Institutional Effectiveness Review
Annual Report: 2012-2013

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Introduction

Yuba Community College District is committed to systematic quality improvement in support of enhanced student learning and success. Associated with that commitment is our responsibility to ensure that our policies, procedures and practices align with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and meet the requirements of the United States Department of Education. Consistent across these organizations are standards and expectations that institutions engage in a systematic and regular review of program quality, short- and long-term planning, and resource allocation to assure the assessment of institutional effectiveness and ongoing improvement in achievement of their stated missions. The Yuba Community College District (YCCD) Board of Trustees assures ongoing commitment to this systematic and integrated continuous improvement process through Board Policy.

> *"The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the colleges' community and is supported by institutional effectiveness research."(BP 3250 Institutional Planning)*

The Institutional Effectiveness Review (IER) is a district-wide process that evaluates the effectiveness of the integrated system of planning, resource allocation, implementation, and assessment. The IER (previously the IE Process) is built upon ACCJC's three components of institutional effectiveness: Program Review, Planning, and Student Learning Outcomes. The following annual assessments are included to assure YCCD maintains the highest level of quality in our programs, services, and processes as we continually strive to improve student learning and success within a world-class learning environment.

Table 1: Components of the YCCD Institutional Effectiveness Review

Component	Assessments
Program Review	○ Academic Program Review ○ Administrative Services Review ○ Participatory Decision Making Review ○ Student Services Review
Planning	○ Long Term Plans ▪ Program and Service Vitality Review ▪ Key Predictive Indicators (KPI) and Student Achievement Data ○ Short Term Plans (Annual Action Plans) ○ Evaluation and Assessment of Planning and Goal Achievement ▪ Planning and Budget Process Review ▪ Goal Achievement Evaluation
Student Learning Outcomes	○ Student Learning Outcome (SLO) and Administrative Unit Outcome (AUO) Assessments

This report is divided in three sections. The first describes the IER framework. Section two presents the 2012-2013 results for Woodland Community College, Yuba College and District Services. The final section presents conclusions and recommendations followed by the Appendices.

I. Institutional Effectiveness Review

This IER framework was designed and vetted over a two-year period. In spring 2012 the District Consultation and Coordination Council (DC3) charged a sub team with developing an integrated planning protocol to include District planning, resource allocation and institutional effectiveness assessment. The charge included incorporating effective practices from prior planning and assessment processes and adding the capacity to support resource allocation focused on program priorities. The *YCCD Strategic Planning Protocol* was adopted by DC3 in December 2013. Diagrams of the revised processes are provided in Appendices A-C.

The IER design is intended to provide a comprehensive evaluation of each YCCD program and unit and a cumulative review at the College, District Services resulting in a comprehensive assessment of institutional effectiveness for the District as a whole. In this manner YCCD can assess strengths, identify opportunities for improvement, focus resources on the achievement of prioritized goals and make recommendations for future development thus completing the cycle through a feedback loop. It is important to note that the framework reflects a progressive process of review and improvement that is tightly aligned with the three-part ACCJC "Rubric for Evaluating Institutional Effectiveness" that assist institutions as they engage in self-assessment and sustainable and continuous quality improvement.

> "The purpose of the rubric is to provide some common language that can be used to describe a college's status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution's actions toward achieving full compliance with standards….For more than a decade, the Commission's Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resources allocation processes that support the improvement of institutional and educational effectiveness." (*Dr. Barbara Beno, ACCJC President, 2011)* The complete rubric can be found in Appendix E.

As an evaluative tool, it is important to reiterate that at the core of the process is the evaluation and measurement of Student Learning Outcomes. In 2005 YCCD identified eight institutional level outcomes (iSLOs) that are imbedded in program and course curricula, in student services, and throughout our students' college experience. iSLOs provide the core knowledge and abilities for every graduate of the Yuba Community College District. Therefore, the measurement of SLOs is critical for us to assess and evaluate the effectiveness of student learning at YCCD.

The IE Review is designed to support a culture of evidence that leads to data-informed discussions and decisions among the appropriate units (e.g., ARCC[1] Student Scorecard Performance Indicators, SLOs, productivity indicators such as FTES/FTEF, outcome indicators such as Success/Completion, Retention, Awards, etc.) as we strive continuously to improve student learning outcomes. It is through this process that we will achieve sustainable and continuous improvement and institutional renewal. As mentioned previously, the Institutional

[1] Accountability Reporting for the California Community Colleges; AB 1417 – http://scorecard.cccco.edu/scorecard.aspx

Effectiveness Review framework was revised during 2012-2013. The revision included new assessments, thus not all components will have a completed assessment in this report. All assessments are scheduled for completion in 2013-2014 and will be included in the annual report for this academic year.

The following provides a general description of the review process and indicates the assessments included in the report.

i. Program Review Process

Self-Evaluation

Programs and service units at Woodland Community College, Yuba College and District Services annually complete a Program Review. The self-evaluation reviews share a common framework and process, but differ in the specific information collected dependent upon their unit focus: academic program, student service, or administrative service. Academic Program Reviews and Student Services Reviews include SLO assessments. Administrative Service units provide critical but indirect support for student learning therefore SLO assessments are not appropriate. These units assess Administrative Unit Outcomes (AUOs) to evaluate their effectiveness in providing services essential to support student learning. However, all AUOs link to the eight iSLOs.

There are two levels of reviews. A full self-evaluation is completed by each unit every four years. An annual update is completed each of the intervening three years. Annual updates provide follow-up for the units that have completed a self-evaluation over the last three years with the purpose of evaluating measures of improvement, including any progress made on recommendations and SLOs or AUOs for their respective unit. A complete list of units can be found in Appendix F.

Data Analysis and Recommendations

The self-evaluation Program Review reports provide recommendations in three areas: staffing, equipment/technology, and facilities. Academic Program Reviews also include recommendations on curriculum. The recommendations are intended to be data-informed and evidence-based. These include reference to productivity/efficiencies, surveys, demographic data, response time, focus group results, labor market research, program advisory board meetings, etc.

The results of these reviews inform planning and resource allocation for the following academic year. Once completed, the planning and resource allocation process and the decision-making that supported the process are assessed through the Planning and Decision-making Review. Appendix F includes a listing of all participatory decision-making groups at the College and District level.

ii. Planning:

The IER contains three major assessments with regard to planning;

1. an assessment of the achievement of both long- and short-term goals at the college, District Service and District level for the preceding year,
2. an evaluation of the planning and budgeting process, and

3. monitoring student achievement outcomes through Key Predictive Indicators and a Comprehensive Research Agenda. Currently, both are under development and will include quantitative and qualitative measures.

Following the annual planning and resource allocation, the IER is designed to include an annual evaluation of the effectiveness of these processes in supporting goal achievement. This assessment is not found in the 2012-2013 IER report. A DC3 sub team is charged with developing and implementing this evaluation at a District level for 2013-2014.

iii. Student Learning Outcomes:

As an evaluative tool, it is important to reiterate that at the core of the process is the evaluation and measurement of Student Learning Outcomes. In 2005 YCCD identified eight institutional level SLOs that are imbedded in program and course curricula, in student services, and throughout a student's college experience. SLOs provide the core knowledge and abilities for every graduate of the Yuba Community College District. Therefore, the measurement of SLOs is critical for us to assess and evaluate the effectiveness of student learning at YCCD. At the Colleges, SLOs are assessed at the course, program, and institutional level (iSLOs).

District Services' units collaboratively develop an AUO framework in alignment with iSLOs and engage in a regular schedule of assessment. An annual analysis is designed to evaluate the effectiveness of DS in supporting the Colleges in the achievement of their missions. The revised AUOs are slated for assessment in spring 2014.

II. 2012-2013 Results

i. Program Reviews

As can be seen from Table 1 below, WCC, YC and DS completed 141 of 166 program reviews in 2012-2013. It is noteworthy that both District Services and Yuba College required full self-evaluations for all program and service units due to changes in program and administrative structure as well as substantive revisions made to the program review processes themselves. Woodland Community College maintained the four year cycle of full self-evaluations and annual updates. A list of programs, services and groups can be found in Appendix F.

Table 2: Completed Program Reviews

	WCC	YC	DS
Academic Program Review (67/75*) • Supports a culture of evidence that frames planning, evaluation and improvement of academic programs at WCC and YC	30/30	37/45	NA
Administrative Services Review (23/26) • Evaluates and identify areas for improvement within administrative units that provide support services at District Service, WCC, and YC	3/3	8/10	12/13
Participatory Decision-Making Review (28/40) • Evaluates the effectiveness of YCCD's participatory decision-making and governance structure	11/11	10/22	7/7
Student Services Review (23/25) • Supports a culture of evidence that frames planning, evaluation and improvement of student services at WCC and YC	10/10	13/15	NA

*8 remaining are due spring 2014

Woodland Community College – Program Reviews

During 2012-2013, the Program Review Validation Team (PRVT) piloted the validation rubric to prioritize the program requests for 2013-2014 budget and planning purposes. At the conclusion of the initial 2012-2013 pilot, an assessment of PRVT was conducted and the team acknowledged that the evaluation of program reviews using a "team" approach, whereby the members of the committee were selected to work in sub-groups of 2-4 individuals, focused on one or more of the following areas: Admin, CTE, Math/Science, Student Services, Social Science, and FALHUM was not as efficient as originally envisioned. Members found it was difficult to meet outside of scheduled committee time, and many members did the evaluation solo which meant additional time was needed to compile the results. As a result, the team agreed to evaluate the 2013-2014 reviews as a single group – utilizing technology and computer labs to view the program reviews and filling out one evaluation form per review.

Academic Program Reviews

100% of all academic programs (N = 30) completed an annual update or full self-study. Of the 30 academic programs, 11 programs reported that one or more of their prior requests were met – totaling to 26 recommendations that were defined as "addressed/satisfactory progress." Some examples of the needs that were met are:

- Business Program – purchased 20 stand-alone calculators for the Calculating and Accounting classes
- Biology/Ecology – Purchased water cooler for the greenhouse, which allows the temperature to be maintain and prolongs the life of the plants
- Math/Statistics Program – Hired full time faculty and established MESA program
- Psychology – Hired full time faculty, develop AA-T curriculum, offer certain psychology courses online to enable students from CCOF to facilitate student completion

Administrative Service Reviews

100% of all administrative programs (N = 3) completed an annual update or full self-study. Of the 3 units, 2 units reported that one of their prior requests were met – totaling to 2 recommendations that were defined as "addressed/satisfactory progress." The two recommendations that were addressed are:

Administrative and Fiscal Unit (comprised of the Office of the President and Vice President) – Progress was made related to developing, implementing, and assessing the processes for fostering effective communication across all college constituencies. Some of the strategies implemented were:

- Regular Committee and Board reports
- Periodic breakfast discussions with classified staff
- Student forums
- Scheduled meetings with ASWCC leadership

Additionally, the first AUO (communication) was assessed in spring 2013 semester, and results were used to identify additional strategies for the 2013-2014 year.

Research, Planning and Student Success – Requested resources to validate and bring Business Objects to full functionality. IT staff, the college researchers and the Business Objects vendor were able to work in conjunction to validate data within Business Objects and begin building reports.

Student Service Reviews
100% of all administrative programs (N = 10) completed an annual update or full self-study. Of the 10 units, 2 units reported that one of their prior requests were met – totaling to 2 recommendations that were defined as "addressed/satisfactory progress." The two recommendations that were addressed are:
Counseling – Requested full time counseling secretary. The position is being advertised currently. The status of it being 49% or fulltime is still being discussed.

EOP&S – Successfully developed and launched their website, Portal site, and Facebook page in order to contact and communicate widely with students.

Participatory Decision Making Reviews
The following participatory decision making bodies completed a report to the College Council and Academic Senate on the status of their activities in relation to the strategic plan:

Accreditation Steering Committee
Budget and Planning Committee
Communication Resource Committee
Diversity Committee
Faculty, Staff, and Administrative Planning Committee
Perkins Planning Team
Program Review Validation Team
Safety Committee
Scheduling Committee
Student Learning Outcomes Committee
Student Success/Basic Skills Committee

Some examples of achievements from the participatory decision making bodies are:

Accreditation Steering Committee: Completed and submitted College's accreditation self-study

Budget and Planning Committee: Identified a need to establish a clear linkage between the college plans, including annual program reviews, and resource allocation/program prioritization. That end, the committee has worked in collaboration with other groups to implement/achieve the following:

- An evaluation of past goal achievement of the EMP and college strategic goals (College Accountability Report.)
- Completed 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. Shared with and approved by the Academic Senate and College Council. Shared and discussed widely at convocation in August 2013.
- The Program Review Validation Team (PRVT) 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. The Budget and Planning Committee provided feedback to DC3 Team 1 (district team) as the District integrated planning protocol was developed and finalized.

- A component of the integrated planning protocol is program prioritization, otherwise known as program vitality. To determine the college's priorities towards growing, maintaining, restructuring or revisiting 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 will be implemented in fall 2013.

Program Review Validation Team:

- Established purpose statement, membership, guidelines and outcomes
- Created a Portal Site for the PRVT
- Created a Committee Site for the PRVT
- Developed rubric for scoring program review recommendations
- Developed format for providing feedback
- Reviewed all 2012-2013 program review (academic, administrative, student service) via sub-groups
- Provided a list of requests (equipment, staffing, etc.) ranked as 1) Critical, 2) Medium and 3) Long-Term priorities. Provided comments and feedback to the writers of the program reviews, along with a copy of the rubric to help inform and improve the next cycle (2013-2014) of reviews.

Yuba College – Program Reviews

In the spring of 2012, the Yuba College Curriculum Committee reviewed program review processes for effectiveness and found that the current process was inadequate to compare programs and to make effective decisions for the college. Subsequently, a program review assessment rubric and program review template based on ACCJC standards, Board vision, and District and College Strategic goals were created. In the fall of 2013, the new template was used by of the review areas (academic, administrative and student services). In the spring of 2014, the Curriculum Committee will assess each program review using the newly established program review rubric and will supply feedback to each program. The College Effectiveness and Accreditation Team (CEAC) will conduct an After Action Report in the spring of 2014 to assess the overall effectiveness of the Program Review Process as part of the overall college effectiveness plan.

Academic Program Review

37/45 Academic Programs did a full self-study. Those that did not complete self-studies were those that either did not have a full-time instructor and/or full-time Dean to oversee the process. Some of the programs that have not submitted will submit in spring. Some highlights from completed program reviews:

- Math
    - The Math department hired one new full-time instructor in fall 2013, but because of the lack of qualified adjunct instructors is requesting additional full-time instructors be hired.
    - The Math department updated all courses to comply with course identification descriptors within the Associate Degree for Transfer.
    - Course Student Learning Outcomes were assessed and found deficient. The department is in the process of creating new CSLOs.
    - The department will pilot a math boot camp in summer 2014
- History
    - Professor Smith completed his sabbatical in China that helped him hone several skills directly related to improving how basic skill students are supported and in fostering an inclusive environment that values diversity.
    - The program recommends MW TH and F scheduling be considered to accommodate adjunct instructors
    - The department recommends increasing the offering at the Sutter County Center to include 5A, 5B and 15 as well as increase the number of 17A and 17B classes throughout the college.

Administrative Services

8/10 Administrative Services completed full self-studies. Some highlights from completed program reviews:

- Sutter County Center
    - 1000 FTES was achieved in 2012-2013
    - A part-time temporary student services technician was hired and, for spring 2014, the position will be enhanced to full-time.
    - A full-time media specialist and general counselor are recommended for future student success.
- FLEX

- Two Faculty surveys have been administered to assess FLEX effectiveness.
- All Flex workshops are now evaluated by attendees
- Staff development space and clerical support are recommended.

Student Services
13/16 Student Services completed full self-studies. Some highlights from completed program reviews:

- Campus Life
  - The outreach program presented to over 1200 high school seniors in 2012-13.
  - Students conducted surveys at the Yuba College Campus and at the Sutter County Campus to assess the possibility of becoming a smoke-free campus. The surveys indicated a majority interest in a smoke free environment and a task force is now looking at possible implementation.
  - A high school counseling roundtable was conducted with area high school and college counselors. The primary discussion involved improving and expanding Quick Reg.
  - A student center for students to gather and form a sense of college community was recommended.
- Upward Bound
  - The Upward Bound program will be reviewing online resources to provide academic advising and online tutoring to participants in remote areas. A strong collaboration with Yuba College DE will assist this process and will also provide the needed guidance to move towards DE student services. These services will reduce the mileage cost for the program and also provide more services to the participants.
  - The Upward Bound program will also request that the summer program be hosted at the Marysville campus. This request will allow the program to save money on transportation which will equal to more supplemental instruction services and career development.
  - The Program recommends hiring an additional full-time upward bound specialist in the future.

Participatory Decision-Making Reviews
The Participatory Decision Making survey was updated in April 2013 by the YC College Effectiveness and Accreditation Committee (CEAC), and is distributed to a random sample of committee members across campus in order to measure training, communication, participation, and cooperation of and among committee members.The new survey will be distributed and tallied in the spring 2014 semester.

Committee Objective Reports (CORs)
A Yuba College Committee/ Project Team Objectives Report is due from each committee or project team by the middle of September. This report asks committees and project teams to provide a list of the annual and long-term objectives that the group plans to work toward. Each objective must align with one or more of the college goals. Groups are also expected to develop a way to measure success or progress, or in the terms of the report form, a metric. Each metric, in turn, will require a baseline against which progress will be measured at the end of the year. As part of the process,

committees and project teams are also asked to review and reflect on the annual and long-term goals they established the previous academic year. In the beginning year of COR collection, data indicates that 10 of 22 college committees and project teams completed the COR.

Committee Self-Assessment Report (CSAR)

In May of each year, committees file their Committee Self-Assessment Report based on their work toward obtaining their objectives. The YC College Effectiveness and Accreditation Committee then collects and analyzes these committee self-assessment reports to draw conclusions about the degree to which committees are engaged in productive work that serves the goals of the institution. In the beginning year of CSAR collection, there were 35 short term committee objectives established with 14 completed and 20 characterized as “in progress.”

District Services – Administrative Services Reviews

The process for ASRs changed dramatically for this reporting cycle.

- First, as recommended in last year's IE Process Report, DS transitioned to utilizing TracDat for submitting and archiving reviews and supporting documentation.
- A cross-unit ASR Team piloted a service review validation rubric. The intent of the rubric is to assure the comprehensiveness and overall quality of ASR's as they inform planning and resource allocation within District Services.
- As a result of this initial review by the ASR validation team, service units revised submissions adding additional data and evidence. These revisions better prepare DS for prudent planning and budget decisions.

Included in the units' ASR were recommendations for staffing, equipment/technology, and facilities.

- Equipment/Technology: Increased utilization of technology in streamlining manual processes and enhancing efficiencies is a major theme found across the ASRs. In 2012-2013 over a dozen projects were implemented to address specific supports for better student services, to improve efficiencies and overall effectiveness. Some examples of packages that cross units are the implementation of Outlook 365, the development of a Report Server, and payments through HigherOne. More units are using BizHub to scan documents and use less paper as well as provide better access for sharing information among multiple users. Increasing utilization of ImageNow for document management is noteworthy. These initiatives are underway, but will require one-time funds to implement:
  - Automate faculty "adds"
  - Degree Audit
  - Electronic Education Plans

  In short, there is a clear need for additional technology and the support for that technology in order to continue streamlining processes in this manner. Noteworthy examples include Virtual student labs, room scheduling, and online human resources applications.

- Facilities: Since the administrative services units are secondary to meeting the needs of direct student learning spaces, most units recognize the need to remain in their current office spaces although some modifications are recommended such as the expansion of Police Services and the assignment of locations devoted to record retention.

- Staffing: All units experienced a need to reorganize and reprioritize activities to support meeting the needs of students and district personnel via district services. While the combined reviews request an additional 8 FTE over the next several years, there is clear recognition amongst the unit review teams that the largest majority of positions hired in 2014-2016 will and should be directed to those educational programs and services that most directly impact students.

ii. Planning

Woodland Community College – Planning

Woodland Community College's integrated planning process aligns long term planning (Educational Master Plan and Strategic Goals) with short term planning (Annual Action Plan), and informs the District Comprehensive Master Plan in a 6-year cycle. All college planning processes are centered on the college mission.

Long Term Plan: The College's Educational Master Plan (EMP) is developed from information from strategic planning sessions, student, faculty and community input, essential planning documents, departmental program reviews, and student learning outcomes. The activities within the EMP are assessed annually, and the EMP is updated every 6 years. The Educational Master Plan Project Team is charged with driving the development of the EMP. The 2011-2016 EMP can be viewed here.
Short Term Plan: The College's Annual Action Plan (AAP) is developed by identifying activities within the EMP and establishing short-term objectives and implementation plans. The activities within the AAP are assessed biannually, and the AAP is updated every year. The Budget and Planning Committee is charged with driving the development of the AAP, including evaluation of past goal achievement. The 2013-2014 AAP can be viewed here.

Evaluation of Goal Achievement: Woodland Community College's 2011-2016 Educational Master Plan identifies 62 strategies and actions from campus plans, strategic goals, forums and other student success directives as campus priorities. The following is summary of goal achievement and highlights for reporting years 2010-2011, 2011-2012 and 2012-2013.

- 2012-2013: 27 goals were addressed satisfactorily. Some notable achievements are revamped and updated student services websites, regular workshops held for student services in both Woodland and Colusa, established a target FTEF for CCOF, establishing the Program Review Validation Team, and revamped Research website to make more data available. Currently 30 goals remain in need of attention.
- 2011-2012: 47 goals were addressed satisfactorily. Some notable achievements are creation of WCC's DE subcommittee and drafting the DE handbook, approval of three AA-T/AS-T with three pending, hired reading and math IA's, hired counselors for SSS/TRiO students, and conducted Early Assessment Program at local high schools.
- 2010-2011: 6 goals were addressed satisfactorily. Since the EMP itself was drafted in 2010 and approved in 2011, only a few goals are reflected as completed for this year. Some notable achievements are the hiring of a student services technician for Colusa, creation of the Scheduling committee as a standing committee, installing pay-to-print software, opening of the 700 building (one-stop center for students.)

Evaluation of Planning Process: Due to the timing of the program review cycle, the committee found the process rushed and were not able to give the input from the PRVT as much consideration as desired, therefore the program review cycle was 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. We will re-evaluate this process at the end of 2014 and make changes as necessary.

Yuba College - Planning

Yuba College's Educational Master Plan (EMP) is the primary document to be used for all college planning and budgeting. The Yuba College EMP establishes processes, standards, directives and priorities for the following academic year. Within the Educational Master Plan there are 9 goals that were developed with wide input from constituents by the College Council. Each goal has been addressed in some way in the previous year and we continue to work on each goal.

1. **Foster a culture of evidence--informed decision making, including SLO development/assessment and other measures of student success.**
   SLOs are becoming the center for reflective discussion and decision-making. Program Review now requires the evaluation of SLO development and assessment. Some examples of how evidence-informed decision making is taking place can be seen in the staff development plan, in the Basic Skill Initiative Plan and in the Facilities and Equipment mini grant funding.
2. **Prioritize and allocate resources based on existing and emerging community and student needs over those of individual projects or programs.**
   An excellent example of this can be seen in the collaborative process used to allocate Perkins IC funding for 2012-13. CTE programs collaboratively decided to support CTE programs for funding based on community need.
3. **Steward our institutional resources with increasing effectiveness and efficiency.**
   In spring 2013, the College Budget Committee was re-formed in order to effectively allocate resources. The committee was comprised of representative constituents and created a budget for the 13-14 academic year. Another example of using resources more effectively is the development of a process whereby travel is funded on the basis of how the travel will meets college goals and program SLOs.
4. **Research and utilize effective modes of delivery for our courses and services.**
   The new program review template requires that each program assess their Distance Education offerings. Information will be used to improve effectiveness.
5. **Design our programs in such a way as to allow students to complete their educational goals in a timely manner.**
   All programs were required to provide a two-year rotational schedule to ensure that students can achieve their educational goals in a timely manner.
6. **Evaluate our programs, services and processes to ensure continuous quality improvement.**
   The new program review template and program review effectiveness rubric will be used annually to assist programs in evaluating their effectiveness. Additionally, the newly established CEAC committee (College Effectiveness and Accreditation) developed the Institutional Planning and Effectiveness guide which is being used to this year.
7. **Improve the quality of the student experience at all our campuses and centers.**
   All sites are required to perform a program review self-study. Information from program review will be used to allocate resources. One example of improving the quality of the student experience is the hiring of a full time student services technician at the Sutter County Center. The Clear Lake Campus is also

purchasing additional supplies in order to offer anatomy for the first time in a long while.

8. **Develop partnerships to enhance educational resources and student opportunities.**
   In December, Yuba college signed a three year memorandum of understanding with Brandman University to offer upper division classes at the Sutter County Center to allow for seamless transition of our to students to a four year university. Additionally, Yuba College entered into agreement to provide health services at the Marysville campus for student health needs.
9. **Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.**
   The English department worked with 3CSN to offer a very successful “Student Success Symposium” to the northern colleges, and the music and art departments are fully engaged in the local community through art and music presentations. The Clear Lake Campus offered its first ever “Si, se puede” event for incoming Latino students and their families, and the Sutter County Center hosted a Crossing Borders, Building Bridges series, hosting a variety of events and speakers to promote cultural awareness and civic engagement

The College Effectiveness and Accreditation Committee along with the College Council continue to evaluate and assess the effectiveness of our planning processes.

District Services – Planning

District Services integrated planning process is designed to align long term planning (District Services Master Plan) with short term planning through the District Annual Action Plan (DAAP).

Long Term Plan:
The inaugural DSMP was developed through participation and input of all District Services personnel (N=87) in Spring 2012. The process included division training on strategic planning and the development of unit goals and measureable objectives. A SWOT analysis, the prior year ASR's and a set of college expectations for District Services informed this planning effort. Each unit developed goals and objectives which were compiled into the DSMP. The DSMP, divided in four sections aligned with the ACCJC standards, references the goals to the District's Short-term Goals and specific ACCJC standards.

As reported in the prior year IE Process, a District Services Master Plan is a critical component of the Comprehensive District Master Plan. Completion of the DSMP supports the development of the CDMP slated for spring 2014.

Short term Plan:
The DSMP contains long- (2-5 year) and short-term (1 year) objectives. Objectives designed for completion in the 2014-2015 year will be compiled into the 2014-2015 District Annual Action Plan in spring 2014.

Achievement of objectives slated for completion in 2013-2014 will be assessed as one component of the new IER and will be reported in the 2013-14 Institutional Effectiveness Review report.

Evaluation of the Planning Process:
A pilot implementation of the Services Vitality Criteria as a basis for prioritizing resource requests indicated participants needed additional information from the service areas and increased dialog prior to completing the rating sheet. A full evaluation of the planning and budgeting process will be assessed as one component of the new IER and will be reported in the 2013-14 Institutional Effectiveness Review report.

Participatory Decision-Making Process Review

The District's Planning and Participatory Decision-Making Process Review is designed to help improve and refine the District's and colleges' planning and participatory decision-making procedures and practices aimed at improving student learning and success. The governance and participatory decision-making structure is described in the District Handbook (2013-2014). In 2012-2013 six of the District standing committees completed a review. In general, committees understood their purpose and how the work of their committee impacted student success. Across all committee assessments was a stated need to improve communication, both internally and externally, especially regarding committee decisions and achievements. Results of the assessments will inform goals for the coming year.

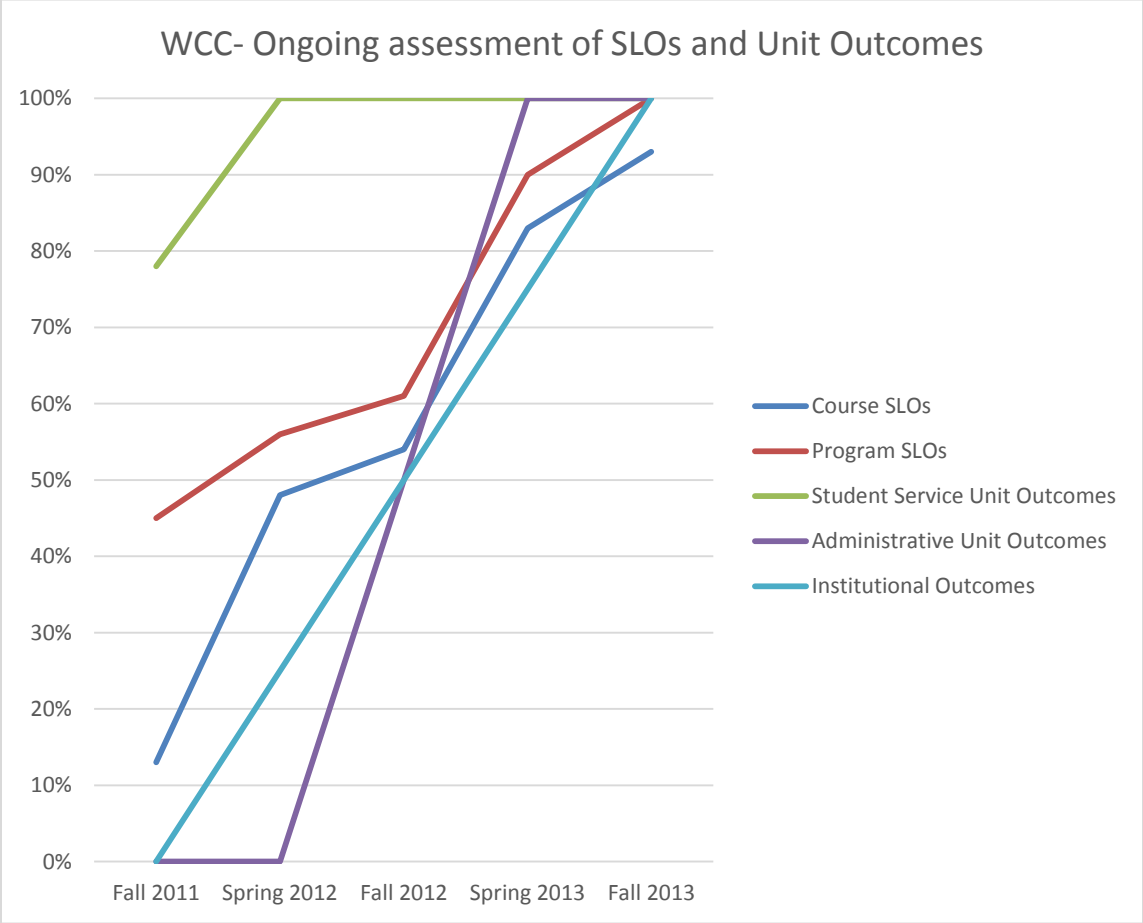
iii. **Student Learning Outcomes**

Woodland Community College - SLOs: Overview of progress towards achieving proficiency in assessing SLOs

Table 3: Ongoing Assessment Percentages by Term

Percentages by Term					
	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Course SLOs	13%	48%	54%	83%	93%
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%*

*See Table 2 below



The College completed the first cycle of assessing all eight institutional Student Learning Outcomes (iSLOs) as indicated in the table below:

Table 4: Woodland Community College ISLO Assessment Findings

iSLO (See Appendix D for Description)	**Findings**	**Term Assessed**
Communication	Overall, students reported they frequently communicate with other students, and sometimes communicate with WCC faculty/staff/other individuals outside of the campus about things they learn at WCC. These communications were found to be helpful.	Fall 2011
Computation	The highest percentage of students reported they use mathematical concepts and methods often at school, sometimes at work and home, and never in other situations. 43% of students surveyed felt that courses at WCC have helped them understand and use math in their everyday life.	Spring 2012
Critical Thinking	The highest percentage of students reported they analyze data in one of more of their courses, and apply critical thinking strategies to their everyday life (> 55%). 70% of students said that they were able to develop an educational plan after meeting with a counselor.	Fall 2012
Global Awareness	The highest percentage of students surveyed reported their coursework often encourages global awareness and respect towards people of different cultures. Half of the respondents did not attend any events or activities that increased their understanding of other cultures.	Spring 2013
Information Competency	Overall, students reported they research, conduct data analyses and make presentations 3-5 times per semester. They also engage in academic reading and writing more than 10 times per semester. Finally, students gave many examples of research projects they completed within the last year (i.e. how to prevent teen pregnancy and gang violence in Yolo County.) Students cited access to the library, tutoring center, and computer labs as vital for their success as a student in achieving their project/goal.	Fall 2011
Personal and Social Responsibility	More than half of the students surveyed (56%) agreed that WCC encourages personal and social responsibility.	Spring 2012
Scientific Awareness	The highest percentage of students reported they use scientific concepts and methods often at school, sometimes at work and home, and never in other situations. 43% of students surveyed felt that courses at WCC have helped them understand and use scientific concepts in their everyday life.	Fall 2012
Technological Awareness	The highest percentage of students reported that email and Webadvisor were “very helpful.”	Spring 2013

Students are demonstrating various levels of proficiency within all eight iSLOs across multiple disciplines and courses. To a lesser extent, students are also demonstrating mastery of the iSLOs outside of their academic work and environment.

CHANGES MADE AS A RESULT OF iSLO ASSESSMENTS

Students Asked For:	**Changes or Improvements Made:**
Workshops on how to write APA style, reading and writing	The Academic Reading Center (ARC) was launched in March 2011 and has since built a variety of reading and writing workshops and trainings.
More food choices	Currently conducting a food services survey (fall 2013) and working with the District Food Services Committee to recommend strategies to meet the needs of our district.
Quiet place to study and a library at Williams	Established a kiosk in CCOF that allows students to search the public library database for text and periodicals. Established agreement with local library to house references materials for our students to check out.
Drop in tutors for Statistics	Hired a math IA for the WAM.
More cultural events	Established the Multi-Ethnic (ME) Center in the 100 building, which is used to display various works related to ethnic studies as well as a meeting place for the ethnic studies student organization (ESSO). ESSO hosts many events and speakers throughout the semester.

NEXT STEPS

Based on the results from the 2011-2013 surveys, the SLO committee has determined that:

- The process of rotating through two iSLOs per semester over the course of two years was very effective, and will be continued for another cycle.
- While the questions asked were meaningful and informative, they did not allow for the areas of administration or student services to be fully captured. We will expand questions relative to administrative unit outcomes for the upcoming cycle.
- Audit programs and recommend a more equitable spread of iSLOs across the campus.
- Refine general education (GE) SLOs
- Work with the curriculum committee to establish a process for automating communication between SLO and curriculum, especially when it pertains to changes, additions and deletions of courses. This will allow us to update TracDat to reflect what is active in the catalog.
- Link iSLOs with SSSP (Student Support Services Program) initiatives, especially in regards to how the data can be used to support student education plan development, orientation, and assessment.

Course and Program SLO Assessment Summary:

Woodland Community College adopted a model of assessing "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 adjunct, as noted by the jump in the course assessment rate from fall 2012 (54%) to spring 2013 (83%).

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.

- 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:

- Creation of the "user friendly" Adjunct Only SLO form, which resulted in an exponential 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.

The creation and institutionalization of the 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.

Yuba College - SLOs: For the 2012-2013 academic year:

Programs

- 100% of programs have defined Student Leaning Outcomes (n=47)
- 86.36% of college programs have ongoing assessment of learning outcomes (n=44)

Courses*

- 59.1% of courses have ongoing assessment of learning outcomes (n=665)

*Note: these data are from 2012-2013 increases noteworthy increases occurred in fall 2013

Examples of SLOs:

- **Sociology (Course)**

  SLO- Students will be able to define the term "Sociological Imagination" and demonstrate an ability to apply this concept in self and social analysis.

  Assessment-On the final exam, students will identify the term in the matching section and give two examples in the short answer portion of the exam.

  Results – 78% of the students were able to identify the term “sociological imagination. “SLO assessment data led the instructor to redefine the course as focused on the social construction of social problems, and assignments have been re-designed to allow more local focus, with attention paid to the local construction of social problems. This change has proved somewhat effective, but the greater depth of focus seems to have detracted a bit from the breadth of material covered. So, we are currently in the process of designing the delivery of the course so that students gain both an in-depth understanding of the social problems construction process, as well as exposure to a wide breadth of data and analysis on contemporary problems in U.S. society.”

- **Veterinary Technician (Program)**

  SLO - Students will demonstrate an understanding of veterinary staff roles and responsibilities.

  Assessment – Students will be given a written assignment that describes the roles and responsibilities of veterinary staff.

  Results – 97% pass rate on written assignment
  From SLO assessment “all faculty have developed specific grading rubrics not only for written work but also for hands-on tasks and discussion postings (DE courses).”

- **Early Childhood Education (Course)**

  SLO – The student will be able to interact with and include children with special needs and their families while demonstrating respect for opinions, feeling, and values. This respect will also be reflected in the curriculum and classroom setting.

  Assessment - Student will apply principles of inclusion when designing activities and discuss how to adapt learning materials, environment and classroom activities for children with varying types of special needs. Criterion for success is a 70% score on assignment(s).

  Results – Out of 27 students, 25 completed the assignment. The results were as follows: 22 students earned 100% on the assignment, 3 students earned 85% and 2 students earned 0% because they did not turn in the assignment. All students were graded individually and were assigned grades based on the content of their assignment and their ability to create a modification design, which included specific modified activities and discussed how to adapt learning materials and environment for three different types of special needs.

  The results of this assessment were positive. We will make sure that multiple samples of this assignment will be given out for the students to review. A reminder of the due date will also be given two weeks before the assignment is due.

For the 2013-2104 academic year, the SLO committee is working with administrative units to develop and assess AUOs. Additionally, the committee is aiding programs to achieve 100% assessment of course SLOs by June 2014 and are working with programs on program learning assessment.

District Services - AUOs

- AUOs – 100% of District Services unit reviews include Administrative Unit Outcomes and unit specific assessment measures. All have begun the process of survey development or the assessment of identified measures. All will assess AUOs in spring 2014 and evaluate effectiveness of the identified AUOs in assessing unit performance.

- District Service unit AUOs are now tracked utilizing TracDat, which supports the opportunity for immediate feedback, to have necessary discussions and make needed changes for ongoing improvement in meeting college and district needs.

III. Conclusions and Recommendations

The IE Review Annual Report – 2012-2013 represents the initial reporting year for the revised IER process. In this transition year, this report does not contain results of all of the assessments included in the revised IER framework. The IE Review is a critical component of the integrated planning cycle and supplies evidence of the level of implementation on the ACCJC rubric. Reports at the College and District Services level demonstrate the connection between units' respective work and the Board of Trustees strategic intent.

Ongoing programs and service unit participation in these reviews indicate a progression in their understanding and increased competency in conducting the review process, connecting these results to future planning and budget development, and assessing student learning outcomes.

Albeit not all units have reached the desired level of implementation in all parts of the ACCJC rubric, significant progress was made in 2012-2013. In short, what is clear is that institutional effectiveness evaluation processes are now inherent in the operations of the Colleges and District Services and will continue to serve a more defined role in the planning, assessment and improvement cycle by setting the stage for integrated staffing, equipment/technology, facilities, and student learning outcomes within each program and service area.

The previous IE Process report included six recommendations. Significant progress was achieved and our continued focus assures completion during the current academic year.

- Develop an additional component of the IE process to include Key Performance Indicators
- Develop training/orientation materials on integrated planning and assessment
- Organize timelines for all reviews to conform to and optimally inform planning and resource allocation
- Consolidate multiple planning documents (i.e., Educational Master Plans, Technology Plan, Economic and Workforce Development Plan, Resource Development Plan, Student Equity Plans, and Facilities Master Plan) into a Comprehensive District Educational Master Plan
- Train new unit review teams on the IE process methodology
- Consolidate unit reviews to increase the size of the URTs and maximize opportunities for ongoing dialog in improving student learning and support
- Increase data accessibility to support robust data-informed reviews

Recommendations for the upcoming year include the following:

1. Fully develop Key Predictive Indicators to monitor institutional progress on five District Short-Term Goals
2. Develop Comprehensive Research Agenda to monitor student success and achievement gaps
3. Develop and implement a process to validate the relationships between program and services vitality reviews/requests, resource allocation and planning
4. Develop district-wide instruments to assess planning and budgeting processes
5. Strengthen assessment of AUOs
6. Assess the effectiveness of the implementation of the Strategic Planning Protocol in developing Long-Range Goals for the district
7. Assess the Sustainable Continuous Quality Improvement level of implementation in all components of the IER as described in Table 5 below

Table 5: ACCJC Sustainable Continuous Quality Improvement Implementation Level Expectations

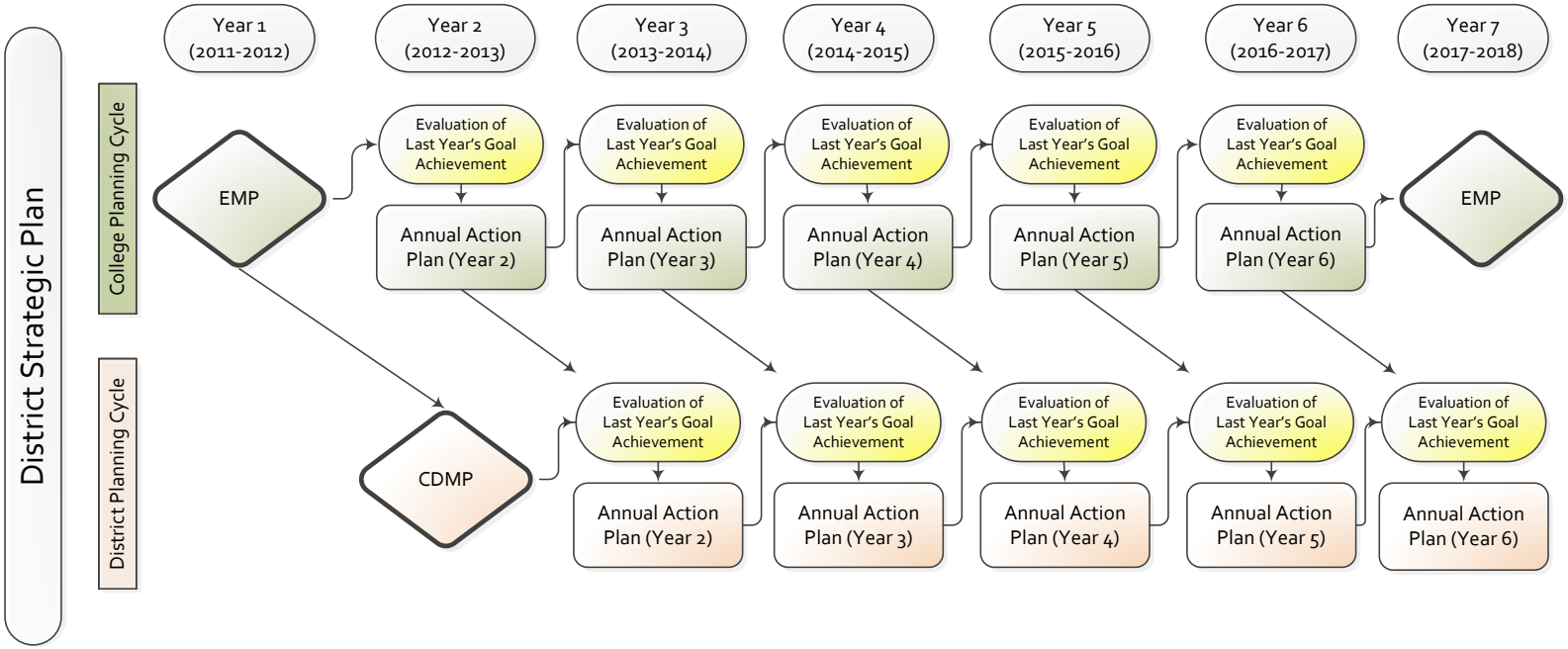
	Sustainable Continuous Quality Improvement
Program Review	• *Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.* • *The institution reviews and refines its program review processes to improve institutional effectiveness.* • *The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.*
Planning	• *The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.* • *There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.* • *There is ongoing review and adaptation of evaluation and planning processes.* • *There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.*
Student Learning Outcomes	• *Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.* • *Dialogue about student learning is ongoing, pervasive and robust.* • *Evaluation of student learning outcomes processes is ongoing.* • *Evaluation and fine-tuning of organizational structures to support student learning is ongoing.* • *Student learning improvement is a visible priority in all practices and structures across the college.* • *Learning outcomes are specifically linked to program reviews.*

The assessment of Institutional Effectiveness through this process positively contributes to the continual refinement and improvement of program, process, and service practices, results in improvements in student achievement and learning, and demonstrates YCCD's effectiveness in achieving the Board of Trustees' Mission, Vision and Strategic Intent.

NOTE: More information regarding College and District Services Reviews and Reports can be obtained through MyCampus portal or by contacting Lisa Jensen-Martin at Yuba College, Molly Senecal at Woodland Community College Office of Planning, Research and Student Success, or Kayleigh Carabajal at District Services, Vice Chancellor of Educational Planning and Services.

Appendix A

YCCD 6-Year IE Planning Cycle



Planning Timeline:

1. October-June: The colleges/district will involve constituents in drafting the long/ short term plans.

2. May: The colleges/district solicit feedback from the Academic Senate/College Council.

2. August: During convocation, the colleges/ district will share past planning accomplishments/KPIs, and the draft plan for the next academic year. Opportunity for feedback and Q&A.

3. September: The colleges/district will share past planning accomplishments/KPIs, and the draft plan for the next academic year for the Board's approval.

EMP "Feeder Plans":
Facilities
Program Reviews
Staffing
Student Equity
Student Services
Technology

CDMP "Feeder Plans":
AAP (college)
EMP (college)
DSMP
Program Reviews (College/District)

Glossary:

AAP: Annual Action Plan (a.k.a. short-term implementation plan)

CDMP: Comprehensive District Master Plan (a.k.a. long-term District plan)

DSMP: District Services Master Plan (a.k.a. long-term District plan)

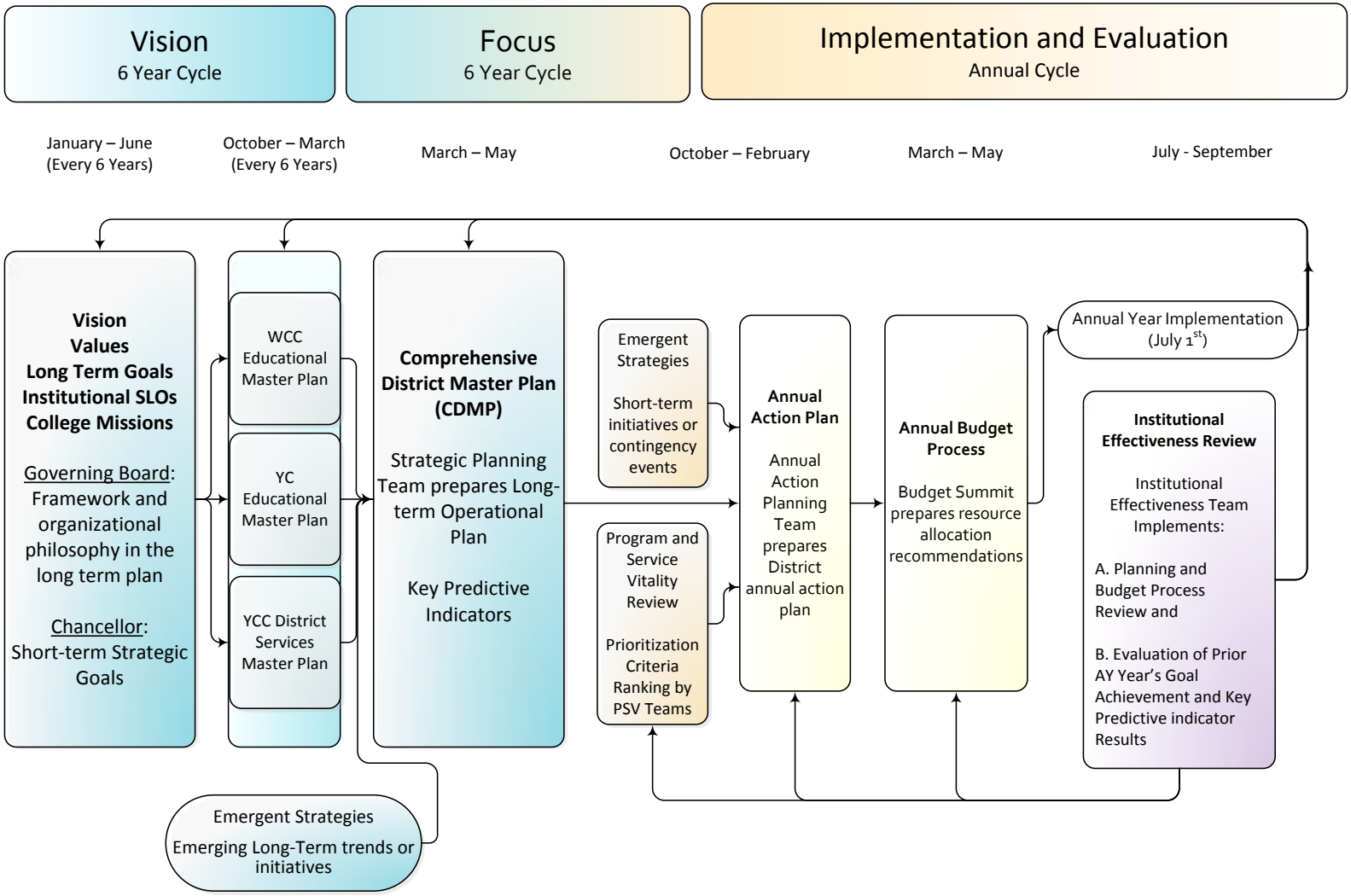
EMP: Educational Master Plan (a.k.a. long-term college plan)

Revised 4/2/13

Approved 6/04/2013

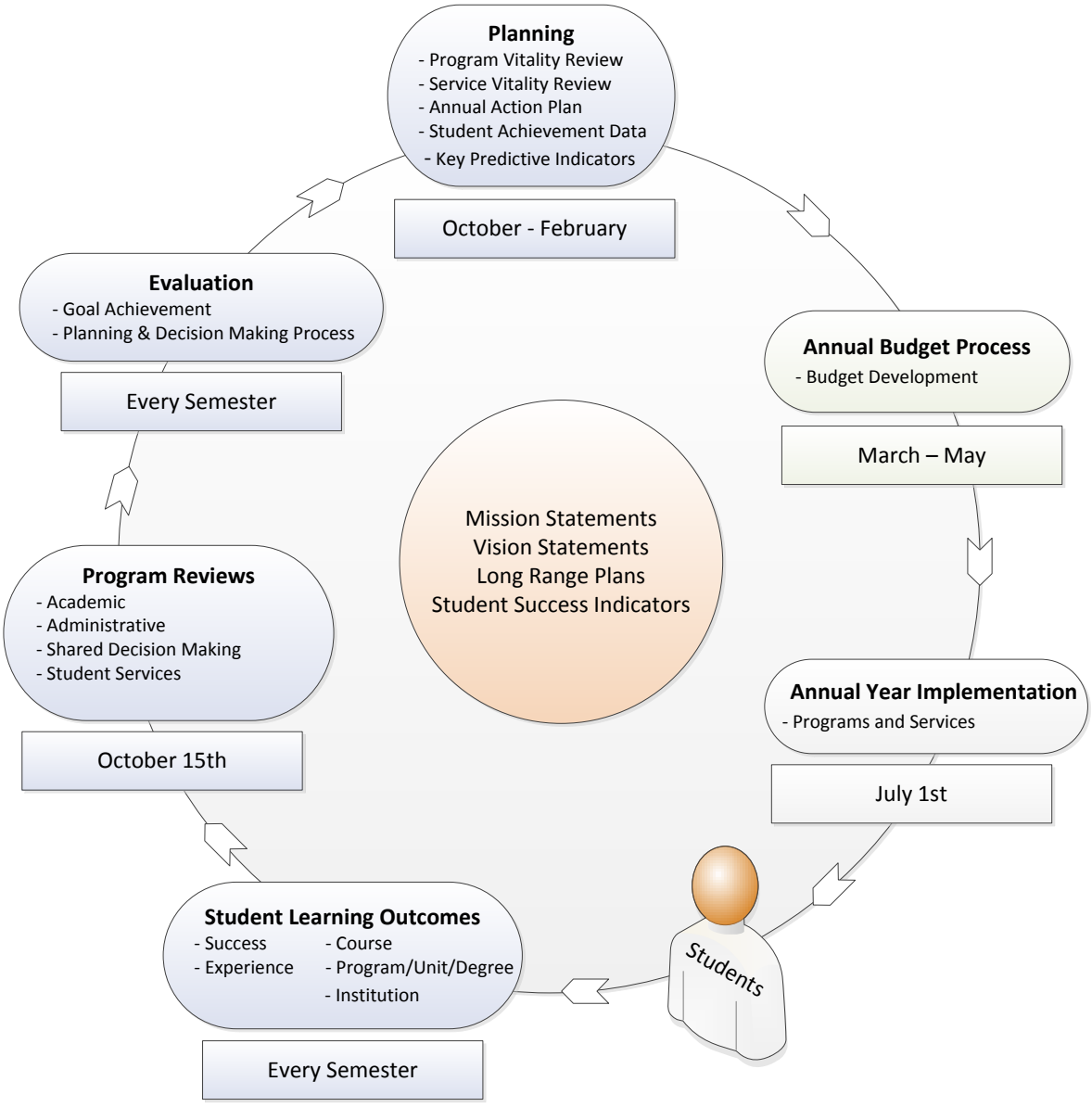
Appendix B

Yuba Community College District Strategic Planning Protocol



Appendix C

Yuba Community College District
Institutional Effectiveness (IE) Review Framework



Revision Date: 5/31/2013
Approved: 6/04/2013

Appendix D

YCCD – Institutional Student Learning Outcomes (iSLO)

1. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

2. Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

3. Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.

4. Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

5. Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

6. Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.

7. Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.

8. Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Appendix E

ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES

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NORVAL WELLSFRY

July 2011

Memo to: **ACCJC Member Institutions**

From: **Barbara Beno, President** Barbara Beno

Subject: **ACCJC Rubric for Evaluating Institutional Effectiveness**

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education.*

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement. [1] Please direct comments to accjc@accjc.org.

BAB/bd

Attachment

[1] The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

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

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

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

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning *(Sample institutional behaviors)*
Awareness	• The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

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

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes *(Sample institutional behaviors)*
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

Appendix F

Programs and Units for Review - Woodland Community College

WCC Academic Program Review	Dean/VP
Accounting	Al Konuwa
Administration of Justice	Al Konuwa
Agriculture	Al Konuwa
Art/Photography	Monica Chahal
Biology/Ecology	Monica Chahal
Business • BCA, COMSC, GNBUS, OA	Al Konuwa
Chemistry	Monica Chahal
Communication Studies	Monica Chahal
Digital Media (On Hold, No Classes Currently Offered)	*Al Konuwa*
Early Childhood Education	Al Konuwa
Economics	Al Konuwa
Emergency Medical Technician	Al Konuwa
English	Monica Chahal
English as a Second Language	Monica Chahal
Ethnic Studies	Monica Chahal
Fine Arts and Foreign Language • Art, Photography, Sign Language and Spanish *[New for 2013-2014]*	Monica Chahal
GE Degree Area (AA/AS) *[New for 2013-2014]*	Monica Chahal
Geology/Geography/Physical Science	Monica Chahal
Health Education/PE	Al Konuwa
History/Political Science	Monica Chahal
Human Services	Al Konuwa
Humanities/Philosophy	Monica Chahal
Library/Learning Resources	Monica Chahal
Mathematics/Statistics	Monica Chahal
Media Lab	Monica Chahal
MESA	Veronica Torres
Music	Monica Chahal
Physics/Astronomy	Monica Chahal
Psychology	Monica Chahal
Reading	Monica Chahal
Sociology	Monica Chahal
Theater Arts	Monica Chahal
TRiO	Vanessa Cuevas
Tutoring Center	Al Konuwa
WAM	Al Konuwa

***Highlighted** programs are scheduled for a full self-study*

WCC Administrative Services	Lead Administrator
Administrative and Fiscal • Office of the President • Office of the Vice President • Fiscal Services • Flex Program	Angela Fairchilds Al Konuwa
Colusa County Outreach Facility (new, opened January 2011)	Monica Chahal
*Maintenance & Operations** *(Moved to District Services 2013-14)*	*NA*
Planning, Research, and Student Success	Molly Senecal

WCC Planning and Participatory Decision-Making Groups	Chair/Co-Chair
Councils	
Woodland Community College Council	Julie Brown/Al Konuwa
Standing Committees	
Academic Senate	Matt Clark
Accreditation Steering	Julie Brown/Al Konuwa
Budget and Planning	Matt Clark/Al Konuwa
Communication Resource	Kevin Ferns
Curriculum	Al Konuwa/Brandi Asmus
Diversity	Jesse Ortiz/Cay Strode
Faculty, Staff and Administrative Planning	Matt Clark
Flex	Al Konuwa/Donna McGill
Heritage	Dena Martin
Library Advisory	TBD
Safety	Angela Fairchilds/Chief Osborne
Schedule Criteria	Sherry Spina
Student Learning Outcomes	Christopher Howerton
Student Success/Basic Skills	Al Konuwa/Molly Senecal
Program Review Validation team	Matt Clark/Molly Senecal
Management Groups	
President's Management Group	Angela Fairchilds

WCC Student Services Unit Review	Lead Administrator
Admissions & Records	Sonya Horn
CalWORKS	Al Konuwa
Career Center	Al Konuwa
Counseling	Al Konuwa
DSP&S	Todd Sasano
EOPS-CARE	Al Konuwa
Financial Aid	Judy Smart
SS Testing Assessment	Vacant
Transfer Center	Al Konuwa

Programs and Units for Review - Yuba College

YC Academic Program Review	Dean
Accounting	Ed Davis
Administration of Justice	Lisa Jensen-Martin
Agriculture	Walter Masuda
Art/Photography/Women's Studies	Walter Masuda
Automotive Technology	Ed Davis
Biology/Ecology	Walter Masuda
Business Computer Applications	Ed Davis
Chemistry	Walter Masuda
Computer Science/Electronics	Walter Masuda
Cosmetology	Ed Davis
Counseling	Marisela Arce
Culinary Arts	Ed Davis
Drafting (on hold – limited offerings)	Walter Masuda
Early Childhood Education	Ed Davis
Economics	Ed Davis
Education (on hold – limited offerings)	Walter Masuda
Emergency Medical Technician	Lisa Jensen-Martin
Engineering	Walter Masuda
English & Reading	Walter Masuda
English as a Second Language	Walter Masuda
Fire Technology	Lisa Jensen-Martin
Foreign Language/Sign Language	Walter Masuda
General Business/Management & Supervision	Ed Davis
Health/PE/Adaptive PE/Athletics	Erick Burns
History/Ethnic Studies	Ed Davis
Human Services	Ed Davis
Information Technology	Ed Davis
Learning Assistance & Education	Jan Ponticelli
Library/Learning Resources	Martha Mills
Mass Communication	Martha Mills
Mathematics/Statistics	Walter Masuda
Manufacturing Technology/Welding Technology	Ed Davis
Music	Walter Masuda
Nursing	Sally Rudstrom
Office Administration	Ed Davis
Philosophy/Humanities	Ed Davis
Physical Science/Geology/Geography	Walter Masuda
Physics/Astronomy	Walter Masuda
Political Science	Ed Davis

YC Academic Program Review	Dean
Psychiatric Technician	Walter Masuda
Psychology	Ed Davis
Radiologic Technology	Angela Willson
Sociology	Ed Davis
Speech/Communications Studies	Walter Masuda
Theater Arts	Walter Masuda
Veterinary Technician	Walter Masuda
Work Experience/Internships	Ed Davis

YC Administrative Services	Lead Administrator
Beale Air Force Base Outreach Facility	Brian Jukes
Child Development Centers	Laurie Scheuermann
Clear Lake Campus	Art Pimentel
Community Education	Miriam Root
Distributive Education	Martha Mills
Executive Office (President and VP)	Rod Beilby
Flex Program	Miriam Root
Media Services	Martha Mills
Planning, Research, and Student Success	Vacant
Public Information & Outreach	Miriam Root
Sutter County Campus	Brian Jukes

YC Student Services Unit Review	Lead Administrator
Admissions & Records	Sonya Horn
CalWORKS	Jan Ponticelli
Campus Life	Miriam Root
Career Center	Marisela Arce
College Success Center	Lisa Jensen-Martin
DSP&S	Jan Ponticelli
Educational Talent Search	Marisela Arce
EOPS-CARE	Marisela Arce
Financial Aid	Marisela Arce
MESA	Kristina Vanucci
Testing Assessment	Lisa Jensen-Martin
Transfer Center	Marisela Arce
Upward Bound	Delmy Spencer
Veterans Affairs	Marisela Arce
Writing & Language Development Center	Walter Masuda

YC Planning and Participatory Decision-Making Groups	Chair/Co-Chairs
Academic Integrity Subcommittee	Ponticelli & Steverson
Academic Senate	Kemble
Academic Standards Committee	Kemble
Basic Skills Initiative (BSI)	Masuda & Hulin
Budget Committee	Jensen-Martin & Kemble
Classified Staffing Committee	Burns & Veal-Spencer
Clear Lake Site Council	Pimentel & Strik
College Access and Awareness Subcommittee	Root & Forkey
College Effectiveness and Accreditation	Condrey & Jensen-Martin
Curriculum Committee	Cox & Jensen-Martin
Distributive Education Committee	Willson & Mills
Diversity Subcommittee	Arce & Ueda
Facilities & Equipment Committee	Condrey & Masuda
Faculty Staffing Committee	Jukes & Stranix
Flex Committee	Root & Stemmann
Institutional Animal Care Subcommittee	Pittenger & Ponticelli
Managers Staffing Committee	Kemble & Ponticelli
Mission Project Team	Davidson & Davis
Perkins IV/CTE Subcommittee	Jensen-Martin & Morse
Safety Committee	Haskell & Ponticelli
Staff Development Committee	Hulin & Mills
Student Learning Outcomes Committee	Ponticelli & Wagener
Student Services Committee	Arce & Harris
Technology Committee	Mills & Thoo
YC Council	Jensen-Martin & Kemble

Units for Review – Yuba Community College District Office/Services

YCCD District Services	Lead Administrator
Foundation & Grants	Phil Krebs
Facilities Planning/Measure J	George Parker
Office of Fiscal Services	Kuldeep Kaur
Office of Human Resource Management & Personnel Services	Jacques Whitfield
Police Department	John Osborn
Printing Services	Mike Wieber
Purchasing/Contracts	Kuldeep Kaur
Office of the Vice Chancellor, Educational Planning and Services	Kayleigh Carabajal
Information Technologies	Karen Trimble
Maintenance and Operations	Raymond Hunter
CTE Grants (Perkins IV, Tech Prep, SB70, Contract Ed)	Kayleigh Carabajal
Small Business Development Center	Ken Freeman

YCCD Planning and Participatory Decision-Making Groups	Chair/Co-Chair
Management Group	
CHEX	Douglas Houston
Standing Committees	
Academic Calendar Committee	Kayleigh Carabajal
College Leadership and Student Services (CLASS)	Kayleigh Carabajal
District Consultation and Coordination Committee (DC3)	Douglas Houston
District/College/Academic Senate Leadership Group (DCAS)	Kayleigh Carabajal
District Curriculum Committee (DCC)	Kayleigh Carabajal
Equal Employment Opportunities Committee (EEO)	Jacques Whitfield
Sabbatical Leave Committee	Kayleigh Carabajal
Staff Development Committee	Jacques Whitfield
Technology Committee	Karen Trimble

Appendix G

DRAFT 1: Key Predictive Indicator (KPIs)
Descriptions and Definitions

The purpose of KPIs: *Standard I.B.2: "The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement." (Five Short-Term Goals adopted October, 2013)*

Short-Term Goal 1: Improve Student Success and Completion

- Assessment of SLOs – By June 2014 the Colleges and the District will achieve a level of "proficiency" in the assessment of student learning consistent with ACCJC standards and October 2012 recommendations
- Establish standards of student learning and student achievement – by January 2014 the Colleges and the District will collaboratively draft District standards of student learning and achievement and will develop definitions of "student success" for review and approval by the Governing Board
- Specific Student Success Initiatives – The Colleges and District Services will undertake a multi-year program of specific initiatives to improve student success and completion rates

KPI Title	Definition/Description	District Performance	Target	Peer Institutions Data Available	Assessment Method	Reference
1. Successful Student Course Completion Rate	**Definition:** Percentage of students who receive a passing/satisfactory grade. **Numerator:** A, B, C, P **Denominator:** A, B, C, D, F, P, NP, W **Exclude grade notations:** DR, IP, MW, RD	WCC=69% YC=67.4%	WCC=60% YC=67%	Yes	**Colleague Reports**	Institution Set Standards (ISS): USDE Regulations: [34.C.F.R §602.16(a)(1)(i); §602.17(f); §602.19(a-e)] ACCJC: (ER 10; Standards I.B; I.B. 1-6; II.A; II.A.2.a,b,c,f,g,h, i; II. A.5; II.A.6)
2. Student Retention Percentage	a. **Term-to-term Retention:** Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2013 to Spring 2014. b. **Annual Retention:** Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2012 to Fall 2013. Intersession terms and summer session terms are typically ignored **Numerator:** The number of students who receive a grade of A, B, C, D, F, I, MW, P, NP, or W in at least one class in the subsequent primary term. **Denominator:** The number of students who receive a grade of A, B, C, D, F, I, MW, P, NP, W in at least one class in the initial primary term. **Exclude:** Any students who receive a degree, certificate, or transfer during the time period covered by the first term and subsequent term.	b. Annual WCC=48% YC=42.5%	b. Annual WCC=45% YC=40%	Yes	**Colleague Reports**	
KPI Title	**Definition/Description**	**District Performance**	**Target**	**Peer Institutions Data**	**Assessment Method**	

				Available		
3. Student Degree Completion	Number of students earning an Associate of Arts or Associate of Science Degree in an academic year	WCC=192 YC=483	WCC=140 YC=480	Yes		
4. Student Transfer	Number of students who transferred to 4-year colleges/universities (e.g., 2011-2012)	WCC=106 YC=400	WCC=85 YC=400	Yes	CCCCO and National Student Clearinghouse Reports	
5. Student Certificate Completion	Number of students earning a Certificate of Achievement in an academic year. **Excluded:** Certificates of Training	WCC=20 YC=196	WCC=10 YC=200	Yes		
6. Licensure Pass Rate	**Pass rates** for YCCD students who took **licensure** and certification exams in an academic year, by occupational fields	YC = 100% pass rates and job placement for: Vocational Nursing; Veterinary Technician; Psychiatric Technology; Radiologic Technology		Yes	Industry Licensure Scores	ACCJC Evidence (Guide to Evaluating Institutions, page 10)
7. Graduation Rate	The number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular academic year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission.			Yes	IPEDS	IPEDS
8. Transfer Ready	Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P Note: Students may be transfer ready by this definition and still not meet the minimum requirements for admission to a given program as admission requirements for particular programs may exceed these minimum requirements.			Yes	Cohort Tracking – SSS methodology	CCCCO Student Success Scorecard (SSS)
KPI Title	**Definition/Description**	**District Performance**	**Target**	**Peer Institutions Data**	**Assessment Method**	**Reference**

				Available		
9. Next-level Success	Percentage of students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline			Yes	Cohort Tracking – SSS methodology	CCCCO Student Success Scorecard (SSS)
10. Student Satisfaction and Level of Student Engagement	a. Level of student satisfaction with programs and services b. Level of student engagement			Yes	Regular Rotation of Student Surveys (SENSE, CCSSE and SSI)	ACCJC II; II.A.2
11. # Student Success Initiatives • Implemented • Assessed • Revised or modified	TBD as appropriate (potential examples include): • Of the 35 SSI total number implemented, in progress, revised or modified • Student engagement (e.g., # of students completing orientation, assessment, counseling, advising, student education plans, follow-up, etc.)			No	TBD as appropriate	ACCJC: II.B.1; II.B.3
12. Student Learning Outcomes (SLOs)	Assessment of SLO "Proficiency": Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review.			Yes/ Some aspects	Program Review data extracted from TracDat CCSSE survey for iSLOs assessment	ACCJC: ER 10: Student Learning and Achievement Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g, h, i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

Short-Term Goal 2: Improve leadership and managerial competencies at all levels

- By June 2014 the District will clearly define professional roles, responsibilities and accountability for all leaders and identify core leadership competencies to be embedded in performance management systems
- By June 2015 the District will have defined and improved decision-making competencies with the intent to decentralize or centralize decisions where appropriate
- By June 2014 the District will develop and launch professional development opportunities that enhance leadership/managerial competencies (e.g., "Leadership Plus", training and professional development programs for the District Management Council, formal internships and interim assignments, external leadership programs, etc.)

KPI Title	Definition/Description	District Performance	Target (ISS)	Peer Institutions Data Available	Assessment Method	References
13. Professional Development/ Staff Development #s	a. # of professional development activities b. 4-Level Evaluation			Yes/ Some aspects	Evaluation instruments based upon Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)	ACCJC III.A.5.a-b
14. Committee Effectiveness Review	Qualitative assessment of District Committee effectiveness in six areas: Committee process, prioritization, participatory decision-making, communication, goal achievement and evaluation. Assessment includes an internal committee assessment and an external assessment administered to all personnel employed at the District.			No	Annual District Committee Effectiveness Review • Internal survey (piloted Fall 2013) • External survey (TBD)	ACCJC I.B.4, 6 YCCD Institutional Effectiveness Review

Short-Term Goal 3: Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges

- Develop and implement a comprehensive planning protocol to conduct long-range planning for strategic initiatives and program/service priorities that align with master planning with focus on curricular design, student support services and organizational efficiencies to improve the student experience and increase student completion, student learning and student success
    - By June 2013 – develop and implement the Strategic Planning Protocol to align College Ed Master Planning and District Master Planning with District strategic priorities
    - By June 2013 – develop a Resource Allocation Process to align resources with priorities identified in the District and Colleges' master plans and is responsive to opportunities and emerging needs/imperatives consistent with the comprehensive planning protocol
    - By June 2014 – have implemented first-year cycle of the Strategic Planning Protocol to include draft District and revised College mission statements that identify students served and defines the specific programs that best serve those students and their communities
    - By June 2014 – have implemented the first cycle of the Resource Allocation Process for the development of the FY 2015-16 Annual Plan and Budget
- By June 2014 have developed a multi-year reorganization plan for the District
    - Delineate the functional relationships between the Colleges and the District, and where needed, reorganize to enhance and improve efficiency
    - Improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success
    - Improve and reengineer administrative efficiency to include responsibilities, functions, positions and staffing to realign resources for student success
    - Restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload
    - Develop competency in resource development, adopt an entrepreneurial stance, and assure initiatives funded through external sources advance the mission and goals of the Colleges and achievement of the District's overall strategic intent
- By January 2014 determine whether to realign the Clear Lake Campus

KPI Title	Definition/Description	District Performance	Target (ISS)	Peer Institutions Data Available	Assessment Method	Reference
15. Professional Development/Staff Development	c. # of professional development activities d. 4-Level Evaluation			No	Evaluation instruments: Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)	
16. Process Reengineering	a. # of departments identifying key processes b. # of departments participating in Process Reengineering training c. # of departments engaged in reengineering a process with the intent of supporting student learning and success			No	Process Reengineering project data	
17. Resource development	Revenues from governmental agencies and nongovernmental parties that are for specific projects, other types of programs, or for general institutional operations (if not government appropriations) trended over time. Examples are grants funding student success projects, training programs, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Grants are classified to identify the governmental level (federal, state, or local funding the grant or contract to the institution; grants and contracts from other sources are classified as nongovernmental grants and contracts.			Yes	Longitudinal financial data – restricted funds	
18. Employee Satisfaction	Assessment of employee satisfaction with delineation of college and district functions and responsibilities and implementation of those delineated responsibilities			No	Employee focus groups	
19. Planning and Budgeting Process Assessment	Employee satisfaction with planning and budget processes and participatory decision-making			No	Annual Survey (TBD) as component of the Institutional Effectiveness Review (IER)	

Short-Term Goal 4: Increase regional leadership

- EWD Initiatives – (1) support the reorganization of *Economic Development Program Advisory Committee/California Community Colleges Chancellor's Office Economic Workforce Development* by organizing region and (2) forge partnerships with other regional CCs to advance specific industry-focused initiatives
- Continue/accelerate work on Rural College Collaborative to optimize administrative and programmatic shared service partnerships among small/rural colleges (interest is growing among mid-sized districts as well).
- Lead/support the development of state & local partnerships focused on the *Completion Agenda(s)*

Short-Term Goal 5: Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

- For FY 2013-14 & 2014-15 – leverage existing programs and pursue specific Economic and Workforce Development (EWD) Initiatives (framed by the CCCCO *"Doing What Matters for Jobs and the Economy"* *http://doingwhatmatters.cccco.edu/* and the Capital Area Region EWD initiative *"The Next Economy"* *http://www.nexteconomycapitalregion.org/*):
    - Program opportunities/imperatives:
        - WCC Ag & Seed Central
        - YC Ag & High Tech Manufacturing
        - YC Allied Health & Public Safety – Nursing & BSN Bridge partnership
    - Determine whether to realign College/Centers to better support EWD regionalization

KPI Title	Definition/Description	District Performance	Target (ISS)	Best Practice Peer Institutions	Assessment Method	Reference
20. Economic and Workforce Development Initiatives	Number and type of EWD initiatives			No		
21. External Partnerships #s	a. # of partnerships with rural colleges b. # of partnerships with regional CCs c. # of industry partnerships			No		
22. HS Articulation to College Coursework	Number of high school students successfully completing an articulated credit course with a grade of A, B, C who are enrolled at WCC or YC as of census in the academic year following high school graduation			No	Colleague Reports	
23. Market Penetration	Percentage of recent service area high school graduates enrolling in courses at WCC or YC disaggregated by major and percentage of non-HS graduate market share in local service area			No	Colleague Reports and Regional HS graduation numbers	
24. Employer Satisfaction	Employer satisfaction with program offerings and graduates' workplace skills			No	Employer Survey (TBD)	
25. Graduate/Alumni Satisfaction	Graduate and alumni satisfaction with			No – unless national instrument used	Graduate and Alumni Surveys (TBD)	
26. Local Employment Needs Assessment	Student training needs, including local employment training needs, transfer education needs, basic skills needs, etc.			No	Student and Regional Workforce Employer Needs Assessment Survey (TBD)	ACCJC: II.A; II.A.1.a