senate

  
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Dr. Angela R. Fairchilds, President  
Woodland Community College

  
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Nelida Gonzalez-Diaz  
Classified Employee Representative

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

  
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Jesse Foster, President  
Associated Students 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 110<sup>th</sup> 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. This Self Evaluation Report demonstrates the progress and improvements that have been achieved over the past year.

## Table of Contents

CEO Certification Page.....	2
Certification Page.....	4
PREFACE.....	6
President’s Message.....	9
Statement on Report Preparation .....	10
Accrediting Commission’s Follow-Up Request .....	13
College Recommendation #1 .....	16
College Recommendation #2.....	26
College Recommendation #3 .....	34
College Recommendation #4.....	39
District Recommendation #1 .....	43
District Recommendation #2 .....	54
District Recommendation #3 .....	59
District Recommendation #4 .....	65
District Recommendation #5 .....	71
Appendices.....	73





## President's Message

Dear Commissioners:

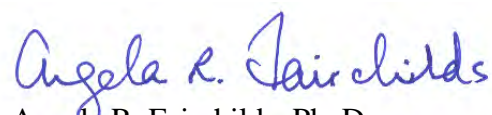
On behalf of the, faculty, staff and students of Woodland Community College (WCC), our Chancellor and the Yuba Community College District Board of Trustees, I am pleased to present the College's responses to the Accrediting Commission for Community and Junior Colleges' (ACCJC) recommendations, following a site visit to our campus in October, 2012 by the External Evaluation Team. We appreciate the Commission's observations and the visiting team's peer review of our systems and processes for student learning and their attendant compliance to ACCJC standards. Your recommendations provided us an impetus to continue to improve on our systems and processes, and reinvigorated our campus community in its commitment to the College mission and the precepts of planning, evaluation and student success.

A little over four years ago, we were accredited as the 110<sup>th</sup> College in the California Community College System. We began planning efforts, based on the accreditation standards, to establish a vibrant College that upheld the principles of student learning and institutional effectiveness. The narratives of your recommendations suggested that while we had made progress in this endeavor, we still had some work to do in order to fully meet the ACCJC standards; hence the imposition of a warning sanction on WCC. Over the past year since the site visit, we have brought together our campus stakeholders, including our Academic Senate, College Council, Associated Students and other constituent groups, to improve upon the efforts required to fully meet ACCJC standards in the areas of integrated planning, student learning outcomes, distance education and technology training.

As President of WCC, I am pleased to recognize the diligent work from our campus community that culminates in this report on our progress. I also affirm our College's faith in the integrity of this peer reviewed accreditation process and the opportunity it has afforded us to continuously reflect on our mission, student learning and success, and institutional effectiveness through quality improvement. At WCC, we are committed to the ACCJC ethos of self-evaluation, planning, and assessment and will continue to exude this spirit throughout our College community and its operations.

I also want to take this opportunity to thank you and the staff of the ACCJC for your support, resources and leadership to sustain high quality and accountability among our educational institutions.

Sincerely,



Angela R. Fairchilds, Ph. D.  
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 to 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.

Through a collaborative process, we appointed a sub-group of our Accreditation Steering Committee to form the Accreditation Response Team (ART) and oversee the work involved in addressing our deficiencies. ART met in early November of 2012, prior to the receipt of the ACCJC letter, to consider preliminary recommendations presented 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 |

Through these committees and their collaboration with other College wide stakeholders, we have completed a full cycle of integrated planning, assessed the effectiveness of the planning processes, and made relevant changes, and demonstrated that the College mission is central to all decision making. We have identified Student Learning Outcomes (SLOs) in all courses and programs, and have progressed through an entire cycle of assessment; and through our Program Review Vitality Team (PRVT), we are using assessment results to make decisions on resource allocation and planning. Our Distance Education Committee and faculty continue to participate in ongoing dialogues at the state, District and College levels about the continuous improvement of student learning for distance education students, and it has put in place a mechanism for regular and systematic assessment that will inform continuous quality improvement. Finally, through an assessment of our technology training, we have also gleaned information that is being



used to implement comprehensive technology training for faculty and staff, with a goal of using a similar approach for students. We have also revamped our evaluation processes for current professional development in order to use the results to support continuous improvement.

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. Additionally, 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 2012 and September 2013, the Committees provided regular updates to the ART, which 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 monthly 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. At the September Board meeting, the College President and the Vice Chancellor for Educational Planning and Services also provided a detailed report on the accreditation efforts. The President shared information with the campus community through her updates to the College, and devoted most of her September, 2013 meeting with classified staff to the accreditation efforts. Committee chairs and the Director of Research, Planning and Student Success also made individual presentations to campus governance groups. Several drafts of the document were also communicated via email to the campus community. Input from these meetings was incorporated into subsequent revisions of the accreditation document.

Beginning September 25<sup>th</sup>, 2013, three forums were held for students, faculty and the campus community to garner input on the draft Follow-Up Report responses. Following final review, the Board of Trustees, through its President, approved the document at its October 10<sup>th</sup>, 2013 meeting.

The process that culminated in this report has received broad participation from constituent groups at the College and District. 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 three sections: Section A provides a summary of the ACCJC recommendations and the College, in collaboration with the District, accomplishments in relation to these recommendations since October 12<sup>th</sup>, 2012. 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.

## **Accrediting Commission's Follow-Up Request (Commission Action Letter – February 11, 2013)**

The Commission, in its Action Letter of February 11<sup>th</sup>, 2013, requested a Follow-Up Report to be submitted by October 15<sup>th</sup>, 2013. In response, this report presents a narrative and evidence that describes Woodland Community College's resolution of, and progress made towards, the 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. The Commission requested that Woodland Community College respond to the following College and District recommendations:

### **College Recommendation #1 (Integrated planning)**

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the College mission is central to all decision-making should be communicated broadly to all College constituencies. The College should identify and broadly communicate measurable College wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

### **College Recommendation #2 (Student Learning Outcome)**

In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including service and administrative areas), and progress through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)

### **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)

#### **College Recommendation #4 (Professional development and training)**

In order to fully meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2).

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)

**District Recommendation #5 (Hiring/Evaluation of the College President):**

In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the College Presidents. (IV.B.1, IV.B.1j)

Woodland Community College and the District have worked assiduously since the ACCJC Team visit in October, 2012 to address the team's observations and to respond to their attendant recommendations.

## Response to Team and Commission's Recommendations

### College Recommendation #1

#### Integrated planning

*In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the College mission is central to all decision-making should be communicated broadly to all College constituencies. The College should identify and broadly communicate measurable College wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Complete Full Cycle of Planning	<ul style="list-style-type: none"><li>Established and vetted a clear College <a href="#">planning process</a></li><li>Evaluated and updated long term plan (<a href="#">EMP</a>)</li><li>Established short term goals for 2013-14 (<a href="#">Annual Action Plan</a>)</li><li>Communicated College goal achievement (<a href="#">College Accountability Report</a>)</li><li>Prioritized College requests based on program review validation recommendations</li><li>Revised the planning process for 13-14 based on evaluation (<a href="#">Budget and Planning report to College Council</a>)</li></ul>
Assess the Effectiveness of the Planning Process	<ul style="list-style-type: none"><li>Completed as of 5/3/13 and annually thereafter (<a href="#">Budget and Planning report to College Council</a>)</li></ul>
Modify the Process as Needed	<ul style="list-style-type: none"><li>Completed as of 5/3/13 and ongoing as needed (Budget and Planning report to College Council)</li></ul>
Integrate Technology, HR and Grant Planning (District and College level)	<ul style="list-style-type: none"><li>Completed Professional, Technology and Career Development survey for all Woodland Community College staff in spring 2013 which will be used to guide the development of technology and HR planning.</li></ul>



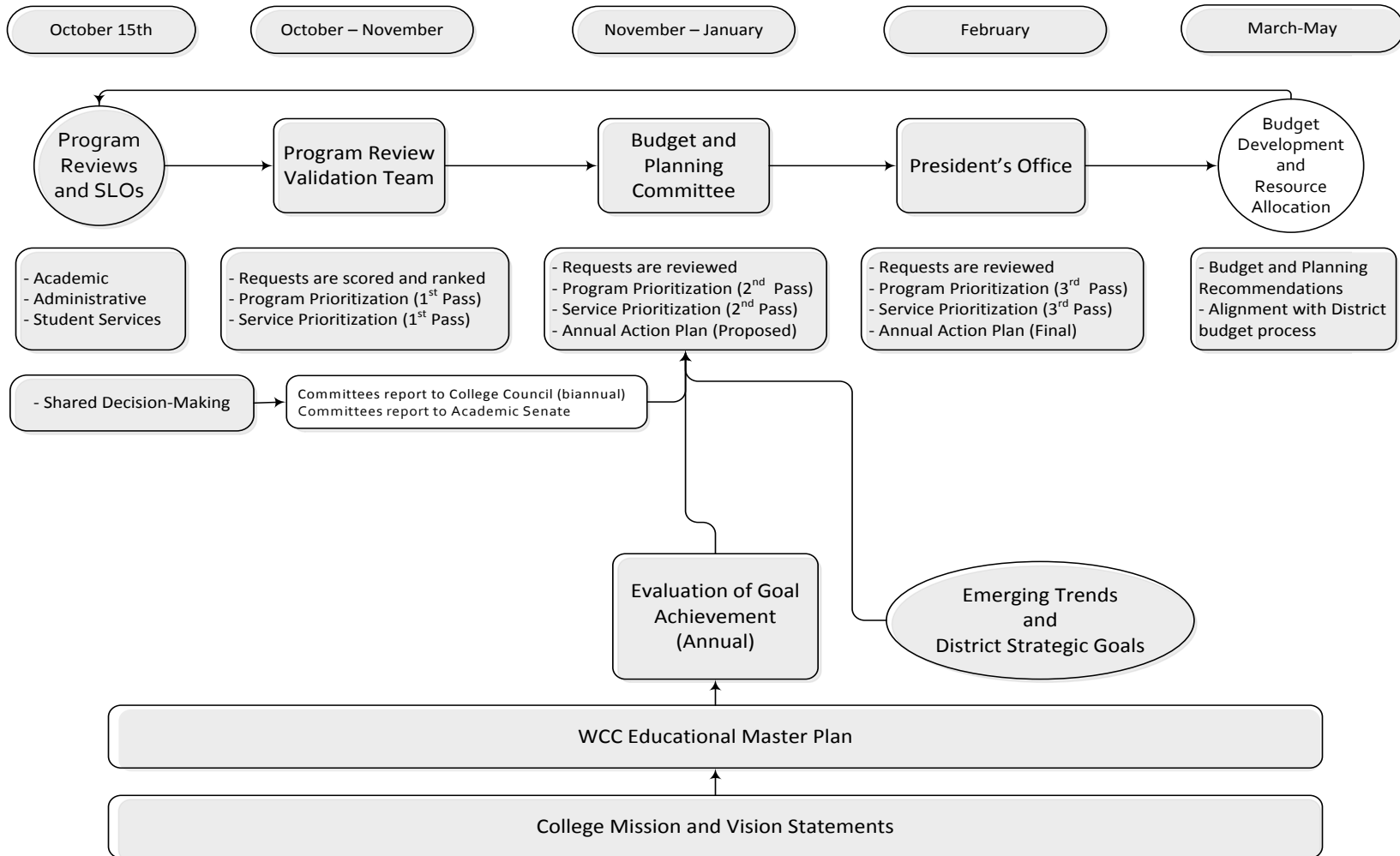
Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Show and Communicate that the Mission is Central to All Decision-Making	<ul style="list-style-type: none"> <li>• Program review validation rubric includes evaluation of how need supports College mission, which influences overall priority levels.</li> <li>• - Feedback is provided to each department; include input on strengthening connection with the mission.</li> </ul>
Identify, Track, Use and Communicate Measurable College Wide Goals	<ul style="list-style-type: none"> <li>• Established short term goals for 2013-2014 (Annual Action Plan)</li> <li>• Communicated College goal achievement (College Accountability Report)</li> <li>• Some initial discussion re: academic standards by the Academic Senate</li> </ul>

## B. Response to College Recommendation #1

*In order to fully meet the Standards, the College needs to complete a full cycle of planning...*

The College has completed a full cycle of planning, utilizing the Educational Master Plan and annual program reviews as the basis of the planning process. The Budget and Planning Committee worked diligently during 2012 and 2013 to finalize the [College's integrated planning process](#).

## Woodland Community College: Integrated Planning and Evaluation Cycle



Rev. 4/18/13

The implementation of [Woodland Community College's integrated planning cycle](#) (see Chart page 15) involved several shared decision making bodies, and the College's accomplishments are noted in chronological order below:

### **October 2012**

Site Visit by the ACCJC evaluation team. Woodland Community College was still implementing its integrated planning process, and the College was able to clearly articulate the next steps towards proficiency to the visiting team.

### **November 2012 – January 2013**

Program Review Validation Team was formed in fall 2012 and is charged with aligning resource allocation with planning, leveraging the program reviews – supported by data, evidence and SLO assessments from the program reviews. The Program Review Validation Team plays a critical role as the “first pass” in the College program prioritization process, which is an important component of the District's integrated planning process. Important accomplishments during 2012-2013 were:

- Established [purpose statement, membership, guidelines and outcomes](#)
- Created a Portal Site for the Program Review Validation Team
- Created a [Committee Site for the Program Review Validation Team](#)
- Developed [rubric](#) for scoring program review recommendations
- Developed format for providing feedback within [TracDat](#)

### **February 2013**

[Program Reviews](#) (academic, administrative, and non-instructional) were submitted to the Director of Planning, Research and Student Success in February 2013.

### **April – May 2013**

[Shared Decision Making Reviews](#) were completed between April and May 2013

The Program Review Validation Team completed the following:

- Reviewed all submitted 2012-2013 program review (academic, administrative, student service) via a work groups (teams)
- Compiled a [list](#) of requests (equipment, staffing, facilities, curriculum, and technology) with recommended priorities and provided it to the Budget and Planning Committee (II.A, II.B, II.C)
- Provided comments and feedback to the writers of the program reviews, along with a copy of the scoring rubric to help inform and improve the next cycle (2013-2014) of reviews (I.B)
- Participated in the development of [program prioritization \(vitality\) criteria](#) and process, which was approved by the Academic Senate on May 10<sup>th</sup>, 2013 (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2)

**Budget and Planning Committee**, a shared decision making body charged with *overseeing* and *evaluating* the College's planning processes. The Budget and Planning Committee established clear linkages between the College plans, annual program reviews, and resource allocation/program prioritization by working in collaboration with other groups to implement/achieve the following:

- An [evaluation of past goal achievement](#) (EMP and College Strategic Goals – refer to College Accountability Report.)  
(I.A, I.B, IV.A.4)
- Created the College's first [Annual Action Plan for 2013-2014](#) based on the [evaluation of past goals](#) as well as the College's priorities for the following year. The annual action Plan (Annual Action Plan) and evaluation of past goal achievement were shared widely via presentations, emails, and electronically on the website. The Annual Action Plan was presented during the fall 2013 convocation on August 7<sup>th</sup>, 2013, and shared at the Academic Senate and College Council in fall 2013.  
(I.A, I.B, IV.A.4)
- The Budget and Planning Committee provided written comments to [District Consultation and Coordination Council Team 1](#) (a District team also called DC3 Team 1) as the [integrated planning protocol](#) was developed and finalized.  
(I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)
- The [College-specific timelines, responsible groups and](#) outcomes were developed.
- A critical component of the integrated planning protocol is program prioritization, which the College has renamed the [program vitality criteria](#). To determine the College's priorities towards growing, maintaining, restructuring or revising programs – the Budget and Planning Committee, along with the Academic Senate, College Council leadership and feedback from campus forums, have created the program vitality criteria which were implemented in fall 2013. The criteria and the dialogue are documented on the [Portal](#). The proposed timelines, responsible groups and outcomes can be viewed [here](#).  
(I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

**Budget Development and Resource Allocation** was accomplished by building upon the feedback from the three “passes” of program prioritization – the Program Review Validation Team, Budget and Planning Committee, and finally the President's Office. Based on the shared decision-making process, the [College's priorities](#) and budget requests were submitted to the District office on May 30<sup>th</sup>, 2013.  
(I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

*In order to fully meet the Standards, the College needs to... assess the effectiveness of the planning, and modify the process, timing and committee structures as needed.*

In spring 2013, the College assessed and revised its planning processes based on that assessment. Assessment and refinement of the College's planning process is continuing through the following activities:

- The Educational Master Plan (EMP) has been and continues to be updated annually through department reports, program reviews and committee reports to the College Council. The College has completed an [assessment](#) of the accomplishments of EMP and College goals for the past three years (refer to Woodland Community College Accountability Report). In spring 2013, the College developed its [Annual Action Plan for 2013-2014](#) within the Budget and Planning Committee, using the prior years' accomplishments and emerging needs/trends as drivers for setting the College's priorities for the coming year, which was approved in fall 2013. (I.A, I.B)
- Through the EMP, the College has identified measurable College wide goals, and information from the assessment of these goals is used to analyze their achievement and final results which are [widely publicized](#) to the campus community. Dialogue regarding the EMP is documented in the College's [annual planning session survey results](#) (refer to Planning Surveys.) (I.A, I.B, IV.A.4)
- The planning process was evaluated through the Budget and Planning Committee, which regularly submits a [biannual report](#) to the Academic Senate and College Council documenting the College's goal achievement, evaluation of goals, evaluation of planning and budget process. A public presentation of this information was held on May 3<sup>rd</sup>, 2013 at the College Council meeting, which allowed for open dialogue and discussion. (I.A, I.B, IV.A.4)
- Based on information from this planning cycle, the Program Review Validation Team has utilized the [rubric](#) completed in March 2013 to score and prioritize program requests (.) This is an expansion of the program review process that previously incorporated feedback from the deans, but did not present a means for prioritizing requests for budget planning and resource allocation. As such, program prioritization is now built into [Program Review process](#), driven by the Program Review Validation Team. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

Some examples of priorities that have been implemented as a result of the planning process:

- Began phase out of the Office Administration Program based on declining enrollment and industry demand, and assessed the restructuring of the Business/Computer Science program
- Replaced vacant full time math and psychology faculty position based on number of degrees awarded, enrollment and other demand data

- Allocated resources for Woodland Community College's agriculture program (i.e. repair greenhouse) based on economic data, industry demand and program potential

As mentioned earlier, the Program Review Validation Team completed its first cycle of evaluating all program reviews, and a ranked list was provided to the Budget and Planning Committee for budget planning purposes. Due to the timing of the program review cycle, the Budget and Planning Committee found the process rushed and were not able to give the input from the Program Review Validation Team as much consideration as desired, therefore the due date for final program review submissions were shifted from February 2014 to October 2013, giving the shared-decision making bodies sufficient time to evaluate and consider feedback for the 2013-2014 budget and resource allocation cycle. The College will re-evaluate this process at the end of 2014 and make changes as necessary. (I.B, IV.A.4)

Other specific actions and changes resulting from the evaluation of the planning cycle are:

- Revised TracDat to facilitate the collection of necessary information and data for validation and program vitality analysis.
- Provide group and individual training to the campus regarding program reviews and the validation process.
- Incorporate program vitality worksheet into the evaluation process, including a recommended program "status" (i.e. enhance, maintain, review, restructure, revisit.)
- Ensure that the program vitality criteria include indicators if a program supports Student Success Taskforce measures or other strategic initiatives.

*The planning process at the College and the District should integrate technology planning an assessment as well as human resource planning and grant planning.*

The planning process at the College and the District integrates technology planning and assessment as well as human resource planning and grant planning.

The District wide Integrated Planning Process was developed by a subgroup of DC3 comprised of members of both Colleges and the District. The process was shared with the Academic Senate and the College Council, and was approved by DC3 on June 4<sup>th</sup>, 2013. The [Yuba Community College District Planning Protocol](#) allows the District to approach resource allocation from a multi-pronged perspective which includes analyses of emerging trends (including technology), College priorities, long/short term goals, and past goal/process evaluation (evidence: (I.B, III.A.6, III.C.2, IV.A.4)

The annual update of the College's EMP derives, in part, from the annual program reviews – which include comprehensive analyses (HR, facilities, technology, curriculum, alternative funding needs) from every program and unit. The EMP updates, in turn, feed into the Comprehensive District Master Plan (CDMP). By aligning the College and District [processes](#), Yuba Community College District ensures that planning and resource allocation occurs seamlessly and inclusively within the [Institutional Effectiveness Framework](#). (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)



To link the program review process more closely with the District budget and planning process, the College has changed the program review cycle to begin in October of each year, as opposed to the following February. This allows for the planning process, including program prioritization, at the Colleges to feed into the planning process at the District.

The [District Technology Plan](#) is developed by the [Yuba Community College District Technology Committee](#), which includes members from both Colleges. Plan updates and developments are driven by data and priorities from both Colleges and the District related to technology needs and training.

Human resource planning is initiated at the College through the Faculty, Staff and Administrative Planning Committee staffing process – which reviews requests for human resources. Further review is conducted through the program review validation process (described in earlier sections), and a comprehensive list of priorities are forwarded to appropriate advisory bodies, and finally to the District – resulting in the District Staffing Plan.

Relative to grant planning, the District and Colleges work together with respect to:

- Perkins Grant - The College prepares Perkins funding plan based on program review data, annually. This plan is shared with and reviewed by the District, who submits the funding requests of both Colleges to the State. The plan includes specific activities, outcomes and methods of assessments.
- SB 70 Grant – Similar to Perkins Grant, SB 70 plans are drafted by the College and reviewed by the District, before submission to the State for funding.
- Deputy Sector Navigator Grant – An example of a grant successfully obtained via collaboration between Woodland Community College and the District.

*These processes and information about how the College mission is central to all decision-making should be communicated broadly to all College constituencies.*

The College considers its mission central to all decision-making, and has taken further steps to broadly communicate and document how decisions and priorities support the College mission. (I.A, I.B, IV.A.4)

The College has linked the mission statement to unit and program level objectives and resource allocation by way of the following:

- Revised program review format within [TracDat](#) to include a required prompt as to how the program and/or requests support the College mission.
- The Program Review Validation Team’s criteria for prioritization include a [rubric](#) for scoring how well programs document the extent to which their requests support the College mission statement.
- The College Council revised its [committee report](#) template to include an item that requires committees to document how their goals support the College mission.

- The Budget and Planning Committee evaluates program requests based on how program requests support the College mission statement, and an understanding of the [Program Review Validation Team Vitality Criteria](#).
- Scores and other feedback are provided to faculty, staff and departments for each program review, in order to widely communicate that decision makers rely heavily on how well the need/program requested supports the College's mission and goals.

*The College should identify and broadly communicate measurable College wide goals and use data to analyze progress towards achievement of these goals.*

The College understands that it needs to identify and broadly communicate measurable College wide goals and use data to analyze progress towards achievement of these goals. Under the auspices of both the College EMP and District strategic goals, the College has identified measurable [College wide goals](#), and information from the assessment of these goals are used to analyze their achievement and final results which are widely publicized to the campus community. (I.A, I.B, IV.A.4)

Additionally, the College has started discussions among the academic leaderships within the College Council and Academic Senate to identify what are appropriate College goals and key predictive indicators. The leaders will reconvene in fall 2013 and anticipate on reaching a consensus for measurable College wide goals by the end of fall 2013. In the meantime, the College continues to review, discuss and analyze standard data that are indicators of student progress and success internally (i.e. program review data, student surveys, etc.) and externally (i.e. Student Success Scorecard, IPEDS, etc.) Woodland Community College is committed to an honest and genuine introspective approach to examine its College goals and progress toward improving student success. (I.A, I.B, IV.A.4)

### **C. Self-Evaluation**

Woodland Community College welcomed the ACCJC visiting team in October 2012 and candidly portrayed the accomplishments and shortcomings, as well as the College's goals for the upcoming years. The visiting team noted that Woodland Community College had yet to complete a full planning cycle at the time of the site visit, and recommended some actions to strengthen the processes. Woodland Community College took the recommendations to heart, and the College community began its work long before the official report was received from ACCJC (IV.A.4.)

The College's mission is central to all decision-making, as evidenced by the program review process, which requires each program to justify how the program or service supports the College mission. The prioritization of resources is based, in part, on the strength of this justification. (I.A)

The College is committed to institutional effectiveness, and has established a culture of ongoing assessment, every semester, every year. The College believes that assessment, evaluation and quality improvement are everyone's responsibility and something done on a daily basis – not

once a year, or once every 6 years. Whether it is institution, program, unit, or course – all levels conduct ongoing assessments of student learning outcomes, reviews, and undergo a thorough peer-review prioritization process. (I.B, II.A, II.B, II.C)

The College is committed to working with the District to ensure that overarching technology and human resource plans are fully integrated and the College-specific needs are reflected and addressed in the District plans. To this end, Woodland Community College shared its planning process, which the District adopted and modified – resulting in a streamlined and coherent planning process in which the College needs and strengths drive District planning. (III.A.6, III.C.2.)

In summary, Woodland Community College has fulfilled recommendation # 1, and will continue to work towards refining and improving its integrated planning process.

## College Recommendation #2

### Student Learning Outcomes

*In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including service and administrative areas), and progress through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
Identify SLOs For All Courses & Programs	<ul style="list-style-type: none"><li>Completed for all <a href="#">Program, Student Service and Administrative Service Unit SLOs</a></li><li><a href="#">Completed for all courses</a></li><li>SLOs are publicized through the Woodland Community College Catalog, course outline of records, online, and shown on course syllabi.</li></ul>
Progress Through an Entire Cycle of Assessment	<ul style="list-style-type: none"><li>Completed for 89% of <a href="#">course SLOs</a> (refer to WCC Course SLO Assessment Results 2012-2013)</li><li>Completed for 100% of program SLOs (captured within the <a href="#">program reviews</a>)</li><li>Completed for 100% of institutional SLOs (<a href="#">Institutional SLO Surveys</a>)</li><li>Completed for 100% of Student Services Unit Outcomes (captured within the <a href="#">program reviews</a>)</li><li>Completed for 100% of Administrative Unit Outcomes (captured within the <a href="#">program reviews</a>)</li><li>SLO assessment results are publicized through the <a href="#">SLO Status reports</a> and the <a href="#">Woodland Community College SLO Results</a>.</li></ul>

Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
Reflect on Results of Assessments	<ul style="list-style-type: none"> <li>• Completed for all active courses that have been assessed (captured within the “action” following course assessment)</li> <li>• Completed for all active programs and units (captured within the <a href="#">program reviews</a>)</li> <li>• In progress for all institutional SLOs. During Fall 2013 the Woodland Community College SLO committee will review assessment results for all 8 iSLOs and will summarize findings and make some recommendations to the Woodland Community College governing bodies (i.e. Woodland Community College Academic Senate, and College Council)</li> <li>• Examples of changes made as a result of reflection of assessment include submitting pre-requisite requirements, consolidating programs, and creating an <a href="#">adjunct friendly SLO assessment reporting form</a>.</li> </ul>
Integrate SLOs and Assessment as Part of Continuous Improvement Plans	<ul style="list-style-type: none"> <li>• SLO assessments have been a requirement for <a href="#">program reviews</a> since fall 2011. Documented assessment data is used to support program improvement recommendations. Reviewed under the lens of the Program Review Validation Team’s <a href="#">rubric</a> to support recommendations for improvements.</li> <li>• <a href="#">Institutional SLO data</a> has been used during campus wide discussion regarding strategic planning</li> <li>• Program and Course level SLO assessments are being collected and reviewed during the <a href="#">program review</a> process to <a href="#">justify program needs, and to identify strengths</a>.</li> </ul>

Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
<p>Evaluations of Faculty and Others Directly Responsible for Student Progress Toward Achievement of SLOs</p>	<ul style="list-style-type: none"> <li>Initiated with challenges (more information is provided in the narrative.) Yuba Community College District is in initial discussions with one of the 5 labor unions represented in the District. Currently all labor contracts are in effect and not “open” for major revisions. Labor contract revisions are a District-wide negotiation responsibility. Nonetheless, Woodland Community College created a mechanism to provide feedback and evaluation of SLO effectiveness during the program review cycle, including feedback specific to the faculty, instructional assistants, and deans associated with the program.</li> <li>The Woodland Community College SLO Coordinator is evaluated on an annual cycle as outlined in the YCFA contract (p. 69; Article 26.8) <a href="#">YCFA Contract</a>.</li> <li>The College President evaluation process has been revised to include accountability for Student Learning AP <a href="#">7151</a>.</li> </ul>

## B. Response to College Recommendation #2

The Woodland Community College Accreditation Response Team, with the assistance of the Woodland Community College SLO Committee, addressed this recommendation in three parts.

*In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including all service and administrative areas), and progress through an entire cycle of assessment.*

## Identification & Assessment of SLOs

At the time of the 2012 site visit, Woodland Community College had partially fulfilled the elements of standard II. Since that time, the College initiated “*The Woodland Community College 2013 Assessment tour: The Road to 100%*” SLO campaign and other strategies which

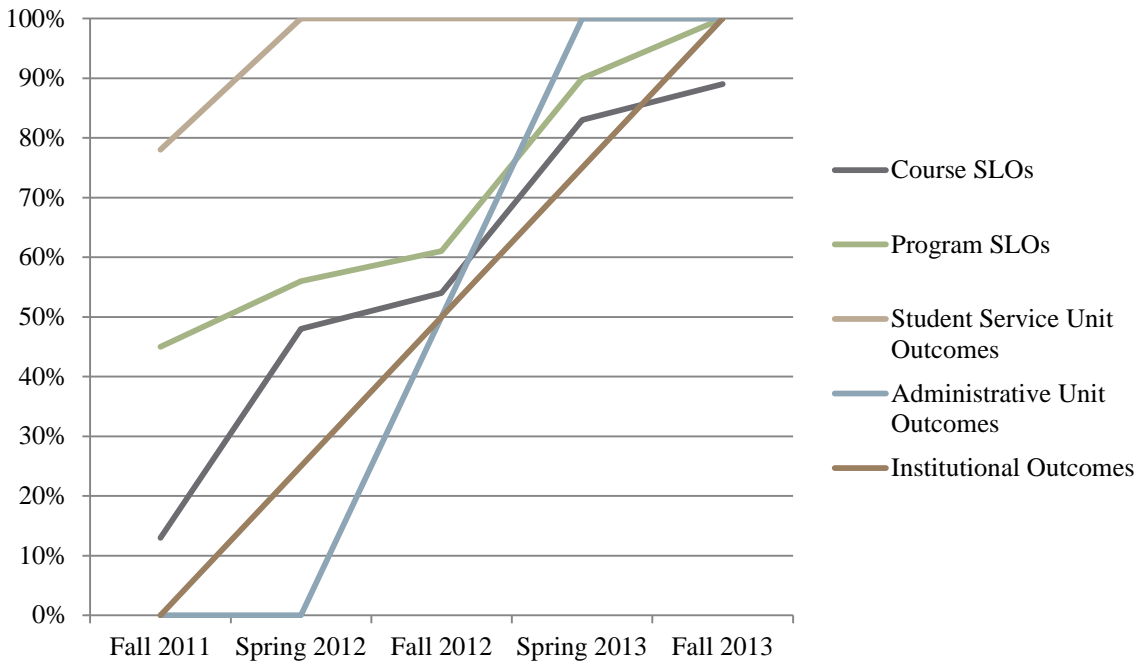


have resulted in the following improvements noted in the tables below. The College has fulfilled this standard.

Woodland Community College Defined SLOs					
	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2013</b>
Course SLOs	81%	100%	100%	100%	100%
Program SLOs	100%	100%	100%	100%	100%
Student Service Unit Outcomes	100%	100%	100%	100%	100%
Administrative Unit Outcomes	100%	100%	100%	100%	100%
Institutional Outcomes	100%	100%	100%	100%	100%

Woodland Community College Ongoing Assessment					
	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Fall 2013</b>
Course SLOs	13%	48%	54%	83%	89%
Program SLOs	45%	56%	61%	90%	100%
Student Service Unit Outcomes	78%	100%	100%	100%	100%
Administrative Unit Outcomes	0%	0%	50%	100%	100%
Institutional Outcomes	0%	25%	50%	75%	100%

## WCC's Ongoing Assessment of SLOs



- During spring 2013, the Woodland Community College SLO committee and the Director of Research and Planning identified courses that did not have established course-level SLOs and worked with faculty and staff to ensure full compliance. The identification of 100% of Woodland Community College’s course level, program level, and institutional SLOs is complete and documented internally ([TracDat](#)) and externally ([public website](#).)
- 100% of academic programs, student service areas, and administrative units have [established unit-specific outcomes](#) that are embedded and assessed via the [annual program review](#).
- Although programs and courses were being assessed prior to our 2012 visit, it was necessary to accelerate the assessment of all courses. To accomplish this goal, the College adopted a model of “Every Course, Every Semester” starting in spring 2013 – with the understanding that faculty are expected to submit an assessment for all courses being offered in a semester. Communication and consensus building of this culture of continuous inquiry was accomplished through the Woodland Community College Academic Senate, New Adjunct Orientations, College Council, Full Time Faculty meetings, and Division meetings. Finally, recognizing that nearly 80% of the College’s faculty are adjunct, the Woodland Community College SLO committee designed a “user friendly” [Adjunct Only SLO form](#), eliminating the need for adjunct faculty to learn how to maneuver through TracDat – this resulted in an incredible response rate from the courses taught by adjuncts, as noted by the jump in the course assessment rate from fall 2012 (54%) to spring 2013 (83%). (II.A.6, II.A.1.c.)

- The Yuba Community College District has continuously worked with Woodland Community College to provide support and resources to the College by agreeing to an on-going SLO coordinator position. The SLO coordinator is annually evaluated as outlined in the YCFA negotiated labor contract (p.69 Article 26.8) [YCFA Contract](#). Yuba Community College District has funded the purchase of the current software ([TracDat](#)) that is used to report and document SLO efforts, and will be investing in a new distance-education platform that will be used District wide to help facilitate effective on-line learning for our students. (III.A.1.c, II.A.2.a)

### **Progress Through an Entire Cycle of Assessment and Reflect on Results**

All institutional outcomes, programs, units and nearly 90% of active courses have completed an entire cycle of assessment as of fall 2013. Specifically, all institution/program/course SLOs were:

- Assessed at least once (some [institutional outcomes/programs/courses](#) have multiple assessments).
- Results were used to make changes to the program or service ([refer to Program Reviews](#)).
- Results were used, in conjunction with other criteria, to inform the resource [prioritization process](#) (detailed in the response to recommendation #1).

Some examples of changes made as a result of SLO assessment results are:

- An anthropology course changed its field trip requirement after it became evident that students struggled with transportation issues, rather than the content material.
- SLO assessments of online courses provided substantiation for the purchase of a new District Learning Management System, since the old platform was inadequate.
- Require students in Human Services course to meet with an instructional support staff at the Academic Reading Center at the start of the course.

The following changes were made as a result of an evaluation of the SLO assessment process:

- Increase in the number of assessment results received.
- Adjusted Program Review due date from February to the preceding October, which aligned the collected SLO data and program assessments with College and District planning and budget processes. This shift in the program review submission date was successfully piloted in fall 2012 with Sociology and Early Childhood Education programs, in consultation with the Woodland Community College Academic Senate. The new process has been institutionalized for the entire College and was fully implemented in fall 2013. (II.A.1.c, II.A.2.a, II.A.1.a)

*The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans.*

The creation and institutionalization of the [Woodland Community College Program Review Validation Team](#) has strengthened the use of SLO data and evaluation in the program review recommendations. The Program Review Validation Team has drafted a [scoring rubric](#), which includes an SLO evaluation component, and all program reviews will be evaluated on these rubric components (piloted spring 2013 and fully implemented fall 2013). The integration of the Program Review Validation Team promotes dialogue and immediate evaluation and feedback to the program and program members (faculty and others connected with the program) from a peer-evaluated process. Information submitted in the program reviews will be filtered through the Program Review Validation Team, and [recommendations for priorities](#) and resource allocations will be provided to other planning groups such as the Budget and Planning Committee. (II.A.1.c, II.A.2.a)

*Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes.*

There are multiple ways in which the College and District can provide feedback and evaluation to those in direct contact with students, and who are also responsible for student learning. To institutionalize this responsibility discussions and considerations of negotiated contract language are underway or planned for the 5 various labor units (CSEA, ESA, YC-AFT, Yuba Community College District-POA, and YCFA). For the Yuba Community College District and bargaining units across the District, this is in the initial stages, and currently YCFA is the first unit that has been officially approached in this discussion. Since the current labor contracts are currently not “open” for official negotiations, the elements for employee evaluations would be considered a negotiable item requiring ratification by each bargaining unit across the District before implementation. (III.A.1.c)

For the members of the Woodland Community College community, the objective of these evaluations is to promote dialogue among faculty (full time and adjunct), tutors, instructional assistants, support staff, and appropriate administrators that focus on strategies for promoting and improving student achievement – and not perceived or used in punitive ways. While it will require time for the District to negotiate with all five labor units, Woodland Community College has found a way – internally – to provide evaluation to programs and individuals directly associated with student learning through the peer-review process of the [Woodland Community College Program Review Validation Team](#). (II.A.2.a, III.A.1.c) Finally, the recently revised process for evaluating the College President includes a responsibility for student learning ([AP 7151](#)).

## Discussions Regarding Expanding Evaluation of Faculty and Others

A current recommendation being considered at the College level proposes that the Program Review include a self-reflective narrative for ALL individuals in the program (Full Time Faculty/ Part Time Faculty/Tutors/ Instructional Assistants/Classified Staff/Appropriate Administration) to self-assess their own connection with the assessment in the program with self-identified goals for Individual accountability. Under this scenario, the Program Review Validation Team could provide peer-evaluation to the program and the individuals who are directly responsible for SLO achievement. (III.A.1.c)

A rationale as to why the Woodland Community College SLO committee had advocated for this inclusion in the program review process is as follows:

Rationale: Typical employee evaluations are on different schedule and are in isolation, where as a self-reflective “all hands on deck” discussion as members of the same program will allow for individual evaluation and promote program dialogue to improve student learning by all members. During a program review it could be considered a shared “snap shot” where all individuals associated with a program are evaluated at the same time to see connections and or identify opportunities as a group, but also with individual accountability.

At the College level there are continued discussions about how to allow for a direct reflection and feedback to individual faculty regarding SLO work and results without it being considered punitive with the potential for falsifying authentic assessments. This is a unique challenge for a small College where often one faculty member is the only instructor for a course and/or program. Additionally the Woodland Community College SLO committee designed a [philosophy statement](#) regarding how SLO data is to be used and has been effective to ensure full faculty participation in this process and supported authentic assessments. (II.A.1.a, II.A.1.c, II.A.2.a)

### C. Self-Evaluation

The Woodland Community College SLO committee was assigned, along with others, to address the ACCJC College Recommendation #2. Many of the efforts to address these needs were initiated in fall 2012 before the official site visit in anticipation of this possible College-level recommendation. The Woodland Community College SLO committee continues to work with the Director of Research and Planning and multiple College committees to communicate efforts and recommendations that may need to be conducted by other groups (such as the work of the Program Review Validation Team, Curriculum, District Services, and—if appropriate—multiple bargaining units.) The College clearly demonstrates a culture of “intentionality” vs. mere “compliance” with continuous quality improvement by way of its faculty-led authentic assessments of student learning that are integrated with planning processes.

In summary, Woodland Community College has fulfilled this recommendation set forth by the ACCJC. As mentioned previously, additional work through the District collective bargaining processes remains to be completed, however the necessary conversations to resolve this minor challenge have been initiated and will be resolved in the clear shared governance structure at the District and College levels.

## 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.2d, II.B, II.C, III.A, III.B, III.C, III.D)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
Develop mechanisms that ensure participation in ongoing dialogue about the continuous improvement of student learning for distance education (DE) students.	<ul style="list-style-type: none"><li>The College has identified state, District and local College venues for ongoing dialogue on the improvement of student learning for distance education students (IIA). Appropriate administrators and faculty continue to participate in discussions, meetings and webinars. A major outcome of this dialogue at the District level is the creation of a proposed DE functional map that delineates the roles and responsibilities of the College and the District relative to DE (<a href="#">(Draft DE Responsibility Matrix)</a>).</li></ul>



Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
<p>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.</p>	<ul style="list-style-type: none"> <li>• The College has developed and begun to implement plans to assess ongoing learning support and services required by DE students each semester. The first of these surveys was administered in the spring of 2013, and results have provided useful information for continuous quality improvement (<a href="#">WCC DE Survey</a>).</li> <li>• Another survey on technology training needs was similarly completed in the spring of 2013.</li> <li>• (<a href="#">WCC Technology Survey</a>) and the results are being used to inform decisions on technology training.</li> </ul>

### B. College Response to Recommendation #3

Woodland Community College has developed mechanisms to ensure its participation in on-going dialogue about the continuous improvement of student learning for distance education students. The College recognizes the centrality of the success of DE students to its [mission](#) and continues to endeavor to offer high quality instructional programs and delivery modes that are compatible with its mission and the needs of students. (II.A, II.A.1, II.A.1b) The College, through administrative, faculty and Distance Education Committee representatives, has elevated the level of participation in dialogues that occur at the State, District and College levels. Although these levels of participation were inherent in the College's DE profile, a more concerted and robust effort is being pursued to satisfy the content of this recommendation as well as to focus the discussions to ensure the quality and improvement of DE as a delivery mode of instruction that meets the diverse learning needs of students (II.A.2d). Dialogues in the District, especially, have included the need for enhanced support services, and the College, through its DE faculty, was actively involved in the selection of a new LMS for the District ([March 16<sup>th</sup>, 2013 Minutes of DE Committee](#)); ([Dialog on LMS Solutions](#)).

*Participation in State Level Dialogue:* The State Chancellor's Office holds monthly webinars on distance education that presents information and discussions on legislation that impact distance education at the Colleges, best practices, maintaining a quality distance education program, state and federal compliance, and open online education and their implications for student learning. The College, through the Vice President of Academic and Student Services and the Dean of Instruction and Learning Resources, regularly participate in meetings and webinars presented by the California Community College State Chancellors Office for administrators and distance education coordinators ([DE Coordinators' Meeting Schedule](#)). Information from these webinars and meetings are shared through updates at the Distance Education Committee meetings ([November 19, 2013 Minutes of DE Committee](#)). The Chair of the College's Distance Education

Committee, along with members of that committee, has also participated in state level webinars to glean information for the improvement of student learning through distance education. The Vice President of Academic and Student Services, as a member of the Executive Board of the California Community College Chief Executive Officers, represents nine Colleges in the North Region, including Woodland Community College; distance education and issues affecting these Colleges are discussed at the Board's quarterly meetings. Faculty members also have access to the statewide list serves that discuss topics, including on-line tutorial services that lend themselves to improvement in learning for distance education students.

- *Participation in District Level Dialogue:* Discussions at the District level are aimed at expanding Woodland College's role in decisions that relate to distance education. As noted in our self-study, faculty at the College noted a sense of marginalization with respect to resource allocation and planning decisions due to the existing organizational framework in the District. For example, the dean responsible for distance education in the District was assigned to our sister College, and as such, issues affecting Woodland Community College in terms of scheduling, visibility, and allocation of resources seem to be accorded secondary attention. During the spring 2013 semester, representatives from the Woodland Community College Distance Education Committee held a series of meetings with the Vice Chancellor for Educational Program and Services (VCEPS) and counterparts from Yuba College. As a result of these meetings, the VCEPs met with Woodland Community College's Vice President and Dean of Instruction and Learning Resources to vet a functional delineation of distance education services and programs ([Draft DE Responsibility Matrix](#)). The functional map clearly identifies distance education functions that will be implemented through the College and the District. Among encouraging features of this map are:
  - Some distance education responsibilities of both Colleges will be directed through the District as opposed to a College. These include student training, website and server maintenance, software licensing and maintenance agreements, technical support and faculty training.
  - The District will be responsible for funding all software and learning management systems to be used in the Colleges (III.A, III.B, III.C, III.D, IV.B.3.a).
  - A clear delineation of College versus District responsibilities for distance education.

These discussions on functional mapping of distance education coincided with meetings attended by WCC DE representatives and counterparts at Yuba College to revise [AP 4105](#) which articulated Board directives on procedures for administering distance education in the District. During the fall of 2012 and the spring of 2013, WCC was also actively involved in the decision to change the District's learning management system from Black Board CE 8 to a more supportive system for the District's distance learning needs. Black Board has made a decision to phase out CE 8. Faculty teaching online courses, the DE Committee, administrators and the academic senate representatives were invited to participate in discussions and demonstrations from competing learning management systems ([Dialogue on LMS Solutions](#)). This level of participation and involvement on the part of WCC was absent during the selection of the existing LMS, and it is the opinion of the WCC DE Committee that progress is being made in acknowledging the role of WCC in decisions affecting DE student learning. (IV.A.1, IV.A.2.a.)

Both the President and Vice President, through their membership in the College Leadership for Academic and Student Services (CLASS), participated in discussions to develop processes for the implementation of a collaborative distance education schedule in the District during the spring of 2013 ([District DE Rotational Schedule](#)). The schedule identifies a procedure for alternating course offerings among the Colleges, and establishes certain courses that will be offered only through a specific College in order to avoid duplication and waste of resources.

The WCC DE Committee receives regular updates from the District DE representative through the District's *elearning* listserve regarding discussions at the state level.

- *Participation in College Level Dialogue:* At the College level, the Curriculum and Distance Education Committees continue to take the lead in discussions regarding student learning via distance education. As a result of these on-going discussions, the College has completed a draft of the WCC-DE Handbook ([Draft DE Handbook](#)), which included faculty guidelines for processes to facilitate DE course selection, development and offerings.

The WCC DE committee continues to hold regular monthly meetings to discuss issues related to DE and student learning ([WCC DE Agendas and Minutes](#)). To ensure that student learning for DE courses are regularly accessed, the DE Committee has aligned its processes with the SLO Committee, and a DE representative regularly attends SLO Committee meetings (SLO Agendas and Minutes). As part of these discussions, a procedure has been developed to ensure that course syllabi and outlines include student learning outcomes, and that these outcomes are regularly assessed and modified to provide assurances for improvements in student learning.

- *Regular and systematic assessment of DE courses and support services programs:* In response to this aspect of the Recommendation, the College conducted a survey of DE students during the spring of 2013. Questions included information about student learning, support services, SLOs, and staffing ([WCC DE Survey](#)). The formulation of the questions provided a basis for assessing and gleaning information on courses, programs and support services. This survey was piloted during the fall 2013, in anticipation of the requirement to enhance the assessment of DE programs and services. Follow up of the survey will be conducted in the spring semester so that the results can be incorporated in program reviews in October 2014; it will also ensure that all DE programs and learning support services are regularly assessed, and the results will be utilized to improve student learning and support services for DE at WCC.

The results of the Fall 2012 survey revealed the following:

- Most students take online courses due to convenience
- Less than half met with a counselor
- Less than 40% completed an Ed Plan
- 58% viewed the Blackboard Orientation to prepare for their online course
- Most were very satisfied or satisfied with all of the characteristics surveyed pertaining to their online courses
- When they needed help, most students (71%) emailed the instructor

- More than half felt that online courses are harder than face to face courses
- The highest percentage of respondents (45%) said they learn better face to face and 46% prefer face to face over online courses.
- Most respondents said that their overall experience with online courses at WCC was average or better, and 92% said they would recommend WCC's online courses to other students.
- The average student profile of the survey respondents were as follows: between the age of 17-22 (45%), female (78%), white (56%), lives in Yolo County (30%), works 26-40 hours per week (33%), ed goal of obtaining a degree (59%), program of student AS - Natural Science and Math (18%), and taking 10-14 units.

While most of the survey presented a profile of DE students, the results indicated that WCC and its Student Services Division must develop plans to ensure that at least 40% of DE students will have Ed Plans beginning in the fall of 2014. This unit level goal will be incorporated in the Counseling Division's program review for fall 2013. This observation is also consistent with the mandates of the statewide Student Success and Support Program and draft initiatives adopted by the YCCD to foster student learning and completion ([Student Success Support Programs Mandates](#)).

### **C. Self-Evaluation**

WCC has developed mechanisms to ensure that it participates in ongoing dialogue about the continuous improvement of student learning for DE students (I.B, II.A, II.A.1, II.A.1.b, II.A.2). WCC representatives are active in DE related meetings at the state, District and local levels. Since the accreditation visit, there has been a dramatic improvement in the level of WCC participation in dialogue on distance education. A significant evidence of this is the decision in September of 2013 to appoint a Woodland Community College representative to serve as the College's representative in monthly webinars conducted by the State Chancellor's Officer. Over the past five years, the Distance Education Dean at Yuba College represented Woodland Community College in these dialogues. The College has established a regular and systematic foundation for continuous quality improvement by initiating a survey of DE courses of programs (IB). An outcome of this enhanced dialogue is a reframing of the organizational structure of Distance Education in the District that provides for the effective use of its human, physical, technology and financial resources in support of student learning and student success (III.A, III.B, III.C, III.D)

## College Recommendation #4

### Professional Development and Training

*In order to fully meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2).*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2012
Develop and implement comprehensive technology training for faculty, staff, and students	<ul style="list-style-type: none"><li>• Technology trainings in the area of Curricunet, Cloud Computing, Blackboard, Canvas and various other Learning Management Systems have been offered over the past year. All trainings have been publicized to all constituents via announcements through the <a href="#">Portal</a> and <a href="#">College Calendar</a>.</li><li>• All planned activities have been documented and submitted to the California Community College Chancellor's Office for the required Flexible Calendar Program Certification. (III.A.5.a)</li><li>• The current District Flex Project Planning Group recently updated the Flex/Staff Development reporting process for faculty from paper-based to a <a href="#">completely online system</a>. Results from evaluations consider the new method to be highly successful.</li></ul>
The effectiveness of current professional development offerings for faculty, staff, and administrators should be assessed to support continuous improvement	<ul style="list-style-type: none"><li>• An annual flex/staff development survey is administered to all WCC constituents in order to assist in continuous improvement and development of future professional development activities (<a href="#">YCCD Workshop Evaluation Form</a>).</li><li>• Administrative outcomes are in the process of being documented through the Flex Program Review.</li></ul>

## B. Response to College Recommendation #4

*Develop and implement comprehensive technology training for faculty, staff, and students. The effectiveness of current professional development offerings for faculty, staff, and administrators should be assessed to support continuous improvement.*

Woodland Community College values its employees, faculty and students and has made strides to provide the necessary resources and training for all constituents to be successful in the achievement of their respective educational goals and career objectives. Trainings for full-time and adjunct faculty have been offered primarily through flex activities ([Administrative Procedure for WCC Flex Activities](#)) guided by the Woodland Community College Flex and Staff Development Committee. (II.A, II.2.A.1, 11.A.1.b)

Woodland Community College expanded its offerings of technology trainings for faculty, staff and students in response to Recommendation #4. All workshops were evaluated by participants in order to assess whether intended goals and objectives were met. The following technology training activities have been offered since October 2012:

Technology Training	Full Time Faculty	Part Time Faculty	Student
Blackboard Learn 9.10 Technology Demo and Review	2		
Blackboard: End of the Term Drop In Support	4		
Canvas Learning Technology Demo and Review Session	1	1	
Curricunet / Transfer Degrees / and more.....	4	3	
CurricUNet Training/Drop-in Session	2	3	
Desire2Learn Technology Demonstration and Review	5		
Introduction to Saving and Using Data on the Cloud	4	4	
New FLEX Tracking System Using WebAdvisor	12	10	
Quick Start to Using Blackboard		1	
TMC's and Curricunet	6	2	1
<b>TOTAL</b>			

Staff Development needs are also assessed regularly through flex contract completion data and Staff Development Evaluations ([Workshop Evaluation](#)). Staff Development Evaluations are required for any professional development activities that are funded through the contracted Yuba College Faculty Association Staff Development Fund ([YCFA Contract](#); [Staff Development Process and Evaluation Form](#).) A summary of the 2012-2013 evaluation results revealed that faculty and staff attending the technology workshops mostly strongly agreed when asked to respond to questions related to the objectives and usefulness of the trainings. ([Technology Training Assessment Results](#)) (III.A.5.b)



Other technology trainings available to staff and students in a self-paced manner are:

- eLearning System ([Blackboard Orientation](#), [Student Resources](#))
- [Library Workshops & news](#) (E-Books, using Pro Quest)
- Portal ([“How to Log In” Video Tutorial](#))
- TracDat ([User Guides](#), and one-on-one tutorials by appointment)
- MCOMM 40: Intro to online Learning
- Library Sci 1: Beginning Research
- Library Workshop on Frequently Asked Questions regarding DE courses for students who were curious about taking a DE courses, but wanted to understand a little bit more about how they are managed before signing up.

In spring 2013, a campus-wide [Technology and Professional Development Survey](#) was administered to identify training needs of the College. This survey was developed in a collegial effort by the Director of Planning, Research and Student Success, the, WCC Flex/Staff Development Coordinator, and Flex Staff Development Committee. A total of 59 surveys were collected – 29 were adjunct, 16 were full time faculty, 12 were classified and 2 were administrators.

The College Flex and Staff Development Committee is currently utilizing the survey results to guide technology training plans, including training for classified and students. For example, other types of technology to be offered in the future (based on the survey results) are:

- Emerging Technologies (i.e. social media, etc.)
- Improving Communication Skills
- eLearning Software
- MS Office
- Website Management

The topics of little to no interests were as follows:

- Human Resource Management
- Customer Service
- Process Re-Engineering.

Based on the results gathered, changes will continue to be incorporated into professional development activities, as reflected in the Flex calendar for fall 2013. Ongoing assessment of technology training will also be accomplished through participant evaluation upon the completion of training.

Some future action items to strengthen the College’s professional development trainings have been identified, and are as follows:

- Expand student participation in trainings that pertain to technology – such as requiring students to view a video of how to log into the portal when they register for courses.



- Expand non-faculty staff (i.e. classified and administrators) participation in technology training by pursuing flexible scheduling.
- Expand participant evaluation to two-phase, such that the training is evaluated once immediately after the training is completed, and again approximately one month later. This would allow evaluators to determine if the participants are able to apply and use the skills acquired during training, and to identify if refresher courses are needed.
- Establish a peer training network using the results of the Professional and Career Development Survey (administered during spring 2013.) Staff were asked to 1) identify skills that were either under or not utilized, and 2) skills they would like to develop which will allow the Staff Development Coordinator to match up individuals based on expertise and need.

The Flex Committee, Communication Resource Committee, and the Technology Committee, working in conjunction with the Office of Human Resources, will use these results to develop and implement comprehensive technology training for faculty and staff in fall 2013 with the objective of increased effectiveness, as well as student learning and success. Plans to increase student involvement in trainings that pertain to technology are currently being developed, and preliminary data was collected in spring 2013 pertaining to online students and their needs ([WCC DE Survey](#)). This information will be analyzed by the DE Committee in fall 2013, with the goal of establishing the framework for training materials specific for students who take online courses.

### **C. Self-Evaluation**

Woodland Community College promotes professional development of all personnel through its support for the Flex and Staff Development program. Opportunities exist throughout the year for all constituents. (III.A.5.a)

The WCC Flex Staff Development Coordinator and Committee provides more than 30 workshops per semester for professional development. Training topics are based on regular assessment of WCC faculty, staff, administration and students needs obtained through annual surveys and workshop evaluations. Besides traditional surveys and dialogues, effective online training is offered in areas such as student tutoring and learning management system training for faculty. (III.A.5.a)

Evaluation ensures that activities are meaningful, current, and meet the expectations of all constituent groups. Staff Development activity evaluations also include feedback from participants regarding their own improvement in knowledge or skills resulting from participation in individual or group activities. (III.A.5.b)

In summary, WCC has met the referenced ACCJC standards regarding Professional Development and Technology. WCC effectively analyzes and evaluates professional development activities and uses these results in planning, developing, and improving future professional development activities.

## 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)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and implement short term and long term data driven plans	<ul style="list-style-type: none"><li>• Developed five short term data driven goals for 2013-15 to support achievement of the institution's mission (<a href="#">YCCD Short-Term Goals</a>; <a href="#">YCCD Short-Term Strategic Goals Development Process Timeline</a>)</li><li>• Considered data, mandates, and emerging imperatives in formulating short-term goals (<a href="#">YCCD Short-Term Strategic Goals Development Process Timeline</a>; (<a href="#">Board Minutes 2013-01-10 Retreat</a>), <a href="#">Reading Materials for July 2013 Board Planning Meeting</a>; <a href="#">July 10 &amp; 11, 2013 Board Minutes - Planning and Development Session</a>)</li><li>• Developed, prioritized and created an implementation plan for Student Success Initiatives as one component of Short Term Goal #1 (<a href="#">YCCD Student Success Initiatives</a>, <a href="#">Student Success Initiatives - Development and Implementation Planning Process</a>)</li><li>• Evaluated and revised the District's strategic planning process to support the development of long range goals (<a href="#">Strategic Planning Protocol Timeline</a>)</li></ul>

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop short term and long term data driven plans in an inclusive manner, be transparent and clearly communicated	<ul style="list-style-type: none"> <li>• Vetted short term goals through District's participatory decision-making structure and included all constituent groups (<a href="#">YCCD Short-Term Strategic Goals Development Process Timeline</a>)</li> <li>• Constituent group feedback incorporated throughout the development process (<a href="#">YCCD Short-Term Strategic Goals Development Process Timeline</a>)</li> <li>• Broadly communicated Strategic Planning Protocol across the District community (<a href="#">Strategic Planning Protocol Timeline</a>)</li> </ul>
Develop....data driven plans....inclusive of the planning at the Colleges	<ul style="list-style-type: none"> <li>• Evaluated and revised the District's strategic planning protocol to strengthen the linkage of College and District planning. Planning is data driven and based upon Program Review and Student Learning Outcomes assessment (<a href="#">Strategic Planning Protocol</a>, <a href="#">Strategic Planning Protocol Timeline</a>)</li> </ul>
Develop and implement strategic plan guiding the District in integrating its planning processes	<ul style="list-style-type: none"> <li>• Evaluated the previous integrated planning cycle and made recommendations for improvement (<a href="#">Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report; Final IE Report 2011-12 (2012-10-11 Board Mtg)</a>)</li> <li>• Incorporated recommendations and revised the District's strategic planning process (<a href="#">Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning; 2011-12-16 Retreat - Strategic Planning and Systems Improvement Process</a>)</li> <li>• 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 (<a href="#">Strategic Planning Protocol Timeline</a>, <a href="#">District Consultation and Coordination Council Team One Meeting Notes</a>)</li> <li>• HR Master Plan framework developed</li> <li>• Facilities Master Plan update in progress (<a href="#">2013-08-26 Facilities Master Plan Minutes (Draft)</a>)</li> </ul>
Assess and evaluate the strategic plan	<ul style="list-style-type: none"> <li>• Completed assessment and evaluation of prior integrated planning process (<a href="#">District Consultation and Coordination Council Team One Meeting Notes</a>)</li> <li>• Completed final report for District Strategic Directions (2007-2012) <a href="#">Board Minutes 2013-06-13 - Progress toward Board Strategic Directions 2007-2013</a></li> <li>• Revised annual evaluation of the strategic plan through the Institutional Effectiveness Review (<a href="#">Institutional Effectiveness Review Handbook 2013-2014 - DRAFT 3 (2013-09-24)</a>)</li> </ul>

Clarify resource allocation process driven by strategic planning	<ul style="list-style-type: none"> <li>Established clear process for resource allocation driven by College and District planning and the Fiscal Plan process (<a href="#">Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning</a>; <a href="#">District Consultation and Coordination Council Team One Meeting Notes</a>, <a href="#">Strategic Planning Protocol</a>)</li> </ul>
Develop planning calendar including timelines and delineated parties responsible	<ul style="list-style-type: none"> <li>- Developed a planning calendar with timelines and responsibilities for each component of the Strategic Planning Protocol (<a href="#">District Consultation and Coordination Council Team One Meeting Notes</a>, <a href="#">Strategic Planning Protocol</a>)</li> </ul>

## **B. Response to District Recommendation #1**

### **History of Planning in Yuba Community College District**

Yuba Community College District is dually distinguished as one of the oldest community Colleges in the state and as the first to declare its independence as a District. For eight decades, strategic planning occurred within the framework of a single College District serving a large geographic area through multiple off-campus sites. Planning changed dramatically in 2008 when ACCJC granted full College status to Woodland Community College, rendering Yuba Community College District one of the youngest multi-College Districts in California. The last two cycles of strategic planning spanned this dramatic transition.

Prior to 2007, while multiple plans and processes coexisted, the [Board's Strategic Directions](#) served as the Yuba Community College District Strategic Plan comprised of eight strategic directions:

1. Student Retention and Success, Student Learning Outcomes and Institutional Accountability
2. The Basic Skills Initiative
3. Transformative Change and Innovation
4. Resource Development and Alignment
5. Student Access and Response to Changing Needs
6. Community Engagement and Institutional Heritage
7. Integration of Accreditation Standards and Cycle of College Requirements
8. Safety and Security

These strategic goals provided long-range guidance for the Colleges in developing individual educational master plans. The District assessed institutional effectiveness through annual reports made by the Colleges and District Services on achievements related to the strategic directions. Trends in historic FTES generation were the basis of resource allocation. Three models, the [Long Range Planning Model](#), [Institutional Effectiveness Model](#), and the [Annual Continuous Improvement Cycle](#), were introduced in 2008 to more clearly outline the integrated planning and assessment cycle.

In January 2008, a [Functional Transition Process](#) was developed to identify and map out the transition of administrative and staffing functions from the District level to that of the Colleges. The anticipated changes in roles, responsibilities, and decision-making authority are described including governance beginning with the Board of Trustees, committee structures, administrative services, and instructional programs and services

Work to refine the planning and assessment cycle and complete a District strategic plan for 2013-18 began in [2011](#) when the newly hired Chancellor convened planning sessions by extending an open invitation to all personnel. This initiated an inclusive and transparent approach to this cycle of multi-year planning.

### **Improvements to the District Integrated Planning Process**

The planning process was evaluated during the open planning sessions and also in an analysis contained in the annual [Institutional Effectiveness Model Report \(2012\)](#). As a result, the District Consultation and Coordination Council, an integral part of the District's participatory decision-making structure, commissioned a cross-functional sub-team to refine the integrated planning process. The team (Team 1) included classified staff, faculty, administration and representation from the District and both Colleges. [Team 1's Charter](#) included: incorporating strengths in the current integrated planning processes, identifying opportunities to improve the linkage of College and District planning with resource allocation, and developing a District-level process to allocate resources based upon prioritized program needs.

While this work was already underway in October 2012, the ACCJC site visit team verified that although District-wide strategic planning had been in place for a number of years, improvements were needed to make the process more inclusive and transparent. The District and Colleges took the following steps to address this recommendation.

- In August 2011, the Chancellor started working with the Board on the Board's District Strategic Plan. The Board used the Chancellor's performance objectives to shape short-term strategic goals for the District. Included in the goals was the goal to develop a strategic planning process that would be used to create or establish long-term goals. After the exit briefing at the end of the comprehensive visit, the Board and the District and College leadership then started work to take those Chancellor's goals and realign them as District short-term goals and as well to complete the development of a strategic planning process.
  - The Board of Trustees, College and District leadership [examined data, state mandates and emerging regional trends](#) to inform the development of measureable short term goals
  - Draft goals were communicated through open forums, presentations to the District's Consultation and Coordination Council and District Management Council and feedback was incorporated in refining the goals. The short-term goals were adopted by the Board of Trustees October 10, 2013:

#### **1. Improve Student Success and Completion**

2. Improve leadership and managerial competencies at all levels
3. Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges
4. Increase regional leadership
5. Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

Work on goal #1 commenced immediately. The Chancellor and the Chancellor's Executive Team developed and prioritized a number of [Student Success Initiatives](#). The draft was widely circulated and feedback incorporated. The College Leadership in Academic and Student Services committee created a framework for implementation plans for each initiative. As planning for the objectives mature they constitute actionable improvement plans to improve student success. To illustrate this point, the following is one of the 35 Student Success Initiatives representing a measureable objective for Short Term Goal #1. The implementation plan, timeline, and responsible parties require collaboration and coordination across the Colleges and District. (I.B.2)

#### Goal 1: Improve Student Success and Completion

##### Student Success Initiative Objective:

<i>Objective</i>	<i>Urgency</i>	<i>Timeline</i>	<i>Priority-Interdependence</i>	<i>Woodland Community College Responsible Parties</i>	<i>Yuba College Responsible Parties</i>	<i>Status Update</i>	<i>End Date</i>
Develop Academic Program Plans (two, three, four-year plans)	Mandate	FY 13-14	Req'd for Ed Plans (District Information Technologies to support)	All Counselors	Counselors, Director and Deans	In Progress	December 13

The District and the Colleges presented the final assessment report on the long range Strategic Directions to the [Board of Trustees in June 2013](#) providing a clear demarcation between the prior planning cycle and the refined and inclusive integrated planning and assessment cycle. This formally sets the stage for the development of long range goals driven by the institutional mission through the implementation of the Strategic Planning Protocol over the coming year.

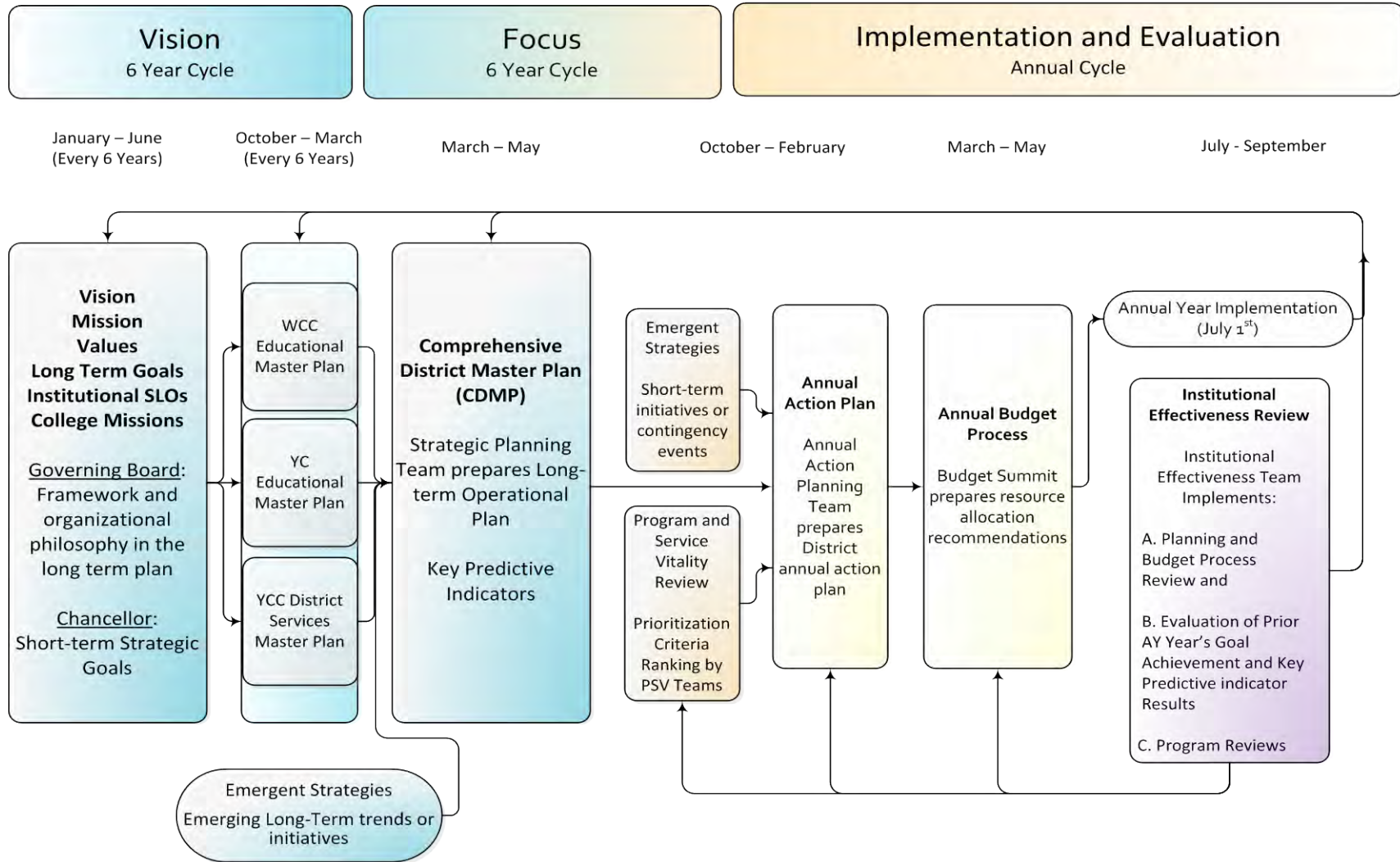
District and College personnel in Team 1, the sub-team of the District Consultation and Coordination Council, completed the revision of the Strategic Planning Protocol. The protocol is designed to assure the institutional mission continues to be central to all integrated planning (I.A.4), District goals are measureable, aligned with the mission (I.B.2) and driven by data, and

the process is inclusive of the Colleges' and District Services' planning (I.B.5) thus assuring sustainable quality improvement in planning and institutional effectiveness. Team 1 completed the following activities over the last year:

- Evaluated 16 coexisting District and College plans and searched for best practices in other multi-College Districts' integrating planning processes.
- Examined planning processes at both Colleges and adapted the Woodland Community College integrated planning model for use in the broader context of District wide planning ([District Consultation and Coordination Council Team One Meeting Notes](#)).
- Broadly vetted the protocol and incorporated feedback ([Strategic Planning Protocol Timeline](#)). See chart on following page.
- Presented the completed protocol to the District Consultation and Coordination Council for adoption in June 2013 ([District Consultation and Coordination Council Minutes 2013-06-04](#)) and communicated the protocol across the District.
- Drafted the [Institutional Effectiveness Review Handbook](#) for distribution in November 2013.
- Drafted a set of Key Predictive Indicators as a basis for District wide dialogue on these institutional metrics.



# Yuba Community College District Strategic Planning Protocol



Next, the Colleges and the District collaboratively completed components of the Strategic Planning Protocol including:

### **Program and Services Prioritization Criteria as a basis for future resource allocation:**

A critical component of the planning protocol is prioritizing programs and services as a basis for resource allocation in the future. Team 1 identified a research-based model as a starting point for a program prioritization methodology. The methodology uses data and results from Program Reviews and Student Learning Outcomes as a basis for resource allocation decisions.

A draft was vetted in Academic Senates, College Councils, and management groups across the District ([Program Vitality Criteria Communication](#)). Feedback from this dissemination was incorporated in the final version. As an example, the program prioritization criteria was renamed Program Vitality Criteria and revised to better assist the Colleges' and the District in determining priorities for growing, maintaining, restructuring or revising programs. Following this inclusive process both Colleges adopted the Academic Program Vitality Criteria. The Services and Non-Instructional Program Vitality Criteria are undergoing a similar vetting with anticipated approval in November 2013 ([Services and Non-Instructional Program Vitality Criteria Communication](#)).

### **Resource Allocation Process:**

The development of this process is detailed in the response to District Recommendation #2 in the following section.

### **Institutional Effectiveness Review:**

The Colleges' Directors of Research, Planning and Student Success working with the Vice Chancellor of Educational Planning and Services conducted the Institutional Effectiveness Model review and presented those results and recommendations to the [Board of Trustees in October 2012](#). The review included summaries of program review results for both Colleges and District Services and recommendations for improving the planning and assessment processes.

Team 1 examined these recommendations and revised the Institutional Effectiveness Review (formerly Institutional Effectiveness Model). Components from the prior process that continue are:

- Academic Program Review
- Student Services Review
- Administrative Services Review
- Participatory Decision-Making Review and
- Student Learning Outcomes assessment.

The Institutional Effectiveness Review is now enhanced to include:

- An assessment of the attainment of measureable College and District Services goals listed in the District Annual Action Plan
- An assessment of the effectiveness of the planning and budgeting process including the implementation of the Strategic Planning Protocol, and
- Key Predictive Indicators as institutional metrics of College and District effectiveness. Once determined, these indicators will include four components: performance on the indicator trended over time, current performance level, targets to achieve as a result of continuous quality improvement and benchmarks from best performing peer institutions as comparison data. The Colleges' standards for satisfactory performance of student achievement and the Student Success Scorecard data are the starting point for this work. The Colleges and the District are beginning the process of developing the full dashboard of Key Predictive Indicators through dialogue with Academic Senates and College Councils. The final Key Predictive Indicators will be presented to the Board of Trustees in spring 2014.

### **District Services Master Plan, Human Resources Master Plan and Facilities Master Plan:**

The District Services Executive Team, including the Chief Business Officer, the Chief Human Resources Officer, the Vice Chancellor Educational Planning and Services and the Chancellor's Office, introduced a formal planning process in District Services to develop a [District Services Master Plan](#) as an important new component of the Strategic Planning Protocol. In spring 2013 all members of the District staff participated in this process ([District Services Planning](#)) which included piloting the use of the draft Services and Non-Instructional Program Vitality Criteria in one-time fund requests. During the pilot, staff members indicated feeling rushed and the need for more data prior to completing the scoring. This information provides valuable insight in implementing the Criteria more broadly in the coming year. This inaugural plan is scheduled to be formally adopted in District Services in October 2013. District Services also changed the program review cycle to October of each year, as opposed to the following spring. This allows for the planning process, including services prioritization in District Services to feed into District-level planning and budgeting.

- The District working with the Colleges created the framework for the Human Resources Master Plan (see response to District Recommendation 4)
- The District charged a cross-functional, cross-College committee with updating the Facilities Master Plan. The committee includes faculty, staff and administrators with representation from all campus sites and all constituent groups ([2013-08-26 Facilities Master Plan Minutes \(Draft 2013-08-26\)](#)). Anticipated update completion is December 2013.

### **Planning Calendar:**

Identified timelines and responsible parties for all components of the planning protocol and modified the submission dates for all program reviews to October. This process improvement supports coordination of a District rhythm for planning, program review, resource allocation and institutional effectiveness processes.

The District and the Colleges will follow-up on these steps through the following activities slated for the remainder of the 2013-2014 academic year:

- The District Coordination and Consultation Council will appoint and train three cross-functional, cross-District teams to coordinate annual components of the Strategic Planning Protocol: District Annual Action Plan, Resource Allocation and Institutional Effectiveness Review
- As indicated previously, the District Consultation and Coordination Council working with the District College Academic Senate Leadership group will develop Key Predictive Indicators in an inclusive manner as added metrics in the Institutional Effectiveness Review
- The Institutional Effectiveness Review Team will develop and administer instruments to assess the effectiveness of the Strategic Planning Protocol implementation i.e., the planning and budgeting process.

### **C. Self-Evaluation**

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

Missions are central to all decision-making, as evidenced by Program Reviews, Student Services Reviews and Administrative Services Reviews. This process requires each program or unit to justify how the program or service supports the District Mission or the Colleges' Missions. This justification serves as a critical component of the prioritization of resources in the resource allocation process at the District level. (I.A.4)

The adopted 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. Broad dissemination of the goals is occurring.

The assessment of Yuba Community College District's effectiveness in achieving the mission is demonstrated through an annual and comprehensive institutional effectiveness review. 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 process, the resource prioritization process, 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)

The Yuba Community College District fulfills Recommendation #1 because it has analyzed prior processes, implemented improvements and created an integrated planning process that provides multiple opportunities for broad input and is communicated across the District in varied venues.

## 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)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Develop and implement a resource allocation model	-Developed a <a href="#">Resource Allocation Model</a>
Resource allocation model is driven by planning and student success	-Established and vetted a clear planning process at <a href="#">Woodland Community College</a> and <a href="#">Yuba College</a> . - <a href="#">Strategic Planning Protocol</a> 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"><li>• in an inclusive manner</li><li>• be transparent</li><li>• clearly communicated</li></ul>	- Developed a Resource Allocation Model in an inclusive and transparent manner including <a href="#">constituents</a> from District, Yuba College, Woodland Community and Clear Lake Campus. -Resource Allocation Model clearly communicated on the District <a href="#">website</a> , with <a href="#">CHEX</a> and the <a href="#">Budget Summit</a> .
Evaluate model periodically for effectiveness in supporting the District's and Colleges' missions	- The Institutional Effectiveness Review ( <a href="#">IER</a> ) is on the planning cycle between July – September as listed in the Strategic Planning Protocol. The model will be evaluated to determine if it meets the District's mission as well as evaluation of prior year goal achievement and assessment towards key predictive indicators.

#### B. Response to District Recommendation #2

*History of District Resource Allocations:* The Yuba Community College District has enjoyed a rich history of institutional planning. The institutional planning process became more complex and comprehensive in 2008 when the District transitioned from a single-College District to a multi-College District.



As a single-College District, the District maintained a resource allocation planning process that was driven primarily by program growth, enrollment growth and service growth needs. However, as a multi-College District, the District needed to take a planned approach for allocating resources among the two Colleges and off-site locations. The Full-Time Equivalent Faculty (FTEF) was allocated to the Colleges based on the historical trends of Full-Time Equivalent Student (FTES) generation by each of the Colleges (i.e., the ratio of FTES was 78/22 (78%: Yuba College; 22%: Woodland Community College).

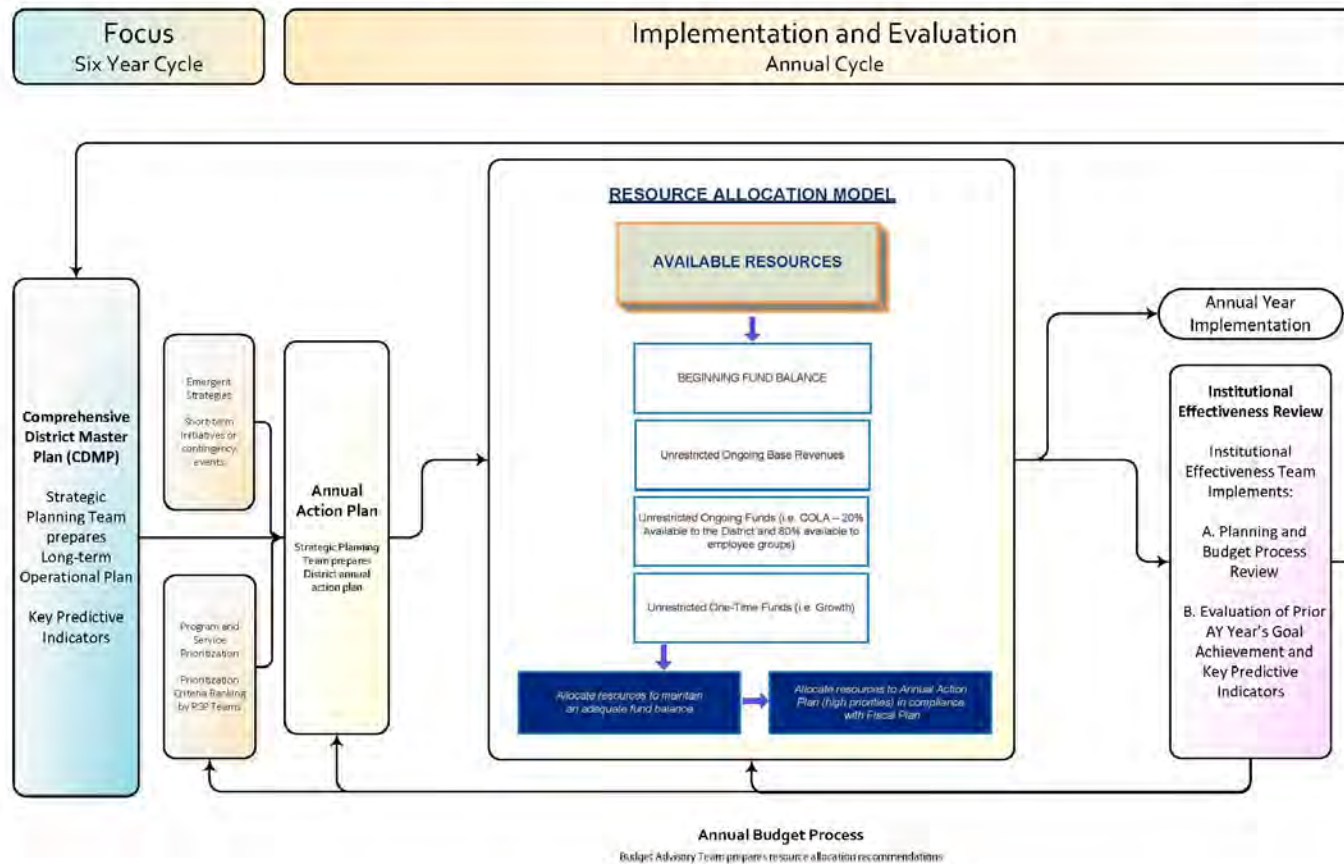
The District Consultation and Coordination Council (DC3) appointed a Budget Task Force to work on developing a resource allocation model in December 2009. After months of discussion, the DC3 Budget Task Force appointed a small workgroup to develop recommendations for implementation of the District-wide Resource Allocation Model. The RAM committee consisted of members from the District-wide community and the group has met regularly since April 2010.

The Resource Allocation Model Committee (RAM) was tasked by DC3 to review different resource allocation models from other Districts in the context of ["draft parameters"](#) to develop a model for our District. The draft parameters included some items as required components of the RAM and some items that needed to be considered. In developing the first generation RAM, these draft parameters were used (examples included: student centered, equitable, plans driving the budget allocation, funding operational requirements including all mandates, fiscal stability, review and revision/continuous quality improvement, facilities funding/deferred maintenance, defined written process adopted by the Board and included in AP, productivity factors (WSCH, FTES). Some of the concepts to consider included: consistency with SB361, new program development, growth funding, stabilization of College FTES, carryover monies for Colleges, averaging of FTES, square footage allocation and phase implementation.

The RAM committee developed a [revenue-based resource allocation model](#) that was approved in spring 2012. Before the RAM was used to develop the 2012-13 budget, the model was piloted and shortcomings in the model were revealed. For example, using the three-year FTES rolling average; the allocation amongst the Colleges would require substantial reductions to one College and a substantial increase to the other College, yet not aligning the resources to the Colleges' and the District missions.

*Resource Allocation Model 2013 – 2014:* Utilizing the assessment of the resource allocation process, the District RAM committee shifted its direction and developed a resource allocation model in spring 2013 that is now integrated with the planning, student success, and mission of the Colleges and the District. Below is the widely shared resource allocation illustration that was partially implemented in FY2013-14. The Resource Allocation Model will have a phased implementation with full implementation by FY2015-16. The first cycle of implementation will align resources with priorities identified in the District and the College Education Master Plan and is responsive to opportunities and emerging needs/imperatives consistent with the Strategic Planning Protocol.

# Yuba Community College District Resource Allocation Process



Rev. 10/3/2013



The resource allocation model illustration, shown on page 53, demonstrates the resources available for the resource allocation process. The resources include the beginning fund balance as well as additional one-time and ongoing resources. First, the resources are allocated to maintain an adequate fund balance determined by the Board of Trustees. Secondly, the resource allocation process is driven by the Annual Action Plan reflected in the Strategic Planning Protocol. The Colleges and District Services work on Educational and District Services Master Plans that are incorporated into the Comprehensive District Master Plan. All of the plans as well as emerging strategies are incorporated into the Annual Action Plan. At the same time, District-wide teams utilize the strategic planning criteria in prioritizing programs and services that are incorporated into the Annual Action Plan by the Strategic Planning Team. The Budget Advisory Team (Budget Summit) prepares resource allocations for the prioritized programs and services. The [Budget Summit](#) group was formed in spring of 2012 serving as the Budget Advisory Team for the District. The Budget Summit membership consists of wide-constituent participation (Chancellor's Executive Team, Academic Senate Representatives from Yuba College and Woodland Community College, Faculty Representatives, Classified Representative, Safety Officers Representative, and Adjunct Faculty Representative. The District budget is developed in a transparent and inclusive manner through broad participation and feedback from the appropriate representatives. The RAM Committee was sunset after the completion of the Resource Allocation Model and Budget Summit was charged with the responsibility of implementing the Resource Allocation Model.

The Resource Allocation Model is driven by planning and student success. The resources are allocated to the Colleges and District services based on the educational master plan priorities for the Colleges and based on the District services master plan priorities driven by the Board of Trustee's direction for each of the entities within the District ([Strategic Planning Protocol](#)) As an example, the Colleges and District began the planning process for the Student Success Initiatives during the summer of 2013 and resources are being allocated to the student success priorities in the FY2013-14 budget. (III.D.1)

The Resource Allocation Model was developed in an inclusive manner including the following constituencies: Faculty, Academic Senate, Classified and Administration. (RAM Meetings [Agenda/Minutes/Membership](#)) The resource allocation process is transparent and clearly communicated in various venues including [Budget Summit](#) meetings as well as DC3 meetings.

The resource allocation model is now embedded in the District's strategic planning protocol. The model includes evaluative processes for effectiveness in the District and College's missions on an annual cycle (from July through September). The Colleges and District services will review the planning and budgeting processes and prior year's goal achievements. The formal process will include a comprehensive review of the budget development process to ensure that the annual action plan drives the resource allocation and improvements to the process will be made to ensure compliance with this methodology.

### **C. Self-Evaluation**

The District welcomed the ACCJC visiting team in October 2012 and acknowledged the shortcomings with the resource allocation process. Although, the District developed a resource

allocation methodology which finalized in spring 2012, the District was not convinced that it best met the Mission of the Governing Board. The District took the recommendations seriously and acted upon to come up with a resolution in addressing this recommendation. (III.D.1)

Since October 2012, the Resource Allocation Model committee, comprised of Academic Senate leaders from both Colleges, Faculty Representatives from both Colleges, a Classified Representative, and the Chief Business Officer, worked diligently to ensure the model met ACCJC standards. The resource allocation model is transparent as the agenda, minutes, resource documents, and historical documents have been updated on the District [website](#), as well as information widely communicated to the District community at-large including DC3 and Budget Summit. (III.D.1.d)

The District has methods in place for evaluating the effectiveness of its internal control systems and segregation of duties per the audit recommendations over the past few years (III.D.2.e). Some of the segregation of duties pertained to having appropriate internal controls over the cash handling function and during fiscal year 2011-12, the District hired a Part-Time Cashier position at Yuba College and segregated duties amongst the Cashier, Accounting Specialist and Senior Accounting Technician at the District Office. Additionally, the District has been addressing the audit recommendations and has presented corrective action plan to its' [Governing Board meetings](#) and the [Audit Subcommittee meetings](#) on a monthly basis.

Although the District has experienced significant reductions to its funding as result of the economic recession, the District has had transparent discussions about the District's long-term liabilities that need to be addressed including [retiree health benefits](#) (III.D.3.c.d.). The District will develop multi-year revenue and expenditure projections in addressing the long-term liabilities. In the interim, the District has set aside funds in the Retiree Benefits Fund in an effort of funding this liability. Additionally, there are budget principles developed in the District's [Fiscal Plan](#) addressing long-term liabilities of the District.

## District Recommendation #3

### Delineate Responsibilities of Multi-College Structure

*To meet the Standard, 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.1, III.B, IV.A, IV.B.3)*

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

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Delineate District functional responsibilities	<ul style="list-style-type: none"><li>• 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. (<a href="#">YCCD Function Map</a>, <a href="#">2013-05-20 College Leadership of Academic and Student Services Minutes</a>, <a href="#">2013-09-17 District Consultation and Coordination Council Minutes</a>)</li><li>• - Communicated College/District functional responsibilities through committees, councils and management/leadership groups (<a href="#">Function Map Timeline</a>)</li></ul>
Determine whether current functions provided by the District office should be centralized or decentralized	<ul style="list-style-type: none"><li>• Phase I evaluation to occur in fall 2013 with criteria delineating College expectations for District-provided services forming the basis for evaluation (<a href="#">College Expectations for District Services</a>)</li><li>• Established delineation for Distance Education functions and responsibilities. Evaluation will occur in fall 2014 (<a href="#">Distance Education Expectations</a>, <a href="#">Distance Education Responsibility Matrix</a>)</li></ul>
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"><li>• Approved an integrated planning model that defines how College plans integrate within the District planning process (<a href="#">Strategic Planning Protocol Diagram</a>)</li><li>• The District Handbook delineates participatory decision-making structure at the District level is updated annually (<a href="#">District Handbook 2013-14</a>, <a href="#">District Handbook Archives</a>)</li></ul>

<b>Key Issues Identified by the Commission</b>	<ul style="list-style-type: none"> <li>Accomplishments as of October 15, 2013</li> </ul>
Clearly identify District committees	<ul style="list-style-type: none"> <li>The District Handbook identifies all District committees and is updated annually (<a href="#">District Handbook 2013-14</a>)</li> </ul>
Perform a regular review of District committees work	<ul style="list-style-type: none"> <li>As part of the ongoing Institutional Effectiveness Review (formerly IE Model), all District committees perform an annual evaluation of their work</li> <li>(<a href="#">District Consultation and Coordination Committee Minutes 2013- 04-30</a>, <a href="#">DCAS Minutes 2013-03-29</a>, <a href="#">YCCD Function Map</a>)</li> </ul>
Conduct review of the overall effectiveness of District services to the Colleges	<ul style="list-style-type: none"> <li>CLASS developed College expectations of all District provided services (<a href="#">College Expectations for District Services</a>)</li> <li>District Services developed service evaluations in fall 2013 (<a href="#">District Services Evaluation Survey</a>)</li> </ul>
Widely disseminate the results of the effectiveness of District services results	<ul style="list-style-type: none"> <li>Results of the District Services evaluation review will be disseminated via constituent groups, website and Portal</li> </ul>

### B. Response to District Recommendation #3

The 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 in several ways. Noteworthy accomplishments in spring-fall 2013 include:

*Delineation of functional responsibilities and determining whether current functions provided by the District office should be centralized or decentralized:*

First, College Leadership of Academic and Student Services completed a functional map as a tool to communicate College and District roles and functional responsibilities and also to serve as a mechanism to assess accountability for institutional effectiveness. To assure wide dissemination and to facilitate a shared understanding, constituent groups reviewed the functional map in various venues ([Function Map Timeline](#)). Based upon these discussions, the functional map was revised and adopted by District Consultation and Coordination Council in October 2013.

Second, the District Distance Education Committee drafted a [Distance Education Responsibility Matrix](#) that clarifies the functional delineations of technology, professional development, and faculty and student support between the District and the Colleges. The committee is comprised of the co-chairs of the Colleges' Distance Education committees, College administrators and the Vice Chancellor. Already realized as a result of this delineation, is the centralization of technology and infrastructure support for the Learning Management System in August 2013. Both Colleges' Academic Senates approved the matrix and forwarded to the District

Consultation and Coordination Council for review. Final adoption is anticipated in November 2013.

Lastly, District Services implemented a schedule to assess the level to which centralized services are achieving the goals of providing effective and efficient support to the Colleges. The District is currently engaged in a three-phase reorganization. Phase I resulted in centralizing two services: Maintenance and Operations and Fiscal Analysis. As an example of the quality assessment and improvement schedule for such centralized services, evaluation will occur in fall 2013. The results from this assessment will be published in the Portal and used to inform the development and implementation of Phase II in spring 2014.

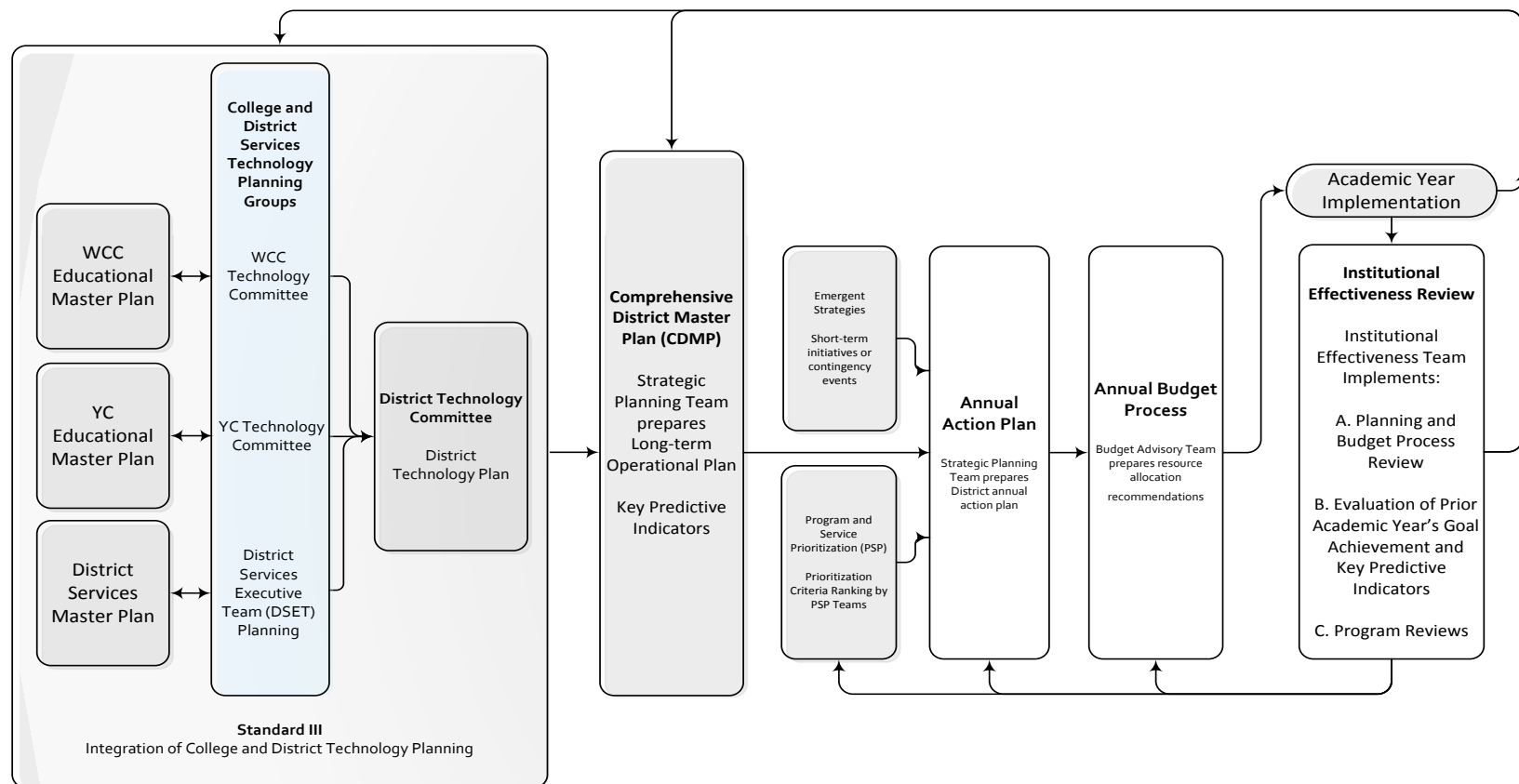
*Clarify District level process for decision making and the role of the District in College planning and decision making; identification of District committees; and regular review of District committees' work:*

The Yuba Community College District Handbook identifies all District committees. During the most recent update, several improvements were incorporated in order to respond to the recommendation and better explain the role of the District and District committees in the participatory decision-making structure.

The District is firmly committed to working with the Colleges to assure that overarching technology, human resources and facilities plans are fully integrated with the Colleges and District Services plans. Visuals are now being circulated that illustrate how the work of the District Committees are interrelated with College committees within the District integrated planning cycle. Examples include the District committees responsible for the Facilities, Human Resources and Technology Master Plans. Following a vetting process aimed at gathering additional feedback, the committee flow charts will be added to the District Handbook in fall 2013 to provide further clarification of the committees' work and a basis for assessing committee effectiveness.

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 data and priorities from both Colleges and the District related to technology needs and training. The District Technology Plan informs the Comprehensive District Plan with annual extracts incorporated in the District Annual Action Plan.

# Yuba Community College District Technology Planning Process



Rev. 10/04/2013

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](#)). Piloting the new instruments will occur in spring 2014.

### **Conduct review of District service effectiveness and widely disseminate the results:**

The College Leadership in Academic and Student Services, comprised of College and District leadership, outlined College expectations for services provided by the District including Business/Fiscal Services, Educational Planning and Services, Human Resources/ Personnel Services, Information Technologies, Maintenance and Operations, Printing/Mailing and Police Services ([College Expectations for District Services](#)).

The Chief Business Officer, Chief Human Resources Officer, the Vice Chancellor of educational Planning and Services in collaboration with College Leadership in Academic and Student Services developed a District Services Evaluation Survey for administration to all District personnel in October 2013. The data from the assessment of the effectiveness of District-provided services will inform District Services planning through the process outlined in the annual Institutional Effectiveness Review ([District Services Evaluation Survey](#)). The results of that survey will be published in the District Portal.

### **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 functional map, committee diagrams and the Distributive Education Responsibility Matrix, 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 annual evaluation. 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)

The Yuba Community College District fulfills Recommendation #3 because it has created or improved processes that support multiple opportunities for broad input and communication across the District in varied venues for:

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



## 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)*

#### 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"><li>• Completed the collection of the staffing plans and priorities from both Colleges to integrate these individual staffing plans into one comprehensive District staffing plan</li><li>• In progress: the <a href="#">District Services Master Plan</a> (DSMP) that includes a staffing plan and professional development needs and priorities for District Services</li><li>• Developed the <a href="#">2013-2016 Human Resources Strategic Alignment Plan</a></li><li>• Developed the framework for the comprehensive Human Resources Master Plan (HRMP)</li><li>• In progress: developing a human resources staffing planning process, including a systematic evaluation and assessment of all of the human resource operations of the District.</li></ul>
Systematically assess the effective use of human resources	<ul style="list-style-type: none"><li>• -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 <a href="#">2012</a> and <a href="#">2013</a>, and is utilizing the survey results as a means to improve its service delivery systems</li><li>• -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</li><li>• Revised and expanded the annual survey to assess how the institution uses its human resources.</li></ul>

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"> <li>• 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</li> <li>• 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</li> <li>• Evaluated the current employee evaluation instruments in conjunction with employee stakeholder groups</li> <li>• Evaluation and revisions completed for executive management evaluations</li> <li>• Revising and updating all of the employee evaluation instruments in progress.</li> </ul>
Identify needed staff in faculty, classified, and management positions	<ul style="list-style-type: none"> <li>• 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</li> <li>• Established a rubric for staffing for the Colleges and District based upon ensuring strategic deployment of human resources and program prioritization</li> <li>• Completing a "level off" staffing process at the Colleges, based upon the District's enhanced resource allocation protocols .</li> </ul>
Systematic evaluation of all personnel at stated intervals with appropriate documentation	<ul style="list-style-type: none"> <li>• Established protocols for timely evaluating all personnel working throughout the institution</li> <li>• Dedicated confidential Human Resources analysts to timely monitor and process the systemic evaluation of all faculty, classified and management employees</li> <li>• The Office of Human Resources accurately maintains proper personnel records to evidence the timely and systemic evaluation of all personnel—faculty, classified and management employees.</li> </ul>
Clearly defined appropriate written evaluative processes.	<ul style="list-style-type: none"> <li>• District has established written protocols for evaluating all faculty, classified and management employees</li> <li>• Evaluated and revised Administrative Procedures to reflect best personnel practices for performance evaluation. These APs have been reviewed and approved at the CHEX level and will be forwarded to DC3 for further review and input for approval by December of 2013.</li> </ul>

## **B. Response to District Recommendation #4**

As previously discussed in this follow-up report, the District has 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. While the [District Multi-College Plan](#) set the stage for a transition in human resources planning, unprecedented budget cuts over the next several years 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 District embarked on developing integrated planning processes. For its part, the Human Resources Office created a Strategic Alignment Plan to guide how services will support institutional effectiveness and student success [2013-2016 Human Resources Strategic Alignment Plan](#). 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 Staffing 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 Staffing Plan is a five year "blue print" to comprehensively address the staffing and professional development needs of the Colleges and the District. 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 elements of the Plan:

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

Again, while framework has been recently developed, the substantive structure of the District Human Resources Master Staffing Plan will be developed over the course of the current 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) will have

meaningful input on this process. The District anticipates that the Plan will be completed by June of 2014.

The District administered District-wide needs assessments in [May 2012](#) and [May 2013](#), and 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 are an important component of the YCCD Human Resources Master Staffing Plan currently under development.

The District is using the strategic planning protocol 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 has already facilitated an in depth review and discussion at the Chancellor's Executive Team level to establish a rubric for staffing ratios for the Colleges and District. The next critical task is to strategically deploy staffing at the Colleges and sites and allocate resources in alignment with the strategic planning and resource allocation process. For example, the District and Colleges are currently examining staffing ratios in student services and Maintenance and Operations with headcount and FTES calculations in order to determine equitable and appropriate staffing levels for these departments. The District and Colleges will then use these ratios to determine appropriate staffing levels, as well as projected growth levels if new resources and new enrollment occurs. Again, this is a new process that will be introduced over the current academic year to all of the College and District stakeholder groups for input and feedback. This process will not be fully implemented until June of 2014.

The District has established protocols for timely evaluating all personnel working throughout the institution and has dedicated confidential Human Resources analysts to timely monitor and process the systemic evaluation of all faculty, classified and management employees. The Office of Human Resources is charged with accurately maintaining proper personnel records to evidence the timely and systemic evaluation of all personnel—faculty, classified and management employees. Since 2000, the District Office of Human Resources has maintained an electronic Human Resources Master Calendar system that is dually maintained by both the Classified Human Resources Analyst and the Academic Human Resources Analyst. The Datatel system generates employee evaluation reports on an annual basis. Each Human Resources Analyst (Academic and Classified) generates periodic notifications to every manager with a complete list of all of the employees who need to be evaluated. All evaluations are tracked by the Office of Human Resources.

Over the last year the District embarked upon a comprehensive review and analysis of its existing personnel evaluation instruments for the purpose of redesigning the evaluation instruments to reflect best emerging practices in human resources management and support the effective use of human resources. Since the spring of 2013, the Office of Human Resources has completed the following tasks:

- Conducted peer research and analysis with the North 14 California Community Colleges to research “best practice” models for employee performance evaluations
- Met and conferred with the academic administrator’s unit (ESA) and completed a revision and implementation of the [performance evaluation instrument](#) for academic administrators
- Begun the meet and confer process with the Yuba College and Woodland Community College Academic Senates to commence the revision process of the performance evaluation instrument for all full-time faculty with completion timelines (June 2014)
- Begun the meet and confer process with CSEA to commence the revision process of the performance evaluation instrument of all Classified employees with completion timelines (June 2014)
- Begun the meet and confer process with YC-AFT to commence the revision process of the performance evaluation instrument of all adjunct faculty (YC-AFT) employees with completion timelines (June 2014)
- Begun the meet and confer process with Classified Management and Confidential employees to commence the revision process of the performance evaluation instrument of all Classified Management and Confidential employees with completion timelines (June 2014)

The Office of Human Resources values the input of our employee stakeholder groups and is actively working in collaboration with them on this process. Again, this process should be completed by June of 2014. ([Stakeholder Agendas](#))

In April 2013, the first of three sets of [legally-required Administrative Procedures](#) (APs) associated with Human Resources, including the hiring and recruitment of the College president, were prepared for the Chancellor’s Executive Team’s review. Revisions to the remaining APs associated with Human Resources are in progress. The written policies also reflect a strong commitment to equity and diversity.

### **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

As demonstrated herein, the District is making strides to improve the employee evaluation process in a manner that reflects “best practices” and in a manner that is transparent and collaborative. Furthermore, the District’s enhanced assessment systems are actively addressing an identified need to provide greater professional development opportunities at both the College level and District level. While resources are currently limited, the District is creating a framework to identify and prioritize these needs for the Colleges.

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)

## District Recommendation #5

### Hiring/Evaluation of the College President

*In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the College presidents. (IV.B.1, IV.B.1.j)*

#### A. Summary of Progress and Accomplishments on District Recommendation #5

Key Issues Identified by the Commission	Accomplishments as of October 15, 2013
Clearly defined process for hiring the College presidents	<ul style="list-style-type: none"><li>• Evaluated and revised Administrative Procedure (AP 7122) relevant to the recruitment and selection of the College president</li><li>• Revised AP reviewed and approved in CHEX and then forwarded to DC3 for formal review and consideration</li></ul>
Clearly defined process for evaluating the College presidents	<ul style="list-style-type: none"><li>• Evaluated and revised the Administrative Procedure (AP 7151) relevant to the evaluation of the College president</li><li>• Revised AP reviewed and approved in CHEX and then forwarded to DC3 for formal review and consideration</li></ul>

#### B. Response to District Recommendation #5

As previously discussed in this follow-up report, the District has enjoyed a rich history of institutional planning, as well as a history of promulgating written policies that govern the hiring and recruitment process for employees. The leadership of the District first adopted [Administrative Procedure 7122, College President Hiring Procedures](#), in June of 1995. Since its initial adoption, AP 7122 has been revised in January of 2004, June of 2011 and most recently in [October 2013](#). The leadership of the District effectively utilized its policy analysis and review mechanisms to timely review and update AP 7122 to reflect “best practices” in hiring and recruiting community College presidents.

While the District has a long-established written policy for hiring a College President, it did not have the same established history of a written policy for evaluating the College president. Prior to 2008, the evaluation process for the College President was largely based on the “Management By Objectives” (MBO) method. In conjunction with the Chancellor, the President set annual performance and professional development goals to support achieving the priorities of the



District. Progress on goals was self-reported at mid-year and end of year intervals culminating in a performance review meeting between the Chancellor and the President. The process did not include formal feedback from the President's peers, direct reports or other constituents. Informal feedback could be provided but was not actively solicited as routine practice. Assessment of performance was held strictly within the Chancellor's judgment.

In 2008, the evaluation process was revised for all managers in the District. A new process and evaluation instrument "Performance Planning and Evaluation for Managers" was implemented to be used for all supervisors including the Chancellor's executive staff. Evaluations were intended to be completed annually. There was no separate and distinct evaluation process for the College Presidents at that time.

In 2012, the Chancellor began revising the evaluation process for the College Presidents toward a process that aligned with his own performance review. For the 2012-2013 academic year, the process included a confidential survey to solicit feedback from faculty, staff, and administrators (direct reports and peers) who were selected and agreed upon by the President and the Chancellor. The survey results are to assist the President in developing professional development goals for the coming year. This stage of the evaluative process is in progress. By agreement and as amended in the AP at the suggestion of DC3, the College President and Chancellor both receive the aggregate responses of the survey. In mid-September, the Chancellor and President met to discuss the results and to establish performance and professional development goals.

In June, 2013, [Administrative Procedure 7151, Evaluation of the College President](#), was drafted and introduced for discussion through the appropriate participatory decision-making bodies. First review was conducted by the Chancellor's Executive Team, and then to the District Consultation and Coordinating Council (DC3). After thorough discussions in three meetings of the DC3, the details of the evaluation process have been codified and AP 7151 was approved in [September 2013](#) and has been implemented.

### **C. Self-Evaluation**

These actions demonstrate that the District is being responsive to the ACCJC recommendations by thoroughly reviewing and revising the relevant Board Policies and Administrative Procedures to insure legal compliance to the California Education Code and Title 5. The evidence demonstrates that the District Board/and Chancellor maintain a well-established protocol of drafting, implementing and evaluating written procedures for selecting and evaluating the president of the Colleges. The Chancellor has timely and properly exercised his delegated authority to implement administrative procedures for the Colleges and District. (IV.B.1, IV.B.1.j)

## Appendices

### College Recommendation #1 Evidence

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>Academic Senate Minutes 3/22/13</u></a>	Academic Senate dialogue re: Academic Standards
<a href="#"><u>Academic Senate Minutes 5/10/13</u></a>	Academic Senate dialogue re: Planning and Prioritization (Select "Archive" and open 5/10/13 minutes)
<a href="#"><u>Academic Senate Minutes 8/9/13</u></a>	Academic Senate dialogue re: Planning and Prioritization
<a href="#"><u>Academic Senate Minutes 8/16/13</u></a>	Academic Senate dialogue re: Planning and Prioritization
<a href="#"><u>Annual Action Plan</u></a>	To view the AAP, please refer to the "WCC Annual Action Plan (Short Term Plan)" subsection.
<a href="#"><u>Budget and Planning report to College Council</u></a>	Documentation of assessment of the College planning process, as well as changes made as a result of the process evaluation.
<a href="#"><u>Campus-wide Dialogue re: Planning and Goal Setting</u></a>	Refer to Annual Planning Session Survey Results
<a href="#"><u>Campus-wide Dialogue re: Program Prioritization</u></a>	Evidence of Campus-Wide dialogue re: planning and prioritization (forums held in April 2013):
<a href="#"><u>College Accountability Report</u></a>	To view the CAR and its supporting documentation, please refer to the "WCC College Accountability Report (Evaluation of Goal Achievement)" subsection.
<a href="#"><u>College Integrated Planning Cycle and Process</u></a>	College specific timelines, responsible groups and outcomes pertaining to planning and evaluation
<a href="#"><u>College Priorities for Budget and Planning (2012-2013)</u></a>	Priority levels developed by the Program Review Validation Team from the 2012-2013 Program Reviews.
<a href="#"><u>DC3 Minutes 2/26/12 (Portal)</u></a>	Evidence of dialogue regarding Planning and Prioritization within DC3

College Recommendation #1 Evidence cont.	
<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#">DC3 Minutes 4/30/12 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3
<a href="#">DC3 Minutes 6/18/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3
<a href="#">DC3 Minutes 6/4/12 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3
<a href="#">DC3 Minutes 7/2/12 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3
<a href="#">DC3 Portal Site</a>	Evidence of dialogue regarding Planning and Prioritization within DC3
<a href="#">DC3 Team 1 Minutes 1/25/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Minutes 3/8/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Minutes 6/5/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Minutes 7/3/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Minutes 8/5/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Minutes 8/16/13 (Portal)</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">DC3 Team 1 Portal Site</a>	Evidence of dialogue regarding Planning and Prioritization within DC3 Team 1
<a href="#">District Technology Committee</a>	Link to the YCCD Technology Committee Site
<a href="#">District Technology Plan (2008-2012)</a>	Link to the YCCD Technology Plan (2008-2012)

College Recommendation #1 Evidence cont. <b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#">District-wide Dialogue re: YCCD Strategic Planning Protocol</a>	Evidence of dialogue regarding the YCCD Strategic Planning Protocol within DC3
<a href="#">Education Master Plan</a>	To view the EMP and its supporting documentation, please refer to the "WCC Educational Master Plan (Long Term Plan)" subsection.
<a href="#">Professional, Technology and Career Development Survey</a>	Survey to capture technology and staff training needs of all campus members
<a href="#">Program Review Validation Committee Site</a>	View the PRVT purpose statement, membership, guidelines and outcomes.
<a href="#">Program Review Validation Rubric</a>	Rubric by which the PRVT ranks all program requests.
<a href="#">Program Reviews</a>	Completed 2012-2013 program reviews for all programs and units, including administrative, student services and shared-decision making reviews.
<a href="#">Program Vitality (Prioritization) Criteria</a>	Criteria by which academic programs are prioritized, which allows us to identify areas of growth and etc.
<a href="#">PRVT Minutes 1/31/13</a>	Program Review Validation Team (PRVT) dialogue re: Planning and Prioritization
<a href="#">PRVT Minutes 2/7/13</a>	Program Review Validation Team (PRVT) dialogue re: Planning and Prioritization
<a href="#">PRVT Minutes 4/9/13</a>	Program Review Validation Team (PRVT) dialogue re: Planning and Prioritization
<a href="#">Shared (Participatory) Decision Making Reviews</a>	To view the Shared Decision Making reviews, please click on the "Shared Decision Making Reviews (2012-2013)" folder.
<a href="#">YCCD Institutional Effectiveness Review (IER) Framework</a>	Diagram of the key components of the IER Framework
<a href="#">YCCD Strategic Planning Protocol (Integrated Planning)</a>	Diagram of the key components, timelines, and responsible parties of the YCCD Strategic Planning Protocol

## College Recommendation #2 Evidence

Evidence Link	Description
<a href="#">WCC DE Survey</a>	Results of survey administered to WCC students to gather information for improving the quality of DE instruction at WCC. Demonstrates one means of WCC's efforts to regularly and systematically assess DE and use the information for continuous quality improvement.
<a href="#">WCC Technology Survey</a>	Survey and results to glean information for developing and implementing comprehensive technology training for faculty, staff and students.
<a href="#">Mission</a>	Mission of Woodland Community College that guides planning and all decision-making at the College.
<a href="#">March 16<sup>th</sup>, 2013 Minutes of DE Committee</a>	Minutes of DE Committee that depicts WCC participation in dialogues about the continuous improvement of student learning for DE students.
<a href="#">Dialogue on LMS Solutions</a>	Schedule of proposed meetings to decide on a new learning management system for WCC. Demonstrates WCC increased participation in dialogue at the District level about the continuous improvement of student learning.
<a href="#">DE Coordinators' Meeting Schedule</a>	Schedule of State level webinars. WCC administrators and faculty participate in monthly webinars and dialogues about DE and student learning.
<a href="#">November 19<sup>th</sup>, 2013 Minutes of DE Committee</a>	DE Committee minutes that reflect information sharing about State level dialogue on DE and student learning.
<a href="#">Draft DE Functional Map</a>	The draft DE responsibilities matrix that reflect an outcome of WCC's participation in YCCD discussions on the delineation of functions for an effective administration of DE for student learning.
<a href="#">AP 4105</a>	The Administrative Policy that defines the role of DE in the YCCD.
<a href="#">District DE Rotational Schedule</a>	A proposed schedule of DE courses in the YCCD that resulted from dialogue among administrators in the District and Colleges.
<a href="#">WCC DE Agendas and Minutes</a>	A summary of agendas and minutes of the WCC DE Committee.

### College Recommendation #3 Evidence

Evidence	Description
<a href="#">SLO Agendas and Minutes</a>	Agendas and minutes of the SLO Committee that demonstrate the synergy and coordination between the Curriculum, DE and SLO Committees. The DE Committee chair serves as a co-chair of the SLO Committee.
<a href="#">Student Success Support Programs Mandates</a>	A summary of initiatives developed in the YCCD to propel student learning and success.
<a href="#">WCC DE Survey</a>	Results of survey administered to WCC students to gather information for improving the quality of DE instruction at WCC. Demonstrates one means of WCC's efforts to regularly and systematically assess DE and use the information for continuous quality improvement.
<a href="#">WCC Technology Survey</a>	Survey and results to glean information for developing and implementing comprehensive technology training for faculty, staff and students.
<a href="#">Mission</a>	Mission of Woodland Community College that guides planning and all decision-making at the college.
<a href="#">March 16<sup>th</sup>, 2013 Minutes of DE Committee</a>	Minutes of DE Committee that depicts WCC participation in dialogues about the continuous improvement of student learning for DE students.
<a href="#">Dialog on LMS Solutions</a>	Schedule of proposed meetings to decide on a new learning management system for WCC. Demonstrates WCC increased participation in dialogue at the District level about the continuous improvement of student learning.
<a href="#">DE Coordinators' Meeting Schedule</a>	Schedule of State level webinars. WCC administrators and faculty participate in monthly webinars and dialogues about DE and student learning.
<a href="#">November 19<sup>th</sup>, 2013 Minutes of DE Committee</a>	DE Committee minutes that reflect information sharing about State level dialogue on DE and student learning.
<a href="#">Draft DE Functional Map</a>	The draft DE responsibilities matrix that reflect an outcome of WCC's participation in YCCD discussions on the delineation of functions for an effective administration of DE for student

	learning.
<a href="#"><u>AP 4105</u></a>	The Administrative Policy that defines the role of DE in the YCCD.
<a href="#"><u>District DE Rotational Schedule</u></a>	A proposed schedule of DE courses in the YCCD that resulted from dialogue among administrators in the District and colleges.
<a href="#"><u>WCC DE Agendas and Minutes</u></a>	A summary of agendas and minutes of the WCC DE Committee.
<a href="#"><u>SLO Agendas and Minutes</u></a>	Agendas and minutes of the SLO Committee that demonstrate the synergy and coordination between the Curriculum, DE and SLO Committees. The DE Committee chair serves as a co-chair of the SLO Committee.
<a href="#"><u>Student Success Support Programs Mandates</u></a>	A summary of initiatives developed in the YCCD to propel student learning and success.



College Recommendation #4 Evidence	
Evidence Name	Description
<a href="#">Technology Survey</a>	Survey and results to glean information for developing and implementing comprehensive technology training for faculty, staff and students.
<a href="#">WCC DE Survey</a>	Results of survey administered to WCC students to gather information for improving the quality of DE instruction at WCC. Demonstrates one means of WCC's efforts to regularly and systematically assess DE and use the information for continuous quality improvement.
<a href="#">YCFA Contract</a>	Yuba College Faculty Association Contract with information on funding for staff development activities in the District.
<a href="#">Workshop Evaluation</a>	Forms used to evaluate the effectiveness of flex and staff development trainings, including technology training.
<a href="#">Staff Development Process and Evaluation Form).</a>	Guidelines and procedures for staff development training, including evaluation form used for assessing the activity.
<a href="#">Technology Training Offered</a>	Listing of technology training offered at WCC since Accreditation Visit.
<a href="#">Technology Training Assessment Results</a>	Assessment results of technology training.

## Appendices - District Recommendations 1-5

<i>District Recommendation #1 Evidence</i>	
<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>2008 Functional Transition Process</u></a>	Evidence of process to map out the administrative transition from a single-college district to a multi-college one
<a href="#"><u>Annual Continuous Improvement Cycle</u></a>	One of the three models that clearly outlined the integrated planning and assessment cycle since 2008 (see references for Long Range Planning Model and Institutional Effectiveness Model)
<a href="#"><u>Budget Summit and Resource Allocation Model Minutes Related to Strategic Planning</u></a>	Evidence of dialogue regarding a resource allocation process driven by strategic planning
<a href="#"><u>District Consultation and Coordination Council Minutes 06-04-2013</u></a>	Evidence for communication of and the approval process for the Strategic Planning Protocol
<a href="#"><u>District Consultation and Coordination Council Team One Charter</u></a>	Charter of the team that was charged with refining the integrated planning process
<a href="#"><u>District Consultation and Coordination Council Team One Meeting Notes</u></a>	Evidence of evaluating existing plans and planning processes, incorporating feedback and best practices, and developing a planning calendar in an inclusive and transparent manner while developing the integrated strategic planning process
<a href="#"><u>District Services Master Plan (Draft 10-03-2013)</u></a>	Evidence of a formal planning process for District Services as one component of the Strategic Planning Protocol
<a href="#"><u>District Services Planning</u></a>	Evidence of the progress made on the District Services Master Plan in an inclusive and transparent manner
<a href="#"><u>Facilities Master Plan Minutes (Draft) 2013-08-26</u></a>	Evidence of updating the Facilities Master Plan (in progress)
<a href="#"><u>Final IE Report 2011-12</u></a>	Final Institutional Effectiveness Report of the 2011-12 Academic Year that includes recommendations for enhancing the Institutional Effectiveness process and consolidating multiple planning documents

*District Recommendation #1 Evidence Cont.*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#">Governing Board Minutes 2013-01-10 Retreat</a>	Evidence of the Board of Trustees, College and District leadership examining data, state mandates and emerging regional trends to inform the development of measureable short term goals
<a href="#">Governing Board - July 10 &amp; 11, 2013 Board Minutes - Planning and Development Session</a>	Evidence of Governing Board dialogue regarding the short-term goals
<a href="#">Governing Board - July Board Planning Meeting Reading Material</a>	Reference materials used in formulating some of the YCCD Short-term Goals
<a href="#">Governing Board Minutes 2012-10-11 - Institutional Effectiveness Process Annual Report</a>	Evidence of Governing Board review of the Institutional Effectiveness Process Annual Report
<a href="#">Governing Board Minutes 2013-06-13 - Progress toward Board Strategic Directions 2007-2013</a>	Evidence of the final report for District Strategic Directions (2007-2012) to the Governing Board
<a href="#">Institutional Effectiveness Model</a>	One of the three models that clearly outlined the integrated planning and assessment cycle since 2008 (see references for Long Range Planning Model and the Annual Continuous Improvement Cycle)
<a href="#">Institutional Effectiveness Review Handbook 2013-2014 - DRAFT 3 (09-24-2013)</a>	Evidence of revising the annual evaluation of the strategic plan through the Institutional Effectiveness Review
<a href="#">Program Vitality Criteria Communication</a>	Evidence of dialogue regarding the Program Vitality Criteria
<a href="#">Services and Non-Instructional Program Vitality Criteria Communication</a>	Evidence of dialogue regarding the Non-Instructional Program Vitality Criteria
<a href="#">Strategic Planning and Systems Improvement Process Retreat (12-16-2011)</a>	Evidence of broad participation and recommendations for improvement of strategic planning
<a href="#">Strategic Planning Protocol</a>	Evidence of a strategic planning process that guides the District in integrating planning, budgeting and evaluation processes that result in the District achieving its goals as set forth in the vision and mission

*District Recommendation #1 Evidence Cont.*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>Strategic Planning Protocol Timeline</u></a>	A timeline with reference documents attached that shows the development and communication of the Strategic Planning Protocol in an inclusive and transparent manner
<a href="#"><u>Student Success Initiatives - Development and Implementation Planning Process</u></a>	A timeline with reference documents attached that shows the development, communication, and planning of the Student Success Initiatives as part of the YCCD Short-term Goals in an inclusive and transparent manner
<a href="#"><u>YCCD Board's Strategic Directions 2007-2011</u></a>	Evidence of prior strategic goals that provided long-range guidance
<a href="#"><u>YCCD Long Range Planning Model</u></a>	One of the three models that clearly outlined the integrated planning and assessment cycle since 2008 (see references for Institutional Effectiveness Model and the Annual Continuous Improvement Cycle)
<a href="#"><u>YCCD Short-term Goals</u></a>	The short-term goals for the District
<a href="#"><u>YCCD Short-term Strategic Goals Development Process Timeline</u></a>	A timeline with reference documents attached that shows the development and communication of YCCD Short-term Goals in an inclusive and transparent manner
<a href="#"><u>YCCD Student Success Initiatives</u></a>	Evidence of planning and prioritization based on the YCCD Short-term Goals

*District Recommendation #2 Evidence*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>YCCD Resource Allocation Process 10-03-2013</u></a>	Evidence of a resource allocation model that is driven by planning and student success
<a href="#"><u>Chancellor's Executive Committee Minutes</u></a>	Evidence of inclusive dialogue regarding the resource allocation model
<a href="#"><u>Resource Allocation Model Parameters and Suggested Revisions working docs 2010</u></a>	Draft parameters used to develop the Resource Allocation Model for the District
<a href="#"><u>Revenue Based Resource Allocation Model 2009-10 through 2011-12</u></a>	Evidence of a revenue-based resource allocation model that was approved in spring 2012
<a href="#"><u>Audit Finding Response Plan February 2012 - August 2013</u></a>	Evidence of corrective action plans for addressing audit recommendations
<a href="#"><u>Audit Committee Meeting, July 3, 2013, includes attachments</u></a>	Evidence of Governing Board review of corrective action plans for addressing audit recommendations
<a href="#"><u>YCCD Fiscal Plan (DRAFT) October 3, 2013</u></a>	Evidence of a Fiscal Plan that addresses the long-term liabilities of the District
<a href="#"><u>Budget Summit minutes from 3-12-2013 and 4-23-2013</u></a>	Evidence of inclusive dialogue regarding the resource allocation model
<a href="#"><u>Woodland Community College Integrated Planning and Evaluation Cycle Model</u></a>	Evidence of budget development and resource allocation incorporated in the WCC planning process
<a href="#"><u>Yuba College Integrated Planning Model</u></a>	Evidence of budget development and resource allocation incorporated in the YC planning process
<a href="#"><u>YCCD Strategic Planning Protocol</u></a>	Evidence of budget development and resource allocation incorporated in the YCCD planning process
<a href="#"><u>Resource Allocation Model Committee Membership</u></a>	Evidence of broad representation on the Resource Allocation Model Committee
<a href="#"><u>Resource Allocation Model Committee Website</u></a>	Evidence of the Resource Allocation Model Committee and broad communication on the resource allocation
<a href="#"><u>Budget Summit Website</u></a>	Evidence of the Budget Summit committee and broad communication on budget matters
<a href="#"><u>Strategic Planning Protocol</u></a>	Evidence that the Resource Allocation Model is driven by planning and Student Services
<a href="#"><u>Budget Summit Minutes 3-12-2013 and 4-23-2013</u></a>	Evidence of transparency and communication in Budget Summit
<a href="#"><u>Retiree Health Benefits Presentation 12-11-2012</u></a>	Evidence of transparency regarding the long-term liabilities of the District

*District Recommendation #3 Evidence*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>College Expectations for District Services</u></a>	College expectations for District-provided services
<a href="#"><u>College Leadership of Academic and Student Services Minutes (5-20-2013)</u></a>	Evidence of dialogue of the District functional responsibilities
<a href="#"><u>Committee Effectiveness Review Dialogue</u></a>	Evidence of dialogue on development of a survey instrument to better assess perceptions across the District regarding a committee's effectiveness
<a href="#"><u>Distance Education Expectations</u></a>	College expectations for Distance Education functions and responsibilities
<a href="#"><u>Distance Education Responsibility Matrix</u></a>	Delineation for Distance Education functions and responsibilities
<a href="#"><u>District Consultation and Coordinating Council Minutes (4-30-2013)</u></a>	Evidence of annual evaluation of committee work
<a href="#"><u>District/College/Academic Senate Leadership Group Minutes (3-29-2013)</u></a>	Evidence of annual evaluation of committee work
<a href="#"><u>District Consultation and Coordination Council Minutes (9-17-2013)</u></a>	Evidence of communicating the delineation of District functional responsibilities an inclusive and transparent manner
<a href="#"><u>District Handbook 2013-2014</u></a>	A handbook that summarizes the structure, functions and responsibilities of District Services and District-wide committees
<a href="#"><u>District Handbook Archives</u></a>	The archive on MyCampus Portal where past and current District Handbooks are housed for easy access by District staff and students
<a href="#"><u>District Services Evaluation Survey</u></a>	Evidence of development of a service evaluation for District Services
<a href="#"><u>Function Map Timeline</u></a>	Evidence of dialogue of the District functional responsibilities
<a href="#"><u>Strategic Planning Protocol Diagram</u></a>	Evidence of an integrated planning model that defines how College plans integrate within the District planning process

<i>District Recommendation #3 Evidence</i>	
<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>YCCD Function Map</u></a>	A tool to delineate District functional responsibilities
<a href="#"><u>YCCD Technology Plan Update August 2012</u></a>	Evidence regarding District-level processes for planning and decision making
<a href="#"><u>Yuba Community College District Technology Committee</u></a>	Sample committee page as evidence regarding District-level processes for planning and decision making



*District Recommendation #4 Evidence*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#">2012 Human Resources Survey Summary</a>	Evidence of systematically assessing the effective use of human resources and to assist the District with professional development planning
<a href="#">2013 Human Resources Strategic Alignment Plan</a>	Evidence of dialogue regarding integrating human resources planning with institutional planning
<a href="#">2013 Human Resources Survey Summary</a>	Evidence of systematically assessing the effective use of human resources and to assist the District with professional development planning
<a href="#">2013 Stakeholder Agendas Evaluation Process</a>	Evidence that the District has met and conferred with stakeholder groups to commence the revision process for evaluation of all management employees
<a href="#">2013 WCC Survey Summary</a>	Evidence that WCC administered a needs assessment to assist with professional development planning
<a href="#">2013 YC Survey Summary</a>	Evidence that YC administered a needs assessment to assist with professional development planning
<a href="#">BPs and APs Pending CHEX Review</a>	Evidence that the Office of Human Resources is actively updating BPs and APs relating to Human Resources matters
<a href="#">District Multi-College Plan</a>	Evidence of the District's transitioning from a single-college to a multi-college district and the development of a multi-college planning process
<a href="#">District Services Master Plan</a>	Evidence of dialogue regarding integrating human resources planning with institutional planning
<a href="#">Governing Board's Strategic Directions 2007-2011</a>	Single-college planning process driven by 2007-2011 Board of Trustees Strategic Directions
<a href="#">Human Resources Staffing Planning Process</a>	Evidence that the District is developing a process to identify the needs of staff in faculty, classified and management positions
<a href="#">Management Performance Evaluation Form</a>	Evidence that the District has redesigned its evaluation instrument to reflect best emerging practices in human resources management
<a href="#">YCCD Strategic Planning Protocol Diagram</a>	Evidence that the District is developing a process to identify the needs of staff in faculty, classified and management positions

*District Recommendation #5 Evidence*

<b>Evidence Link</b>	<b>Description of Evidence</b>
<a href="#"><u>DC3 Minutes 9/3/2013</u></a>	Evidence that the District has established a clearly defined process for evaluating the College presidents
<a href="#"><u>DC3 Minutes 10/1/2013</u></a>	Evidence that the District has established a clearly defined process for hiring the College presidents
<a href="#"><u>AP 7122 Hiring the College President</u></a>	Evidence that the District has established a clearly defined process for hiring the College presidents
<a href="#"><u>AP 7151 Evaluation of College President</u></a>	Evidence that the District has established a clearly defined process for evaluating the College presidents