

IE Model Annual Report: 2010-2011



Table of Contents

Introduction.....	3
IE Model	4
Process of Review/Methodology.....	8
Results/Self-Evaluations and Annual Updates	10
Conclusions and Recommendations.....	17

Appendices

A. Long Range Planning Model	20
B. Institutional Effectiveness Model (IE Model)	21
C. Continuous Improvement Cycle	22
D. Board Policy 3250 – Institutional Planning	23
E. Administrative Procedure 3255 – Institutional Effectiveness.....	24
F. YCCD Institutional Student Learning Outcomes (SLO).....	28
G. Letter from Dr. Barbara Beno (ACCJC) “Rubric for Institutional Effectiveness”	29
H. Academic Program Review Schedule 2008-2012	34
I. Administrative Services Review Schedule 2008-2012	37
J. District Image and Marketing Review Schedule 2008-2012	40
K. Planning and Shared Decision-Making Process Review 2008-2012.....	41
L. Student Services Review Schedule 2008-2012	43
M. Board Strategic Directions 2007-2011	44

Introduction

The Yuba Community College District ascribes to meeting and exceeding the standards for institutions of higher education as set forth by the state, regional, and national community college oversight organizations: California Community Colleges Chancellor's Office, Accrediting Commission for Community and Junior Colleges (ACCJC) and the United States Department of Education.

The process of planning, evaluation and improvement are components that are consistent between and among the three organizations listed above and their related services. As such, the Yuba Community College District (YCCD) Board of Trustees has set standards and expectations that model the quality of higher learning that YCCD provides.

The leadership team through its Shared Decision Making Model (AP 2510, Adopted July 2004 last revised in August 2009; BP 2510 – Participation in Local Decision Making, Adopted July 2004 last revised in July 2010) developed three models that the District and Colleges follow in their planning, evaluation and improvement cycle.

- The model for planning is the Long Range Planning Model (Appendix A, Updated 2008-2009). This first process in this model is to take into account the various students' and community needs that drive the development of the District Vision and Colleges' Mission Statements. The next step is for District Services and both colleges to develop their operational plans (i.e., Educational Master Plan, Student Equity Plan, Facilities Master Plan, Technology and Telecommunications Plan). Each plan is intentioned to deliver educational programs and services such as student advisement and use of learning spaces, teaching methods, and enrollment management. Following the plan development for each of those programs and services is their assessment for institutional effectiveness and student learning. Finally, the evidence based shared decision-making process for improvement is made given the outcomes reported.
- The model for assessment and evaluation is the Institutional Effectiveness Model (IE Model) (Appendix B, Adopted September 2007). Through the assessment process this model has five components that include units that undergo a four-year cycle of self-evaluation and an annual update review process. At the core of the IE Model is Student Learning Outcomes (SLO). This report reflects the evaluation of this model.
- The model for improvement is the Continuous Improvement Cycle (CIC) (Appendix C). In fall 2007, YCCD also adopted the use of the CIC that has Plan, Do, Check, Act processes that relate long range planning with the delivery of programs and services, assessment of those programs and services and feedback on outcomes to improve programs and services throughout the District. This process includes allocation of budget to support the programs and services offered through Yuba College, Woodland Community College and District Services.

Each model has a process that involves diverse stakeholders for development, implementation, review, and follow through for continuous improvement.

In short, YCCD is committed to systematic quality improvement for student access and success. Associated with that commitment is our responsibility to ensure that our policies, procedures and practices align us with maintaining accredited status with ACCJC of the Western

Association of Schools and Colleges (WASC). Board Policy 3250 – Institutional Planning (Appendix D) clearly references this responsibility and opportunity for the YCCD community.

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 college community and is supported by institutional effectiveness research. (BP 3250, Adopted July 2004 and last revised July 2010)

The Office of Institutional Effectiveness, under the Vice Chancellor for Educational Planning and Services, is responsible for the implementation of the YCCD Institutional Effectiveness Model (IE Model) which is detailed in Administrative Procedure 3255 – Institutional Effectiveness (AP 3255, Adopted in October 2007 and last revised 2011) (Appendix E).

The IE Model

In 2008 YCCD implemented the first four-year cycle of all 5 components of the IE Model. The model was designed and vetted through the shared decision-making process that included the District/College Council. The vetting process began in 2005-2006 with the commissioning of a Project Team, the team worked through 2006-2007 on developing the concepts that would be included in the evaluation model and in September 2007 the final version of the model along with an administrative procedure was presented and adopted (AP 3255- Institutional Effectiveness). There are five components to the IE Model include: Academic Program Review, Administrative Services Review, District Image and Marketing Review, Planning and Shared Decision-Making Process Review, and Student Services Review. This report details the IE Model and all five components that have measures that impact outcomes, specifically Student Learning Outcomes (SLO) (Appendix F) which is at the core of the model and drives outcomes assessment decision making at the District/College levels. The measurement of SLOs through the five components (Table 1) is evaluated through an annual review process.

Table 1

IE Model Component	Purpose for Review
Academic Program Review	To ensure student success through establishing a culture of evidence that frames planning, evaluation and improvement of academic programs and courses at WCC and YC.
Administrative Services Review	To evaluate and identify areas for improvement within administrative units that provides support services at District Service, WCC, and YC.
District Image and Marketing Review	To evaluate the effectiveness of college access and awareness of programs and services within our service area.
Planning and Shared Decision-Making Process Review	To evaluate the effectiveness of YCCD's Planning and Shared Decision-Making Model with an interest to support participatory governance; includes evaluation of existing councils, committees, and leadership groups.
Student Services Review	To ensure student success through establishing a culture of evidence that frames planning, evaluation and improvement of student services at WCC and YC.

The design is based on providing a comprehensive evaluation of each unit within YCCD with the intent to assess the strengths, areas for improvement, and recommendations for future development for each unit. It is important to note that the model reflects and progressive process of review and improvement that is linked to the “Rubric for Evaluating Institutional Effectiveness” developed by the Commission (ACCJC) in 2007 to assist colleges as they do self-assessment. (Appendix G)

“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. The 2002 Standards of Accreditation have added student learning outcomes [*SLOs*] and improvement as important components to the required institutional process of evaluation, planning and improvement.” (*Letter from Dr. Barbara Beno, President of the Commission, dated June 25, 2009*)

Three areas and expected timelines for evaluating institutional and educational effectiveness are detailed in Table 2.

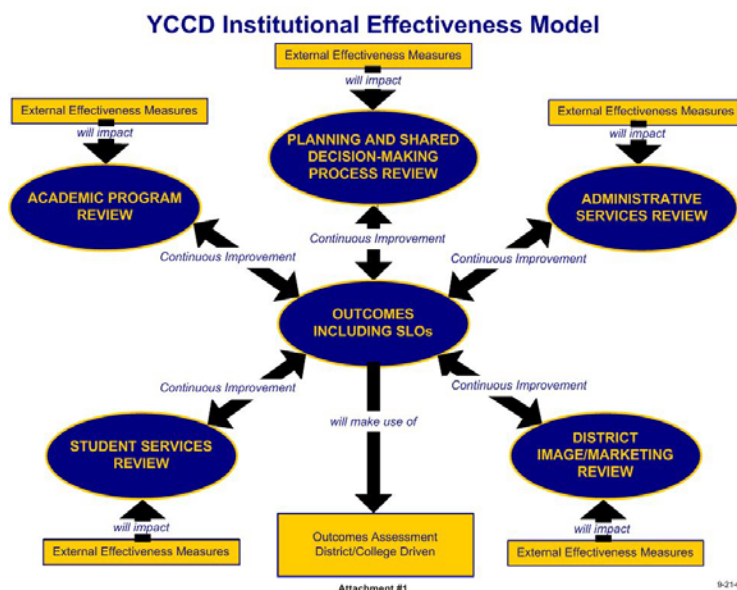
Table 2

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review	
Levels of Implementation	Characteristics of IE in Program Review
Awareness	Review and establish a program review models/pilot
Development	Use of data for review of meaningful quality Institutional buy-in” of program reviews/pilot to resource allocation
Proficiency	Reviews are implemented regularly and linked to institutional planning/provide specific examples
Sustainable Continuous Quality Improvement	Reviews continually improve practices and overall student learning and achievement
	Required Level of Achievement for the 2012 Self-Evaluation/ Visit

Rubric for Evaluating Institutional Effectiveness – Part II: Planning	
Levels of Implementation	Characteristics of IE in Planning
Awareness	Develop systematic cycle of evaluation, integrated planning and implementation (i.e., Strategic Plan)
Development	Planning is integrated to mission and goals/decision making processes incorporate review and plans for improvement
Proficiency	Well documented process of planning and implementing improvements including SLOs Plans incorporated in instruction, support services, library and learning resources
Sustainable Continuous Quality Improvement	Consistent and continuous commitment to improving SLOs; educational effectiveness is a demonstrable priority in all planning structures and processes.
	Required Level of Achievement for the 2012 Self-Evaluation/ Visit

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes	
Levels of Implementation	Characteristics of IE in SLOs
Awareness	Pilot SLOs; define at level of course, program or degree – establish where to begin
Development	Establish authentic assessment strategies; leadership groups have accepted responsibility
Proficiency	Alignment of SLOs and dialogue on results of assessment; appropriate resources allocated
	Required Level of Achievement for the 2012 Self-Evaluation/ Visit
Sustainable Continuous Quality Improvement	Student learning is a visible priority in all practices/ structures; SLO linked to APR/reviews

As an evaluative tool, it is important to reiterate that at the core of this process is the evaluation and measurement of Student Learning Outcomes (SLO). YCCD has 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. The IE Model is designed to establish a culture of evidence that leads to data-based (i.e., ARCC¹ Report- Systemwide Performance Indicators, SLO, WSCH/FTES/FTFE, Success/Completion, Retention) discussions and decisions among the appropriate units. It is through this process that continuous improvement can be achieved. Below is the pictorial of the IE Model that has been in effect at YCCD since 2007 (see Appendix B for full size).



Another significant component of the IE Model is that during the 2006-2008 years YCCD initiated its transition from a single-college district to a multi-college district. Woodland Community College gained its initial accredited status through ACCJC. Consequently, the 2008-2009 year marked the first year the IE Model components were reviewed under a multi-college structure, which includes District Services, Woodland Community College (WCC), and Yuba College (YC). The evaluation for this report encompasses parallel activities at all three entities: District Services, WCC, and YC. The 2008-2009 year also marked the first year that the IE Model was reported in its entirety. The prior three years Executive Summaries of the Academic Program Reviews and Student Services Reviews were submitted for Board Action, direction and decision-making. The 2010-2011 IE Model Report is the 3rd year of the first, four-year cycle of evaluation and improvement. With three full years of review complete, much new information and data has been reviewed and is driving changes in programs and services within the colleges and throughout the District.

¹ Accountability Reporting for the California Community Colleges; AB 1417 – Annual Report 2007-2011

Process of Review/Methodology

The methodology, although tailored to meet the unique aspects of each component, did maintain a standard process of evaluation. This process included:

- The identification of units²,
- A four-year rotation cycle of a Self-Evaluation/self-evaluation for each unit identified in the 2010-2011 schedules (Appendices H, I, J, K, L), and
- An annual update for each unit that had completed a self-evaluation within the last three years.

Each unit had a Unit Review Team that led the charge for evaluation of their respective unit. Unfortunately, with reduction in workforce, many of the units have become singletons and had to include team members from other units to conduct their self-evaluation or annual update. In the case of Academic Programs, some programs are led by adjunct faculty and in those cases the administrator worked with the faculty to review their program area. The following details a general description of the methodology.

Self-Evaluation Review Process

The self-evaluation review process entailed several levels of review and analysis that were completed over an academic year (2010-2011). Critical components of this process included identifying unit review teams, defining roles and responsibilities of diverse stakeholders, data collection and analysis, evidence-based recommendations, compiling their respective self-evaluation report, and the feedback loop.

Unit Review Team (URT)

Unit self-evaluations were conducted by representative teams/individuals reflecting active membership in the unit and members that the unit interacts with on a regular basis. This team approach ensured that all persons with areas of responsibility within the unit were represented. Each URT consisted of two to eight participants and included persons from various groups: Faculty, staff, administration, advisory board members, and students. URT leaders worked with their respective administrator to determine the exact committee composition that was helpful in undertaking a systematic analysis of the unit (program or service area).

Roles and Responsibilities

As a process within the IE Model, the reviews were initiated by District Services. The Vice Chancellor Educational Planning and Services completed 5 handbooks and process flowcharts to represent each of the 5 components of the IE Model. The YC and WCC Directors of Planning, Research and Student Success provided relevant data (i.e., productivity – FTES/FTEF/WSCH, retention, success, labor market analysis, survey support) for each unit's review team. The URT then conducted the review process according to the established timelines and submitted a self-evaluation report through their college/district review processes and ultimately to the Office of the Vice Chancellor Educational Planning and Services for inclusion in the annual report. Throughout the process of self-evaluation, the Vice Chancellor works with the college researchers to assess the reviews and establish strengths, areas from improvement and future directions for the overall IE Model.

Data Collection and Analysis

This year, the College Directors of Research, Planning and Student Success provided college and division/program level data.

² Unit refers to an entity such as an academic program, a student service, or an administrative department/service.

- Academic Services Reviews: URTs utilized at a minimum five year data on WSCH/FTES/FTEF³ as well as student retention and success data.
- Administrative Services Reviews: URTs utilized at a minimum data from a current community survey.
- District Image and Marketing Reviews: URTs utilized data from current internal constituent surveys and information received from constituents throughout the year.
- Planning and Shared Decision-Making Process Reviews: URTs utilized data from a survey completed by select committees of internal constituents.
- Student Services Reviews: URTs utilized data from student surveys and focus groups.

Evidence-based Recommendations

The self-evaluation reports provided recommendations in three areas across all components – staffing, equipment/technology, and facilities. Academic Program Reviews also included recommendations on curriculum. The recommendations were data-driven and evidence-based. These included reference to productivity/efficiencies, surveys, demographic data, response time, focus group results, labor market research, program advisory board meetings, etc.

Compiling the Self-Evaluation Report or Annual Update

From the initiation of the process URT leader(s) and members were aware of their obligation to complete a formal written report of their review process, analysis, results and recommendations. All self-evaluation reports followed a standard format and were completed by May 2010. All reports require:

- Cover Sheet with names and titles of participants (Unit Review Team members)
- Unit Description and Current Status –short overview of program or service
- Unit Goals as related to Student Learning Outcomes and the strategic directions of the college/district
- Data Elements - included trend data (4-5 year period) when available
- Overview of the Unit Analysis
- Recommendations and Justification for Staffing, Equipment/Technology, and Facilities

Those units not scheduled for a self-evaluation completed an Annual Update. The purpose for the Annual Update was to provide follow-up for the units that had completed a self-evaluation over the last three years with the purpose to evaluate measures of improvement, including any progress made on recommendations and SLOs for their respective unit.

Feedback Loop

As was the case with the annual IE Model Reports that have been approved by the Board (September 2009, August 2010) this report will be made available to the colleges and district leadership to be shared and discussed with their respective units. Flex activities will be provided and other venues sought to share the progress made in our assessment/evaluation of our program and service reviews as well as in SLOs. Recommendations will be provided and the emphasis for 2010-2011 is two-fold: 1) Focus on planning to the end that recommendations are aligned with budget and commitment to carry forward changes to improve efficiencies and effectiveness, and 2) Focus on assessment of Student Learning Outcomes to reach proficiency by Spring 2012 in all five components of the IE Model, but specifically in academic program reviews. Completion of defined SLOs at the institutional, program and active course levels was achieved in early 2009 however defining measures and conducting assessment was limited to

³ WSCH is Weekly Student Contact Hour; FTES is Full-time Equivalent Student; FTEF is Full-time Equivalent Faculty.

less than 50% of the academic program reviews, and less than 25% for all other component reviews. If we are to reach proficiency with at least 50% of our programs/services and courses the 2011-2012 year has to have a directed focus on assessment.

Results: 2010-2011 Self-Evaluation/Annual Updates

To facilitate reporting of results each component reviewed will be reported separately. The five components reviewed and presented below are: Academic Program Review, Administrative Services Review, District Image and Marketing Review, Planning and Shared Decision-Making Process Review, and Student Services Review.

Academic Program Reviews

An academic program is an organized sequence or grouping of courses or other educational activities leading to a defined objective(s) such as a certificate, degree or license. Equipped with any of these credentials, students are able to pursue, transfer to another institution, obtaining employment/job, career goal, or acquisition of selected knowledge or skills. These instructional programs are identified and scheduled for review by the colleges' Vice President of Academic and Student Services in consultation with their respective Academic Senate. In 2010-2011 WCC and YC had a total of 81 programs to review (self-evaluation and annual update) within the four-year rotation cycle.

Woodland Community College

Woodland Community College in 2010-2011 had 40 instructional/academic programs (Appendix G). Of the 40 programs, only 34 are active academic programs. The 2010-11 reviews consisted of the following: 10 self-evaluations, 13 annual updates, 1 new program addition, 10 no review submitted, 3 deleted (same ones of 2009-10 year), 2 moved to Student Services, and 1 under review for appropriate placement in review cycle. In short, WCC academic programs are all accounted for and in the 3rd year of the first, four-year cycle review.

2010-2011 WCC/APR Self-Evaluations (Self- Studies) and Annual Updates

Eleven (11) programs were reviewed (10 scheduled and 1 new) for a **self-evaluation** in 2010-2011; all 11 reviews were submitted (100%) completion to 2010-2011. Results of the self-evaluation and annual updates include four areas of review: Curriculum/Student Learning Outcomes (SLOs), Staffing, Equipment/Technology, and Facilities. For each area the following are noted requests, recommendations and justifications.

Of the 23 programs due for their **annual update** only 13 (56%) were completed. The results indicate that the continuity of conducting reviews has dropped, was 100% participation in 2009-2010. Several reviews did not indicate where progress had occurred and what requests had been met from the previous year and how those advancements were impacting student learning; this is the natural progression of conducting annual updates to the four-year self-evaluation.

- Curriculum/SLOs: The strength of all programs reviewed is that faculty is continuously reviewing course content and program areas in regards to syllabi, text books, classroom and lab materials, and student learning outcomes including maintaining industry standards. For example since summer 2010, WCC Curriculum Committee reviewed and received Board approval for: 9 new courses, 12 course modifications, 2 inactive/obsolete courses, 6 new courses for the general education requirement, 1 course removed from multi-cultural graduation requirement, 1 degree program removed, 5 new degree programs added, to include SB1440 Transfer Model Curriculum degrees. The limitation

is that these approvals were not reflected in their respective program review, a requirement of evaluating a program area.

100% of program level SLOs are defined and have established measures; furthermore, nearly half of program level SLOs were assessed (45%). As well, in 2010-2011 course level SLOs for active courses were defined and measures of assessment were assigned; 13% of course level SLOs have ongoing assessment. SLOs at WCC are defined at the Institutional, Program and then Course levels, however assessment is going in reverse order to include Course, Program and Institutional. At this time assessment is ongoing at the first two levels and by 2011-12 will connect to the institutional level as well. WCC faculty and administration have further defined a specific matrix and timeline to measure assessment/student learning outcomes at all three levels.

- **Staffing:** Requests for staffing were significant however efficiency was not addressed in relation/proportion to requests. In this year's self-evaluations and annual updates of 24 submitted, 13 requested a full-time faculty position for their program (50% increase), 4 requested Instructional Associates, 6 addressed needing to build their adjunct pool, 5 requested more FTEF, and a couple indicated needing more staff. As a general rule, programs are asked to include in their request efficiency measures (WSCH/FTEF/FTES); the expectation is that programs exceed the state funded level of 525 WSCH before adding faculty.
- **Equipment/Technology:** Of the 24 reviews, six (25%) had no equipment requests; on the other hand, one program (Digital Media) had requests of well over \$100,000. The majority of the requests were for additional computers, laptops were specifically mentioned; other requests ran the gamut of instructional materials/equipment like maps, fossils, mineral models, microphones, videos, books and journals, and software. Some requests will be met with the 2011-12 budgets in the respective departments and the others have to be considered and prioritized.
- **Facilities:** Of the 24 reviews, five were aligned their needs with Measure J projects that would address them and another five had requests for better lab equipment and set-up. The majority of the reviews related their requests to current limitations in furniture, lab space, and storage needs. Five programs had/made no facilities request at this time.

Yuba College

Yuba College in 2010-2011 had 49 academic/instructional programs in the review schedule (Appendix H). Of the 49 programs, one was moved to Administrative Services Review – Distributive Education. Of the 48 programs in the cycle 10 were scheduled for a self-evaluation and 38 for an annual update. Yuba College's academic program reviews are all accounted for in the 3rd year of the first, four-year cycle review. Results of the self-evaluation include four areas of recommendation: Curriculum/Student Learning Outcomes/SLOs, Staffing, Equipment/Technology, and Facilities. For each of the areas the following recommendations and justifications are noted.

2010-2011 YC-APR Self-Evaluations (Self-Studies) and Annual Updates

In 2010-11 Yuba College had scheduled 10 programs for **self-evaluation**. They reached 100% participation in academic program reviews. Of the 38 programs for annual updates, all 38 (100%) completed their **annual update**. This is an increase in response/participation rate for

Yuba College from the previous year of 73% response/participation. The following synopsis is provided.

- **Curriculum/SLOs:** The strength of YC programs is that faculty are continuously reviewing and updating their curriculum: course content and units, textbooks and other classroom materials, inclusion of SLOs in course outlines and syllabi, and requirements per industry standards. In the past year, YC Curriculum Committee submitted for Board approval: 26 new courses, 65 course modifications, 12 courses were deleted and 16 were corrected, 3 certificate or degree programs were corrected and 15 new programs were added which includes two minimum required SB1440 Transfer Model Curriculum degrees.

SLOs continue to be a work in progress. 100% of YC programs have defined SLOs however of those completing the self-evaluation one still did not report what those program level SLOs are. The same is true for annual updates - most programs do not have their defined SLOs included in their reports. The 2010-11 year, YC focused on defining course level SLOs for their active courses. Furthermore, of the 726 courses offered this review period, 181 (25%) assessed SLOs. The courses were assessed through 266 assessments which indicate that courses were assessed across multiple sections. As well of the 181 courses assessed, 106 (57%) were in general education curriculum and 75 (43%) were in career technical program areas. Reviews in general did not properly identify/report their program or course level SLOs.

- **Staffing:** The majority of programs reported needing full-time faculty in their areas due to retirements and three years of limited, to no-replacements. Instructional associates were also requested in several CTE and science areas as were staff positions to support academic programs and services. Requests were noted to have followed the process of the faculty staffing committee and were supported, but unable to be filled.
- **Equipment/Technology:** As was the case last year, over 75% of the programs reported having outdated equipment in their classrooms and labs. CTE programs cited having access to and utilizing certain grant funds, such as Perkins to augment their instructional equipment needs. Wireless access continues to be expanded, but has limitations in some spaces due to building configuration and transition. A limitation in all reviews in the lack of inventory to include maintenance and replacement cycles maintained at the program level.
- **Facilities:** Several programs reported Measure J and in the case of the library and learning resource center state funding was in line to address their program area needs. Some are already reaping the benefit of Measure J and are pleased with the results of increased services with a focus on instructional and learning spaces as well as safety and security issues addressed.

Administrative Services Reviews

Administrative Services Review is a collaborative goal-setting and assessment process designed to help improve and refine administrative services, procedures and practices for student success. It is intended to be flexible, collegial, relevant, practical, and should result in a clear sense of direction and accomplishment for participants as well as have an end-result of overall quality improvement for administrative services units.

In 2010-2011 YCCD had a total of 38 Administrative Units between District Services, WCC, and YC (Appendix I). Three of those units (Public Relations at District, WCC, and YC) are co-listed and reported in the District Image and Marketing component of the IE Model. The 2008-2009 year was the first year Administrative Services Units were evaluated under the framework of the IE Model. In its 3rd year (2010-2011) of the review cycle YCCD experienced a significant reduction in workforce which prompted several of the units to be reviewed as a co-operative rather than individual service areas. Therefore, in 2010-2011 YCCD had only 24 units under the review cycle of the IE Model. Of the 24 units, 13 are in District Services, 3 are at WCC, and 8 are at YC. This year, Distributive Education was also moved from an academic program to an administrative service unit.

2010-2011 YCCD/ASR Self-Evaluations and Annual Updates

In 2010-11 YCCD completed 11 of 13 (85%) **self-evaluations**. Two (WCC – M&O and YC- DE) did not complete the evaluation and are forwarded to 2011-12 to stay within the first four-year cycle of review. This is a significant increase from the previous year of 60%. For the same period **annual updates** for ASRs were 100% completed.

The units all reported recommendations in staffing, equipment/technology, and facilities. A significant improvement was made in SLOs. 100% of the units reported have identified SLOs, defined measures and those with annual updates had assessed SLOs. Clearly ½ of the units are in the development phase and the other ½ are in proficiency per the ACCJC rubrics. The CTE Grants unit review continues to be a model of good practice for IE Model SLOs reporting.

- **Staffing:** YCCDs reduction in workforce has prompted most of the recommendations for staffing support. All programs experienced a need to reorganize and reprioritize activities to support meeting the minimum needs of students via administrative services. Positions lost have not been replaced and the reviews reflect that need per their self-evaluations and annual updates.
- **Equipment/Technology:** Increased technology in both software and hardware has helped augment the limitations due to workforce reduction. In 2010-2011 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 is the implementation of tracking SLOs (TracDat), establishing key performance indicators for reports (Business Objects), on-line parking (Credentials), and student accounts (Nelnet). As well more units are using Biz-hub to scan documents and use less paper as well as provide better access for sharing information among multiple users. The other changes include the implementation of MyCampus portal single login and changing the email system to web-based Microsoft Exchange which also has calendar shared features that are widely used by staff.
- **Facilities:** Since the administrative services units are secondary to meeting the needs of direct student learning spaces, most units are making due with their current office spaces. As for large facilities initiatives some changes will positively impact all YCCD locations. These include a new central plant for YC-Marysville Campus, the new Colusa County Outreach Facility, an approved Solar project for YC and WCC campuses, and continued Measure J, series C bond construction activities.

District Image and Marketing

YCCD's Image and Marketing Review is a collaborative goal-setting and assessment process designed to help improve and refine the District's and colleges' image and marketing

procedures, processes, and practices for student access and success. District Image and Marketing is a responsibility of all its members, however there are three units (Public Relations at District Services, WCC and YC) within YCCD that lead the effort of managing and promoting the district and colleges' image and marketing to our diverse communities. All three units are on the same cycle of review and are co-listed in Administrative Services Reviews.

The process of review is two-fold during the four year rotation cycle (Appendix J). The first two years the focus is external relations and includes a community survey the first year and an Annual Update/ follow-up on year two. Years 3 and 4 focus on internal relations. This is the 3rd year of the review cycle. This is also the year that WCC was unstaffed in their public information office so services were provided through the District, albeit limited.

In 2010-11, the Office of Public and Governmental Relations in District Services increased the number of press releases by another 25% (75% over a 2 year period) and focused on college services, programs, and facilities updates per Measure J projects. The Annual District Newsletter was sent in July 2011 to over 122,000 households in the YCCD service area. The Newsletter was also put on the YCCD District website for public view. As with the press releases the Newsletter focus was highlights of the Measure J projects and an update on the work of/from the Bond Oversight Committee. Updates for Yuba College, Woodland Community College, and the YCCD Foundation Office were given highlighting programs, services, student success including access to scholarships. District Services also conducted a survey on district staff; results indicate a low level of morale and poor communication being key issues of concern for addressing and needing improvement.

By the same token the colleges' Public Information Office increased the number of press releases that targeted their respective service area again with a focus on services, programs and student successes. The colleges also increased the use of social networking for their students to include Facebook and Twitter. As well the advertisement was increased for student for new technology tools available to them free of charge, these include MyCampus portal and student email accounts. A new administrative procedure was drafted to formalize these new administrative and communication tools.

Planning and Shared Decision-Making Process Review

In 2000, the Yuba Community College District began efforts to formalize the "Model of Shared Decision Making" at YCCD to fulfill the spirit as well as the mandate of both AB 1725 and SB 235. The YCCD model was developed through the participative process during the period from 2000-2003 through several committees, and ultimately through the District Council. This model was designed to serve the entire District and has been in effect over the last 8 years.

YCCD's Planning and Shared Decision-Making Process Review is a collaborative goal-setting and assessment process designed to help improve and refine the District's and colleges' planning and shared decision-making procedures and practices for student success. The process is structured in four subcategories: Councils, Standing Committees, Management Groups and Academic Senate. YCCD in 2010-2011 had 41 units represented within District Services (10), WCC (14) and YC (17) in all combined categories (Appendix K).

Six of nine (67%) units were reviewed in the 3rd year of the four year cycle. The District units and YC did not complete the survey; however YC did submit a self-evaluation of their units. WCC reported survey data for their self-evaluation, but did not complete annual updates or comprehensive reviews. In short this component of the IE Model is lacking alignment in reviews and follow up, which is being addressed in their respective summaries.

The survey questions reflect gathering information that is relevant to planning and shared decision making per an individual's participation in a committee, council or management group and their understanding of the planning and shared decision making review process. The following units participated in year 3 evaluation.

Communication and Resource Committee	WCC
Safety Committee	WCC/YC
Student Success Committee	WCC
President's Management Group	WCC
Yuba College Leadership Team	YC
As well YC submitted all but one (Academic Senate) annual update	

Survey Results for WCC and YC Summaries and Recommendations

In 2010-11 WCC survey participation was low (<38%); committee members did not complete the survey limiting the overall responses to less than half. The most significant area of concern was that committee members reported not have the opportunity to participate in an orientation, which is concerning with likely transition in annual membership. Interesting on average less than 50% reported not having enough information on the committees' role. As well, if the committees are to be effective, members need to know and understand their roles and responsibilities related to their participation in such committee.

At Yuba College, two reviews completed a self-evaluation and all but one submitted their annual update. The summaries indicate that the committee members have made changes to their processes given the survey results and are evaluating their effectiveness, listing accomplishments and establishing plans. Some examples include, better organization of the agenda, staying on the work plan, revising their purpose statement, and increased student participation. As for accomplishments, some examples include increased sharing and use of communication tools (i.e., portal was mentioned on several) and addressing areas missed previously (e.g. YC Bond Committee addressed ADA issues and DSPS noted concerns).

The intent of evaluating the Planning and Shared Decision Making Process Review is understood however more work needs to be done on the front end of dedicating the first annual committee meeting to orientation or identifying a time for new members to learn their commitment to the committee work. Also a survey should be conducted on a biennial period to assess the quality and utility of committees.

Student Services Review

Student Services at YCCD mirrors the support role for access and success to students that is offered through the California Community Colleges Chancellors Office (CCCCO). There are 22 CCCCCO, Division of Student Services and Special Programs offered through the CCCCCO.

The primary goal of the Student Services and Special Programs is to ensure that all students have equal access to, and support in college courses needed to achieve their educational objectives.

Student Services at WCC and YC are provided to serve and meet the educational and support needs of over 20,000 of credit, noncredit and community education students annually. These services and special programs are identified and scheduled for review by the colleges' Vice President of Academic and Student Services. Between WCC and YC a total of 23 services and

special programs are scheduled for review on a four-year rotation cycle (Appendix L). In 2010-2011 WCC and YC student services submitted 6 self-evaluations and 17 annual updates.

<u>SSR Self -Evaluations</u>	<u>Location</u>
DSPS	YC/WCC
CalWORKS	YC
Transfer Center	YC
Upward Bound	YC
Veterans Affairs	YC

2010-2011 Student Services Self-Evaluations (Self-Studies) and Annual Updates

Of the 23 self-evaluations and annual updates, the following results and recommendations were noted in the reviews.

- Staffing: All units reported needing either full-time or part-time staff, most of which were replacements due to the workforce reduction of 2010. All units also reported an increase in services that will result in the need for more staff to deliver on the services needed by their ever increasing and diverse students.
- Equipment/Technology: Computers and peripherals (i.e., printers), including laptops for use by staff as well as students, was the most requested equipment need for all units. Replacement of old/dated computers that were no longer under warranty was a common theme throughout the units' reviews. Specialized areas had specific needs for equipment that are costly such as scooters.
- Facilities: For service areas that have improved facilities through Measure J, the staff and students are pleased with the change. For those that are still awaiting construction projects to take place, and may have to wait for several years, the issues of poor space layout, torn carpets, workout furniture, and overcrowded spaces are a common theme. As assessment of most critical issues will have to be conducted to address the needs given the new series of bond dollars are not enough to make the changes in the near future as once projected.
- SLOs – 100% of WCC and YC unit reviews include SLOs and measures that are unit specific and are linked to Institutional SLOs. Some have begun the process of survey development and assessment of identified measures. Student Service unit SLOs are also tracked utilizing Trac Dat, which will provide immediate feedback, at least at the semester level, to have necessary discussions and make needed changes to continue to meet student needs. Service areas are collecting appropriate data to make decisions. For example:
 - WCC's DSPS office reported a 95% student retention rate, an 84% student persistence rate and an overall 70% satisfied or greatly satisfied with the services they were receiving.
 - YC Financial aid office reported an increase of 30% in federal student loans. Students were able to complete more units than their counterparts that did not receive aid.
 - YC was able to process student identification cards within the first two weeks of the semester start, eliminated the use of program specific IDs (i.e., Rad Tech), but also needed to eliminate some student activities due to limited staffing.

Conclusions and Recommendations

The IE Model Annual Report – 2010-2011 is now in its 3rd year of the first, four-year cycle of review with each of the five components. Per the level of activity and the type of evaluation that took place in each unit, the IE Model clearly serves a dedicated and functional purpose for YCCD's focus on program review, planning, and student learning outcomes/student success. Reports clearly show the connection between their unit's respective work and the Board's Strategic Directions (Appendix M), however integration of other planning documents/directions are limited. District Services, WCC and YC continue to build the foundational blocks to move from awareness on through continuous improvement in all five components of the IE Model. Table 3 summarizes the components of review and their respective level on ACCJC's tool/IE rubric. These would be the areas that require focus and need improvement.

Part I is Program Review. YC and WCC have and keep a schedule of self-evaluation and annual update for each of their program areas. A total of 81 programs are reviewed on a 4 year rotation cycle and an annual update. Updates report SLO assessment on a minimum of two year rotation. Each college has a schedule that encompasses meeting this standard over a 4 year period.

Part II is Planning. Described in the introduction are the planning models used to drive the strategic agenda for YCCD. The area for improvement at this stage is the integration of budget planning (i.e. Budget Allocation Model) with the respective model processes; i.e. prioritizing and funding specific requests as identified in the IE Model self-evaluations and annual updates.

Part III is Student Learning Outcomes. YCCD's IE Model is designed to assess SLOs at each of the five components – academic programs, administrative services, image and marketing, planning and shared decision making process, and student services. Reviews need to show SLO results as well as include an action plan to address areas where their respective work is not leading toward improved student learning.

Table 3 provides a synopsis of where YCCD/YC and WCC are in the rubric for evaluating institutional effectiveness.

Table 3

IE Model Component	IE Rubric Level Achieved per Evaluation	Areas for Improvement 2011-12
Academic Program Review (APR)	Part I: 2009 - Development 2010 - Awareness 2011 - Proficiency/Ongoing CQI Part II: 2009 - Awareness 2010 - Development 2011 - Development Part III: 2009 - Awareness 2010 - Development - course 2011 - Proficiency - 25%	Reviews are submitted per schedule. They are not fully integrated into planning however do contain related information for appropriate use. SLOs need to have measures and assessment conducted by Fall 2011. Trac Dat needs to be implemented college-wide to assess SLOs and connect results at the course, program and institutional levels.

IE Model Component	IE Rubric Level Achieved per Evaluation	Areas for Improvement 2011-12
Administrative Services Review (ASR)	Part I: 2009 - Awareness 2010 - Development (50%) 2011 - Proficiency (25%) Part II: 2009 - Awareness 2010 - Awareness/Development 2011 - Development (50%) Part III: 2009 - Awareness 2010 - Development (25%) 2011 - Development/Proficiency 15%	Participation rate increased significantly, units completed reviews, have identified their needs but are not clearly aligned with planning. Units have identified SLO and measures, next they need to begin assessment of SLOs.
District/Colleges' Image and Marketing (DCIM)	Part I: 2009 - Awareness 2010 - Development 2011 - Proficiency (75%) Part II: 2009 - Awareness 2010 - Awareness/Development 2011 - Development Part III: 2009 - Awareness 2010 - Development 2011 - Development	Stay on track to review per the external – internal rotation cycle – Integrate Results in Planning. SLOs need to be assessed.
Planning and Shared Decision Making Review Process (PSDM)	Part I: 2009 – Awareness 2010 – Development 2011 – Development (75%) Part II: 2009 – Awareness 2010 – Awareness/Development 2011 – Development Part III: 2009 – Awareness 2010 – Awareness 2011 – Awareness	Survey data is useful, needs to be conducted on an annual/biennial bases to review relevance of results and establish processes that support shared decision making processes. Committee recommendations must be incorporated into Planning and SLOs need to be assessed.
Student Service Review (SSR)	Part I: 2009 – Awareness 2010 – Development 2011 – Proficiency Part II: 2009 – Awareness 2010 – Development 2011 – Development Part III: 2009 – Awareness 2010 – Development 2011 – Development/Proficiency 25%	Support services administrators/staff understand the IE Model Process and quickly engaged in aligning needs, making recommendations, and establishing priorities for services; SLOs need to be assessed and reported annually.

Over the first three year period units have matured in their respective evaluations. Their reviews clearly indicate how they have progressed from learning of their units' role in the review process, planning, and student learning outcomes. Albeit not all units have reached proficiency in its 3rd year of the four-year review period in all three rubrics, significant progress has been made and an all inclusive schedule has been developed to reach ongoing continuous quality improvement. In short, what is clear is that this evaluation tool is now inherent in the operations of the college and district services and will continue to serve a more defined role as a planning tool in setting the stage for integrated staffing, equipment, facilities, and student learning outcomes (SLOs) within each unit (program and service area).

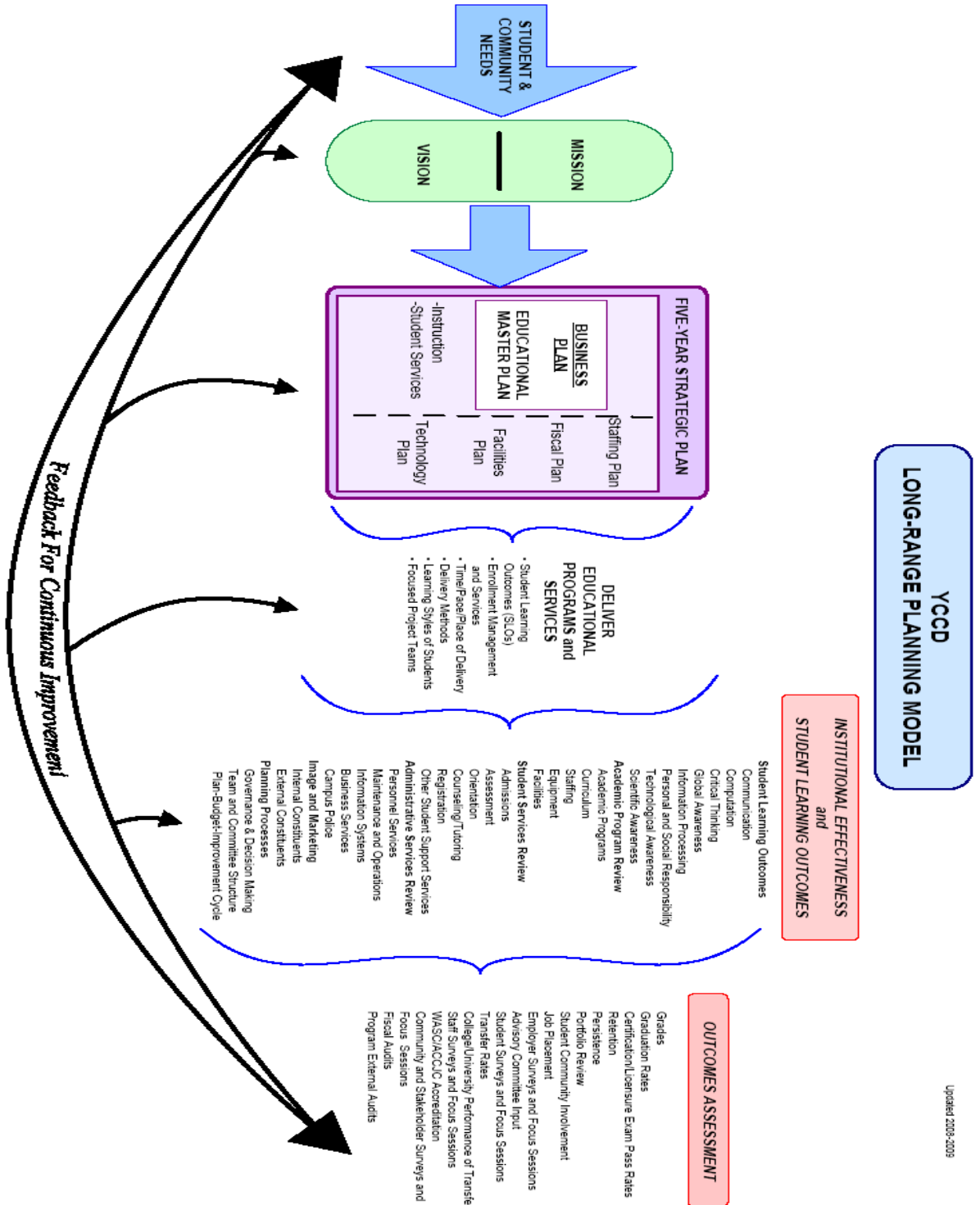
The next step in building upon this model's effectiveness is the full alignment of the planning process with continued use and expansion of data and data driven results, and the inclusion of YCCD's budget allocation model and multiple Master Plans (i.e., Technology and Telecommunications Plan, Educational Master Plans, Student Equity Plans, Facilities Master Plan). Done consistently and effectively the IE Model will positively contribute to meeting standards that are regulatory and lead YCCD to Sustainable Ongoing Continuous Quality Improvement.

NOTE

Reviews and Reports including survey data can be obtained through MyCampus portal or contacting Erik Cooper at YC Office of Planning, Research and Student Success, Molly Khatami at WCC Office of Planning, Research and Student Success, or Beatriz Espinoza at District Services, Office of Educational Planning and Services.

Appendix A

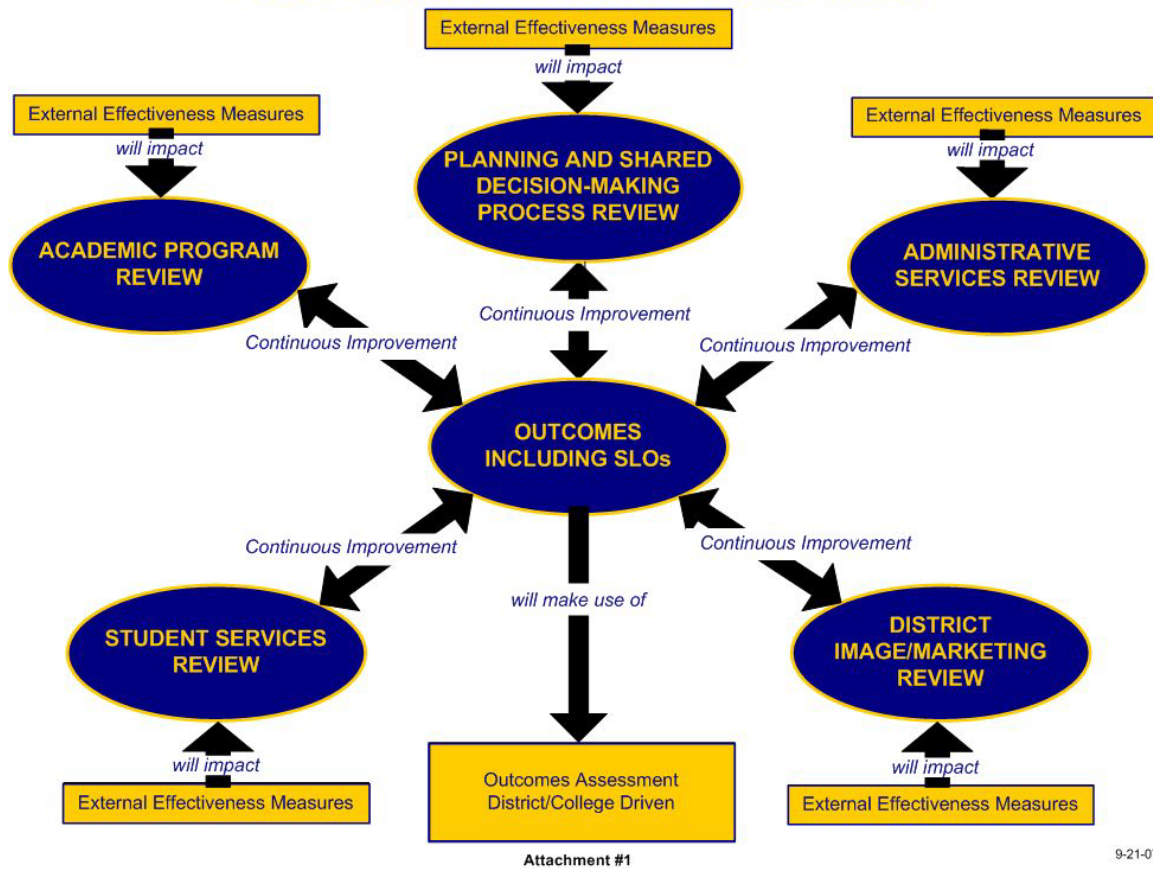
LONG RANGE PLANNING MODEL



Appendix B

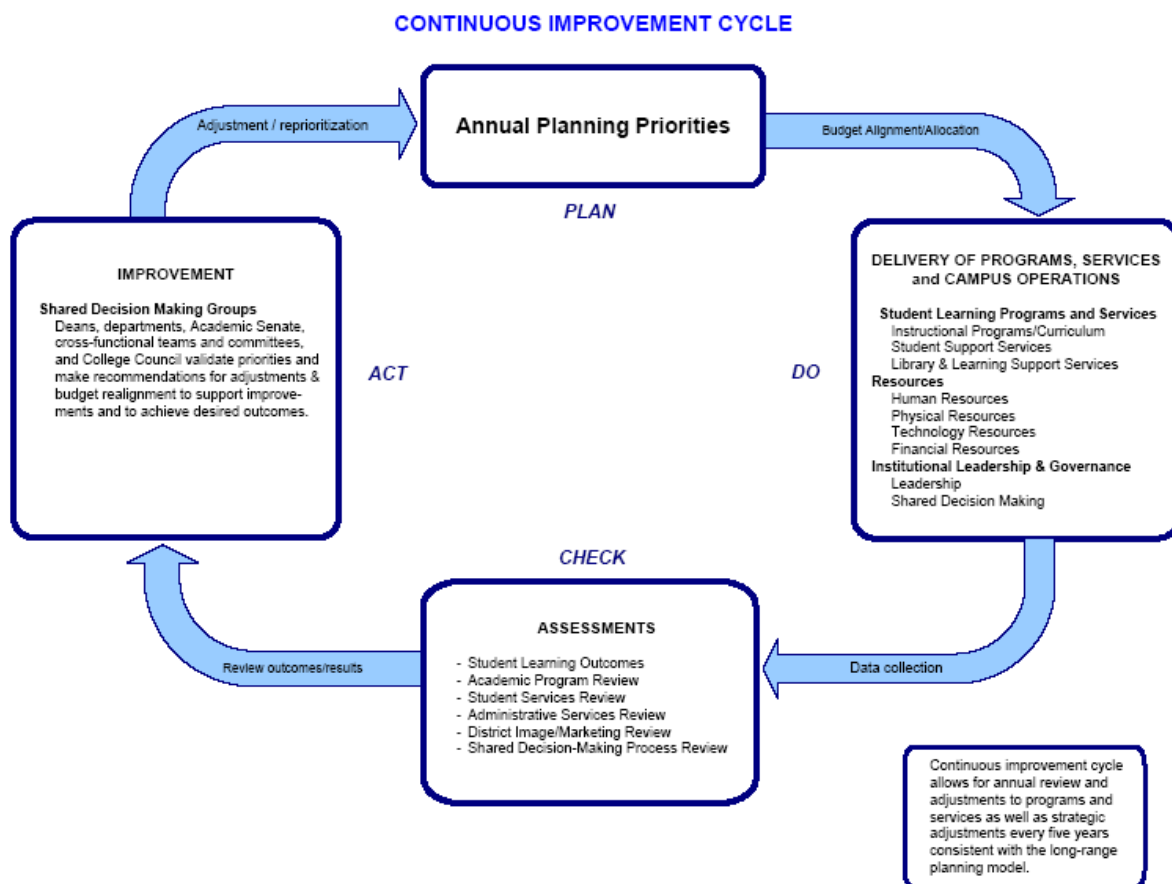
IE MODEL

YCCD Institutional Effectiveness Model



Appendix C

CONTINUOUS IMPROVEMENT CYCLE





Appendix D

Board Policy 3250

BP 3250 Institutional Planning

Reference: ACCJC Accreditation Reference Handbook (2009); *Accreditation Standard I.B; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, 55510, 56270 et seq.*

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' communities and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to,

District-wide Plans

- Facilities Master Plan
- Matriculation Plan – CCCCCO
- Technology Plan
- ADA Transition Plan

College-based Plans

- 5 Year Educational Master Plans
- Enrollment Management Plans
- Basic Skills Initiative Plans
- Diversity Plans
- Student Equity Plans

The Chancellor shall submit those plans to the Board for which Board approval is required by Title 5.

The Chancellor shall inform the Board about the status of planning and the various plans.

The Chancellor shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans.

Reviewed and revised: July 14, 2010

Revised : 01/08

Adopted: July 21, 2004

Appendix E

AP 3255 – Institutional Effectiveness

The Yuba Community College District (YCCD) has both a responsibility and a desire to ensure that the educational needs of its students and the communities within its service area are addressed. This requires the District to allocate a limited and often changing supply of resources to programs and services at the District's colleges, education center, and outreach facilities. To do this effectively, BP 3250, Institutional Planning, states that "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 college community and is supported by institutional effectiveness research." The responsibility to meet student and community needs through systematic planning supported by institutional effectiveness research provided the impetus for the development of the Institutional Effectiveness (IE) Office and the resulting IE Model and related processes for the District. Decisions with regard to the funding and future direction for programs and services will depend, in part, on the outcomes of these processes.

The Vice Chancellor Educational Planning and Services has administrative oversight for the IE Office and the IE Model implementation process/timeline. The Director of IE works in conjunction with the Vice Chancellor in establishing a working IE Office and IE Model. The IE Model (See below and Attachment 1) consists of five (5) review processes directed at determining whether or not specific outcomes, including Board adopted institutional "Student Learning Outcomes" (SLOs), program SLOs, and course or service area SLOs have been achieved. These processes are governed by their own set of procedures and rules and each has its own set of expectations or outcomes. The IE Model is designed to include and make use of these outcomes in a yearly report on the progress made toward outcome achievement and overall effectiveness of programs, services, and institutional processes.

The five components of the IE Model include the following:

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

The reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements and enhancements in programs, services, or processes. They also serve as the basis for program/service/process recommendations, including, but not limited to, recommendations in the areas of budget allocation, planning, curriculum, program or service direction, staffing, facilities, equipment, marketing, and shared decision-making council, committee, and project team structure and function. Reviews involve a critical self-evaluation of the program/service/process as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluation conclusions and recommendations. Outlined below are the overall process that each review follows and the role that the Office of Institutional Effectiveness plays in assessing the effectiveness of a review process in producing change and continuous improvement.

Chapter 3—General Institution 2

Academic Program Review (See AP 4020)

Academic programs at each of the District's two colleges are reviewed on a four-year cycle. Selected programs at each college conduct reviews beginning in August of each academic year and concluding with the submission of the completed reviews in February. During March and April, program reviews for a particular college are reviewed by the Curriculum Committee at that college. Executive summaries from programs reviewed at each college are presented to its College Council for information in May and to the Board of Trustees for acceptance in June. During August through November of the next academic year, programs address recommendations that developed from conducting the program review process. During this time frame, program reviews are used to support equipment, staffing, and facilities requests. Beginning in September of the second academic year after the initial review is completed and concluding the beginning of December, programs prepare a Program Review Annual Update. The Program Review Annual Update is conducted each year between scheduled formal Academic Program Reviews. The annual update provides the main source by which the Office of Institutional Effectiveness assesses the progress that a particular program is making on its proposed recommendations. The IE Office produces a report on the assessment of program outcomes. The office also will assess whether or not funding availability was a contributing factor to a program's ability to act on a particular proposed recommendation. The report on the assessment of outcomes is communicated to the Dean of the program. From April of the second academic year until December of the third academic year after the year in which the full academic program review was conducted, programs address concerns for improvement. Where funding is a contributing factor in the lack of progress made toward goal achievement, college and/or District involvement will play a part in the future achievement of, change of focus with regard to, or decision to abort efforts toward reaching the goal. The improvement process and its outcomes are reported each December as part of the next Program Review Annual Update.

Student Services Review

Selected Student Services programs/services at each of the District's two colleges are reviewed on a four-year cycle. Selected programs/services at each college conduct reviews beginning in September of each academic year and concluding with the submission of the completed reviews the end of February. During March, the final review is completed by the Program Review Team. Executive summaries from programs/services reviewed at each College are presented to its College Council for information in May and to the Board of Trustees for acceptance in June. During September through November of the next academic year, programs/services address recommendations that developed from conducting the review process. During this time frame, reviews are used to support equipment, staffing, and facilities requests. Beginning in September of the second academic year and concluding the beginning of December, programs/services prepare a Program Review Annual Update. The Program Review Annual Update is conducted each year between scheduled formal Student Services Reviews. The annual update provides the main source by which the Office of Institutional Effectiveness assesses the progress that a particular program/service is making on its proposed recommendations. The IE Office produces a report on the assessment of program outcomes. The office also will assess whether or not funding availability was a contributing factor to a program's ability to act on a particular proposed recommendation. The report on the assessment of outcomes is communicated to the Dean of the program. From April of the second academic year until December of the third academic year after the year in which the full Student Services review was conducted, programs/services address concerns for improvement. Where funding is a contributing factor in the lack of progress made toward goal achievement, college and/or District involvement will play a part in the future achievement of, change of focus with

Chapter 3—General Institution 3

regard to, or decision to abort efforts toward reaching the goal. The improvement process and its outcomes are reported each December as part of the next Program Review Annual Update.

Administrative Services Review

This area and its flowchart are under development. The proposed plan is to review selected service areas on a three-year cycle. A review team will serve as a customer service users group to provide feedback to managers on area reviews. From the outcomes of area Administrative Reviews, process improvement activities will be designed and implemented. The IE Office will make use of outputs generated from this process to track and measure progress in each area in terms of goal achievement and improvement.

District Image/Marketing Review

The District Image/Marketing Review components were developed by the IE Project Team in order to address community needs and perceptions. The Office of Institutional Effectiveness designs surveys and prepares focus group questions necessary to accomplish the District's/colleges' mission. These efforts may be aimed at collecting information about the District or colleges' image or at doing a general or focused needs assessment. Information is collected through survey administration and/or focus group meetings as necessary to address issues that have arisen or to answer questions that need to be addressed for the District and/or its colleges to function effectively. The Office of Institutional Effectiveness reviews and analyzes the data collected and prepares recommendations that are shared, as appropriate, with Academic Programs; Student Services; Administrative Services; Shared Decision-making Councils, Teams, and Committees; and offices engaged in the marketing of the District and/or colleges. Recommendations are reported out to College Councils and to the Board of Trustees. The IE Office collects and analyzes the outcome data that resulted from the programs, services, offices, councils, teams, and committee implementation of recommendations and reports out to appropriate parties on the assessment of the accomplishments that resulted from addressing the recommendations. A summary report is provided by IE to College Councils and the Board.

Planning and Shared Decision-Making Process Review

In response to a recommendation made in a letter dated January 31, 2007, as a result of the Accrediting Commission's review of the District's Accreditation Progress Report submitted in October 2006, a process for assessing the District's/colleges' planning and shared decision-making processes was developed.

From September to May of each academic year, the District's/colleges' shared decision-making bodies (committees, project teams, councils, responsible parties for plan implementation) are engaged in conducting their plans of work and in making progress toward achieving a set of established goals. Goals are established in early September. College-level shared decision-making bodies report out to their respective College Council. In most cases, District-level shared decision-making bodies report their goals to both College Councils. At the end of January, the progress toward goal achievement by these bodies is reported to the appropriate College Council(s). During April and May, the bodies engage in a self-evaluation process to determine if the steps that they have taken to research their outcomes/deliverables have been effective. Toward the end of the academic year, in late May, these bodies report out end-of-year goal achievement/outcomes to their respective College Council; generally both councils for District level bodies, as appropriate. For project teams, this end-of-year report generally concludes their work. Subsequently, a District or college office, a program(s), or service(s) is assigned the responsibility for implementing a completed project team plan with a set of recommendations.

Chapter 3—General Institution 4

All ongoing committees and councils carry their work over into the next academic year. During the period from August to June of the following year in which these bodies continue their work, they also are asked to create strategies for improvement if outcomes were not achieved. The IE Office will create and administer a college-wide survey/assessment of planning and shared decision-making processes. The IE Office will tabulate results and report out such results to the District and its colleges via the website. A report will be given to the Board. As a result of the information gleaned from the assessment and the subsequent distribution of this information, the committees, teams, councils, and those individuals and offices responsible for plan implementation will create strategies for improvement where such is indicated.

Summary

The IE model depicts the interrelationship between the outputs and outcomes of the components of the model. With all of the five components of the model, the processes depicted by the attached flowcharts continue from year to year, either by the program, service, council, or administrative office, or in the case of a project team that creates a plan, by the office or individual responsible for plan implementation. The Director of Institutional Effectiveness is responsible for ensuring the measurement of effectiveness of the work and whether or not outcomes have been achieved. The assessment will include recommendations for improvement. The processes of continuous improvement which include both internal and external evaluation leading to recommendations for improvement and subsequent action to improve will be documented in a final report to be posted on the District website.

Revised: 9/29/08 (Draft revision under review June 2011)

Adopted: 10/15/2007

Appendix F

YCCD – Institutional Student Learning Outcomes (SLO)

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 G



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

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Vice President
GARMAN JACK POND

Associate Vice President
LILY OWYANG

June 25, 2009

Memo to: Chancellors, College Presidents, Chief Instructional Officers,
Accreditation Liaison Officers

From: Barbara Beno, President

Subject: Updated Timelines for Rubric for Evaluating Institutional
Effectiveness

In September 2007 I sent you a "Rubric for Evaluating Institutional Effectiveness" that was developed by the Commission for use by colleges as they do self-assessment, by teams as they examine college adherence to the Standards of Accreditation, and by the Commission as it evaluates institutions. This letter reviews the purpose of the rubric and updates the timeline for institutional achievement on the student learning outcomes portion of the rubric-Part III.

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. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

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 resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions' seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a device other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors' unique efforts to find appropriate summative descriptive terms to best communicate each institution's status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find

the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, the Commission has announced the expectations with regard to performance discussed in the rubric.

- Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of instructional and non-instructional programs and services.
- The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.
- The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement.
- The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.

Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB

Attachment: 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 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed 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	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • 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.

tl: 6/25/2009

Appendix H

Schedule of Academic Program Reviews – 2008-2012

Woodland Community College

Academic Program Review	Dean/VP	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Accounting	Al Konuwa	•	•	•	X
Administration of Justice	Al Konuwa	•	•	•	X
Agriculture	Al Konuwa	X	•	•	•
Art/Photography	Skip Davies	•	•	•	X
Biology/Ecology	Skip Davies	•	X	•	•
Business Computer Applications	Al Konuwa	•	X	•	•
Chemistry	Skip Davies	•	•	X	•
Computer Science/IT	Al Konuwa	•	X	•	•
Digital Media (new in 2010)	Al Konuwa	-	-	X	
Early Childhood Education	Al Konuwa	X	•	•	•
Economics	Al Konuwa	•	X	•	•
Emergency Medical Technician	Al Konuwa	•	•	•	X
English	Skip Davies	•	•	•	X
English as a Second Language	Skip Davies	X	•	•	•
Ethnic Studies	Skip Davies	•	X	•	•
Family and Consumer Science (move to 10-11)	Al Konuwa	•	-	X	•
Fire Technology (move to 10-11)	Al Konuwa	•	-	X	•
Foreign Language (move to 10-11)	Skip Davies	•	-	X	•
Foster Care (deleted 09-10 –external agency review)	Al Konuwa	-	-	-	-
General Business	Skip Davies	•	•	X	•
Health Education/PE/Adaptive PE	Al Konuwa	X	•	•	•
History/Political Science	Skip Davies	•	•	X	•
Human Services	Al Konuwa	•	•	X	•
Humanities/Philosophy	Skip Davies	•	•	X	•
Library/Learning Resources	Skip Davies	X	•	•	•
Management & Supervision	Al Konuwa	•	•	•	X
Mass Communication (deleted 09-10 inactive)	Al Konuwa	•	•	•	X
Mathematics/Statistics	Skip Davies	•	•	•	X
Music (move to 10-11)	Skip Davies	•	-	X	•
Office Administration	Al Konuwa	X	•	•	•
Physical Science (Geology/Geography)	Skip Davies	•	•	•	X
Physics/Astronomy	Skip Davies	•	•	•	X
Psychology	Skip Davies	•	•	•	X
Reading	Skip Davies	•	X	•	•
Sociology/Women's Studies	Skip Davies	X	•	•	•
Speech/Communications Studies	Skip Davies	•	•	X	•
Theater Arts (move to 10-11)	Skip Davies	•	-	X	•
Tutoring Center (new 10-11, move to SSR)	Skip Davies	-	-	X	
Work Experience (deleted 09-10 – course specific)	Al Konuwa	-	-	-	-
WAM (Writing & Math Center) (new 10-11, move to SSR)	Skip Davies			X	

Appendix H Continued, p. 2

Yuba College

Academic Program Review	Dean	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Accounting	Ed Davis	•	•	•	X
Administration of Justice	Rod Beilby	•	•	•	X
Agriculture	Leslie Williams	•	•	•	X
Art/Photography	Brian Jukes	•	X	•	•
Automotive Technology	Ed Davis	•	•	•	X
Biology/Ecology	Leslie Williams	•	X	•	•
Business Computer Applications	Ed Davis	•	X	•	•
Chemistry	Leslie Williams	•	•	•	X
Computer Science and Electronics	Ed Davis	•	•	•	X
Cosmetology	Ed Davis	•	•	X	•
Culinary Arts	Ed Davis	•	X	•	•
Distributive Education (10-11 move to ASR)	Martha Mills	•	•	X	•
Drafting	Ed Davis	X	•	•	•
Early Childhood Education	Ed Davis	X	•	•	•
Economics	Ed Davis	•	X	•	•
Education	Brian Jukes	X	•	•	•
Emergency Medical Technician	Rod Beilby	•	•	•	X
Engineering	Leslie Williams	X	•	•	•
English	Brian Jukes	•	•	•	X
English as a Second Language	Brian Jukes	X	•	•	•
Family and Consumer Science	Ed Davis	•	X	•	•
Fire Technology	Rod Beilby	•	X	•	•
Foreign Language/Sign Language	Brian Jukes	•	•	X	•
General Business/Mgt & Supervision	Ed Davis	•	•	X	•
Learning Assistance (formally Gen Studies)	Jan Ponticelli	•	•	X	•
Health/PE/Adaptive PE/Athletics	Rod Beilby	X	•	•	•
History	Ed Davis	•	•	X	•
Human Services	Ed Davis	•	•	X	•
Information Technology	Ed Davis	•	X	•	•
Library/Learning Resources	Martha Mills	X	•	•	•
Mass Communication	Martha Mills	•	•	•	X
Mathematics/Statistics	Leslie Williams	•	•	•	X
Mfg Technology/Welding Technology	Ed Davis	X	•	•	•
Music	Brian Jukes	•	•	•	X
Nursing ADN, LVN	Leslie Williams	X	•	•	•
Office Administration	Ed Davis	X	•	•	•
Philosophy/Humanities	Ed Davis	•	•	X	•

Appendix H Continued, p. 3

Academic Program Review	Dean	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Physical Science/Geology/Geography	Leslie Williams	•	•	•	X
Physics/Astronomy	Leslie Williams	•	•	•	X
Political Science/Ethnic Studies	Ed Davis	•	•	X	•
Psychiatric Technician	Leslie Williams	•	X	•	•
Psychology	Ed Davis	•	•	•	X
Radiologic Technology	Leslie Williams	•	X	•	•
Reading	Brian Jukes	•	•	X	•
Soc Science/Sociology/Women's Studies	Ed Davis	X	•	•	•
Speech/Communications Studies	Brian Jukes	•	•	•	X
Theater Arts (move from 10-11 to 11-12 per VPASS)	Brian Jukes	•	•	•	X
Veterinary Technician	Leslie Williams	•	•	X	•
Work Experience	Ed Davis	•	•	•	X

X – Self-Evaluation/Academic Program Review

• – Annual Update

Appendix I

Schedule - Administrative Services Review- 2008-2012

YCCD- District Office

Administrative Unit	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Office of the Chancellor	Nicki Harrington				X
Office of the Board of Trustees (moved to 10-11)	Nicki Harrington			X	•
Office of the Vice Chancellor, Administration	Al Alt				X
Facilities Planning/Measure J (moved to 10-11)	George Parker			X	•
Fiscal Services	Kuldeep Kaur			X	•
Human Resource Management & Personnel Services	Al Alt			X	•
Police Department (moved from 08-09 to 10-11)	Chris Wilkinson			X	•
Printing Services	Mike Wieber		X	•	•
Purchasing/Contracts (moved to 10-11)	Melinda Bogdonoff		X	•	•
Office of the Vice Chancellor, Educational Planning and Services	Beatriz Espinoza				X
Academic Services / Articulation (combined in 10-11 due to new job descript.)	Beatriz Espinoza			X	•
Flex Program (work with college units for review)	Beatriz Espinoza		-	-	-
Foundation & Grants	Phil Krebs		X	•	•
Institutional Effectiveness	Beatriz Espinoza			X	•
Information Technologies (moved from 08-09 to 10-11)	Karen Trimble			X	•
CTE Grants (Perkins IV, Tech Prep, SB70, Contract Ed.) (CE added in 10-11)	Beatriz Espinoza		X	•	•
Public and Governmental Relations (This unit is reviewed under District/Colleges' Image-Marketing Review)	Adrian Lopez	X Ext	•	X Int	•
Small Business Development Center/Economic Development	Ken Freeman			X	•

X – Self-Evaluation Review

• – Annual Update

Appendix I – Continued, p. 2

Woodland Community College

Administrative Unit	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Office of the President	Angie Fairchilds				X
Office of the Vice President	Al Konuwa			X	•
Flex Program (moved to 10-11)	Al Konuwa			X	•
Colusa County Outreach Facility	Art Pimentel/ Skip Davies				X
Fiscal Services	Angela Fairchilds			X	•
Maintenance & Operations (moved to 10-11)	Myron Hord			X	•
Planning, Research, and Student Success	Molly Khatami			X	•
<i>Public Information and Community Events (This Unit is reviewed under District/Colleges' Image-Marketing Review)</i>	Angela Fairchilds	X Ext	•	X Int	•

Yuba College

Administrative Unit	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Office of the President	Kay Adkins				X
Office of the Vice President	Kevin Trutna			X	•
Flex Program	Miriam Root		X	•	•
Child Development Learning Centers	Ed Davis				X
Clear Lake Campus (moved to 10-11)	Bryon Bell			X	•
Beale Air Force Base Outreach Facility (moved to 10-11)	Kevin Trutna			X	•
Distributive Ed & Media Services	Martha Mills			X	•
Fiscal Services	Patsy Gasper			X	•
Maintenance & Operations (moved to 10-11)	Kay Adkins			X	•
Planning, Research, and Student Success	Erik Cooper			X	•
<i>Public Information and Community Ed (This unit is reviewed under District/Colleges' Image-Marketing Review)</i>	Miriam Root	X Ext	•	X Int	•

X – Self-Evaluation Review

• – Annual Update

Appendix J

Schedule – District/Colleges' Image-Marketing Review 2008-2012

Note: The units listed below are cross-listed with the Administrative Services Review Schedule.

YCCD- District Office Woodland Community College Yuba College

Unit	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
District Office – Public and Governmental Relations	Adrian Lopez				
External Focus		X	•	NA	NA
Internal Focus				X	•
WCC – Public Information and Community Events	Angie Fairchilds				
External Focus		X	•	NA	NA
Internal Focus				X	•
YC – Public Information and Community Education	Miriam Root				
External Focus		X	•	NA	NA
Internal Focus				X	•

X – Self-Evaluation

• – Annual Update

N/A – No Self-Evaluation or Annual Update Required

Appendix K

Schedule – Planning and Shared Decision-Making Process Review 2010-2011

NOTE #1: Each Council, Standing Committee, and Management Group represents a Unit.

NOTE # 2: After conducting an initial comprehensive Self-Evaluation for each Unit, an Annual Update is required as part of the review cycle during the three years that follow the most current Self-Evaluation.

YCCD- District Office

Unit	Chair/Co-Chair	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Councils	-	-	-	-	-
DC3 –District Communication and Consultation Council (instituted in 2009-2010)	Nicki Harrington	-	-	-	X
District Management Council	Al Alt			X	●
Standing Committees	-	-	-	-	-
Academic Calendar Committee	Beatriz Espinoza		X	●	●
District Curriculum Committee	Beatriz Espinoza			X	●
DCAS –District Colleges Academic Senates (new in 2009-2010)	Nicki Harrington				X
EEO Committee	Al Alt		X	●	●
Sabbatical Leave Committee	Beatriz Espinoza			X	●
Staff Development Committee	Al Alt				X
Technology Committee	Karen Trimble			X	●
Management Groups	-	-	-	-	-
CHEX	Nicki Harrington				X

X - Self-Evaluation

● – Annual Update

Appendix K – Continued, p. 2

Woodland Community College

Unit	Chair/Co-Chair	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Councils		-	-	-	-
Woodland Community College Council	Al Konuwa/	X	●	●	●
Standing Committees		-	-	-	-
WCC Academic Senate	Monica Chahal	X	●	●	●
Accreditation Steering Committee	Al Konuwa/ Julie Brown	X	●	●	●
Basic Skills Committee	Al Konuwa	X	●	●	●
Communication Resource Committee	Matthew Clark			X	●
Curriculum Committee	Al Konuwa/ Sharon Ng-Hale		X	●	●
Diversity Committee	Art Pimentel/ Melissa Moreno				X
Faculty Staffing Committee	Skip Davies/ Matthew Clark		X	●	●
Flex Committee	Al Konuwa				X
Safety Committee	Myron Hord			X	●
Student Learning Outcomes Committee	Chris Howerton		X	●	●
Student Success Committee	Al Konuwa			X	●
Perkins IV Local Planning Team	Al Konuwa				X
Management Groups		-	-	-	-
President's Management Group	Angela Fairchilds			X	●

X - Self-Evaluation

● – Annual Update

Appendix K Continued, p. 3

Yuba College

Unit	Chair/Co-Chairs	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Councils		-	-	-	-
Yuba College Council	Kevin Trutna/ Helen Nicholson	X	●	●	●
Clear Lake Campus Site Council	Bryon Bell	X	●	●	●
Standing Committees		-	-	-	-
Academic Senate	Tim May		X	●	●
Academic Standards Committee	David Farrell				X
Basic Skills Initiative Committee	David Farrell/ Gretchen Cupp	X	●	●	●
College Awareness and Access Committee	Miriam Root		X	●	●
College Bond Steering Committee	Dan Turner	X	●	●	●
Curriculum Committee	Kevin Trutna/ Susan Ramones		X	●	●
Diversity Committee	Kay Adkins				X
Educational Resources Planning Committee	Larry Michel			X	●
Faculty Staffing Committee	Leslie Williams		X	●	●
Flex Committee	Stephanie Reynolds				X
Institutional Animal Care and Use Committee	Scott Haskell			X	●
Safety Committee	Kay Adkins			X	●
Perkins IV/CTE Local Planning Team	Kevin Trutna				X
Management Groups		-	-	-	-
President's Group	Kay Adkins			X	●
Directors & Deans (D&D)	Kevin Trutna		X	●	●

X – Self-Evaluation

● – Annual Update

Appendix L

Schedule – Student Services Reviews 2008-2012

Woodland Community College

Student Services Unit Review	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Admissions & Records	Robyn Tornay		X	•	•
CalWORKS	Al Konuwa		X	•	•
Campus Life (no planned Review per VPASS)	N/A		-	-	-
Career Center	Al Konuwa		X	•	•
Counseling & ESL Counseling (combined in 09-10)	Al Konuwa		X	•	•
DSP&S	Todd Sasano			X	•
EOPS-CARE (moved from 08-09)	Al Konuwa		X	•	•
Financial Aid (Part/Under YC until 2011)	Maritza LaVu	X	•	•	•
SS Testing Assessment (moved from 08-09)	Robyn Tornay		X	•	•
Transfer Center	Al Konuwa		X	•	•
Tutoring Center (moved to APR in 09-10)	Skip Davies	-	-	-	-
Upward Bound (no planned Review per VPASS)	N/A	-	-	-	-
Veterans Affairs (no planned Review per VPASS))	N/A	-	-	-	-

Yuba College

Student Services Unit Review	Lead Administrator	Year of Self-Evaluation/AU			
		08-09	09-10	10-11	11-12
Admissions & Records	Kendyl Magnuson		X	•	•
Cal-SOAP	Marisela Arce		•	•	X
CalWORKS (moved from 09-10)	Jan Ponticelli		•	X	•
Campus Life	Miriam Root		•	•	X
Career Center	David Farrell		X	•	•
College Success/Tutoring Center	David Farrell		•	•	X
Counseling-Human Services	David Farrell		X	•	•
DSP&S	Jan Ponticelli		•	X	•
EOPS-CARE (moved from 08-09)	Marisela Arce		X	•	•
Financial Aid	Marisela Arce	X	•	•	•
SS Testing Assessment (moved from 08-09)	David Farrell		X	•	•
Student Support Services (not awarded - notified August 2010)	Jan Ponticelli		•	-	-
Transfer Center (moved from 09-10)	David Farrell		•	X	•
Upward Bound	Yvette Santana-Soto		•	X	•
Veterans Affairs	David Farrell		•	X	•

X – Self-Evaluation/Student Services for Review

• – Annual Update

Appendix M

YCCD BOARD OF TRUSTEES 2007- 2011 STRATEGIC DIRECTIONS

1. **Student Retention and Success, Student Learning Outcomes and Institutional Accountability**
 - 1.1 Ensure student retention and success
 - 1.2 Develop Student Learning Outcomes
 - 1.3 Refine student success metrics for continuous improvement and to support accountability
 - 1.4 Conduct sound research; build a “culture of evidence”; use results for institutional improvement, including results from the ARCC report.
2. **The Basic Skills Initiative**
 - 2.1 Embrace the statewide basic skills initiative
 - 2.2 Integrate and implement strategies across Yuba Community College District programs and services
 - 2.3 Assess effectiveness of strategies and improve college effectiveness
 - 2.4 Sustain efforts within college missions and educational master plans
3. **Transformative Change and Innovation**
 - 3.1 Design and implement initiatives to make measurable improvements in student success and organizational effectiveness
 - 3.2 Initiate and encourage participation in innovation
 - 3.3 Create an inclusive environment that values diversity
 - 3.4 Infuse innovation into facilities modernization (Measure J)
4. **Resource Development and Alignment**
 - 4.1 Align budget with District priorities
 - 4.2 Seek alternative resources
 - 4.3 Strengthen the Foundation’s role in resource development
 - 4.4 Refine budget allocation model and align fiscal management practices with multi-college structure
5. **Student Access and Response to Changing Needs**
 - 5.1 Identify and anticipate changing demographics
 - 5.2 Enhance student access
 - 5.3 Design programs and services to support new and diverse populations
6. **Community Engagement and Institutional Heritage**
 - 6.1 Enhance each college’s position and image in the community
 - 6.2 Preserve and build on our legacy and heritage
 - 6.3 Enhance the Board’s role in community engagement
7. **Integration of Accreditation Standards and Cycle of College Requirements**
 - 7.1 Integrate ongoing Institutional Effectiveness in College and District Operations
 - 7.2 Establish Research Agenda for District and Colleges
 - 7.3 Successfully complete Self Study process for Yuba College
 - 7.4 Ensure compliance with Accreditation Standards
 - 7.5 Complete ongoing reports as required by ACCJC
8. **Safety and Security**
 - 8.1 Complete training for Board and all employees
 - 8.2 Establish protocol and ensure emergency preparedness

Board Adopted 9/12/07; Updated August 5, 2009