

Institutional Effectiveness Review Handbook 2013-2014

Ensuring Student Success



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Introduction: ACCJC's Three Pillars of Institutional Effectiveness

Yuba Community College District 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 with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC.) [Administrative Procedure 3255](#) and [Board Policy 3250](#)¹ – Institutional Planning clearly references this responsibility and opportunity for the YCCD college 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 colleges' community and is supported by institutional effectiveness research. (BP 3250)

The Institutional Effectiveness Review (IER) is a district-wide process that evaluates the effectiveness of the integrated system of planning, resource allocation, implementation, and assessment. The IER framework is built upon ACCJC's three pillars of institutional effectiveness: Program Review, Planning, and Student Learning Outcomes. High-performing institutions are expected to demonstrate a sustainable quality improvement level in each of the three areas. The following assessments are conducted annually to assure YCCD maintains the highest level of quality in our programs, services, and processes as we continually strive to enhance our effectiveness in improving student learning and success within a world-class learning environment.

- **Program Review**
 - Academic Program Review
 - Administrative Services Review
 - Shared Decision Making Review
 - Student Services Review
- **Planning**
 - Long Term Plans (Educational Master Plans)
 - Program and Service Vitality Review
 - Key Predictive Indicators and Student Achievement Data
 - Short Term Plans (Annual Action Plans)
 - Evaluation and Assessment of Planning and Goal Achievement
 - Planning and Budget Process Review
 - Goal Achievement Evaluation
- **Student Learning Outcomes**
 - SLO and AUO Assessment

¹ Administrative Procedures and Board Policies available here:
<http://www.boarddocs.com/ca/yccd/Board.nsf/goto?open&id=8VX32T04CDA0>

The reviews for each of the three components of the IER are scheduled on an annual cycle. Oversight of the district-wide process is the responsibility of the Vice Chancellor Educational Planning and Services (VCEPS). The WCC Director of Planning, Research and Student Success and the YC Vice President of Instruction & Student Services (or designee) are responsible for managing the college IE Reviews, having them available in the portal, and submitting the SLO and AUO assessments for their respective colleges. The VCEPS is responsible for compiling KPI data, managing district IE Reviews, having them available in the portal, and submitting district services Administrative Unit Outcomes (AUOs) assessments.

All reviews are vetted through the respective college/district processes and submitted to the Institutional Effectiveness Review (IER) Team, a sub team of the District Consultation and Coordination Council (DC3). The IER team is responsible for providing aggregated recommendations to the Vice Chancellor Educational Planning and Services for inclusion in an annual report that is presented to the Board of Trustees. An annual handbook is published and posted on the portal as a guide for the program and unit review participants. Forms and processes within each component are directed independently by college and district executive units.

See [appendix A](#) for diagram of the YCCD Institutional Effectiveness Framework.

Pillar I: Program Reviews

ACCJC Definition of Sustainable Continuous Quality Improvement

- *Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.*
- *The institution reviews and refines its program review processes to improve institutional effectiveness.*
- *The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.*

The following programs and units conduct reviews annually:

- Academic Program Reviews
- Administrative Services Unit Reviews
- Participatory Decision Making Committees Effectiveness Review
- Student Services Unit Reviews

Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations to include alignment with planning, student learning outcomes, and the feedback loop, which includes the college/district's priorities and resource allocation.

All reviews, with the exception of Participatory Decision Making Reviews, are completed via TracDat, a web-based software and are due on October 15 of each year to conform to the institutional rhythm of planning and budget cycle. Following validation and prioritization at the college and district level, program review summaries are submitted to the IER Team for inclusion in the annual IER Report to the Board of Trustees. College and district Program Review results not only inform planning but serve as a critical driver in resource allocation in a continuous cycle of institutional effectiveness.

Planning and Participatory Decision-Making Units (Committees) are assessed annually through a Committee Effectiveness Review. College committees and councils complete the review and reporting according to college-specific processes. District Committees review currently consists of a self-evaluation completed by each member as to the effectiveness of the committee over the previous year in supporting student learning and student success. New for 2013-2014 is an external committee review allowing all members of the YCCD community to assess committee effectiveness. The instrument is currently under discussion and development and pending approval would be administered in fall 2014.

See [appendix B](#) for a comprehensive list of programs, units and participatory decision-making committees for Woodland Community College, Yuba College and Yuba Community College District.


Pillar II: Planning

ACCJC Definition of Sustainable Continuous Quality Improvement

- *The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*
- *There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.*
- *There is ongoing review and adaptation of evaluation and planning processes.*
- *There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.*

The Yuba Community College District has implemented an ongoing integrated model of planning, evaluation and resource allocation. YCCD's Strategic Planning Protocol complies with ACCJC Accreditation Standard III.

The critical components of the 6-year Integrated Planning Cycle are:

	COLLEGE  DISTRICT
Year 1 (Once every 6 years)	<div style="display: flex; justify-content: space-between;"> <div> <u>Long Term Planning:</u> College drafts their Educational Master Plan (EMP). </div> <div> <u>Long Term Planning:</u> District drafts their Comprehensive District Master Plan (CDMP) </div> </div>
Years 2-6 (annually)	<div style="display: flex; justify-content: space-between;"> <div> <u>Evaluation:</u> How well did we do last year? <u>Annual Action Plan:</u> What/how do we want to do next year, and how will we resource it? </div> <div> <u>Evaluation:</u> How well did we do last year? <u>Annual Action Plan:</u> What/how do we want to do next year, and how will we resource it? </div> </div>

See [appendix D](#) for a diagram of the YCCD 6-Year Planning Cycle.

See [appendix E](#) for a diagram of the YCCD Strategic Planning Protocol.

YCCD's planning cycle is an annual cycle embedded within a 6-year of longer-range plans. The plans that influence the Strategic Planning process are described below.

Long Term Plans (Master Plans)

Links:

[Woodland Community College's Educational Master Plan](#)

[Yuba College's Educational Master Plan](#)

YCCD District Services Master Plan (In Progress)

The college and district master plans help determine annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning outcomes. The responsible groups for drafting the long term plans are:

Plans	Responsible Parties
WCC's Educational Master Plan (EMP)	WCC EMP Committee
YC's Educational Master Plan (EMP)	YC College Council
District Services Master Plan (DSMP)	District Services Executive Team (DSET)
Facilities Master Plan Fiscal Plan Human Resource Master Plan Technology Plan	District Committees
Comprehensive District Master Plan (CDMP)	Chancellor's Executive Team (CHEX)

Other College plans influencing the Educational Master Plan are:

- Student Equity Plan
- Staffing Plans
- Student Services Plan
- Student Success and Support Plan (formerly matriculation)

WCC's plans can be accessed here: <http://wcc-planning.yccd.edu/planningdocuments.aspx>

Required elements of each plan are internal/external data, SMART² objectives, responsible parties, means of assessment, budget, evaluation plan and timelines.

Other College and District processes influencing the Educational Master Plan are:

- Program Vitality Criteria ([WCC](#))
- Service Vitality Criteria (under development)
- Key Predictive Indicators (under development)
- Student Achievement Data (under development)

² SMART stands for **S**pecific, **M**easurable, **A**ttainable/**A**chievable, **R**elevant, and **T**ime bound.
<http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/~media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx>

Key predictive indicators are quantifiable measurements that are critical to the success of our district. These indicators should always, if implemented and monitored correctly, help us define and measure progress toward both short-term and long-term organizational goals. Key predictive indicators need to be quantifiable to have any value to us and these measurements must also have set targets for each specific indicator. An indicator is only useful if it provides insightful information regarding our future performance. Understanding the past, present, and our aspiration for the future is crucial; benchmarking against other successful community colleges allows us to measure and compare current performance while setting realistic goals and targets for the future.

KPIs are currently under discussion. Following appropriate district-wide dialogue and discussion, the selected KPIs will be forwarded to Board of Trustees for adoption in spring 2014. Performance on the indicators will be tracked through reports on the Report Server and posted to the portal for broad dissemination. KPI results will be forwarded to the IER team for analysis and inclusion in the annual IER report to the Board of Trustees in December.

Short Term Plans (Annual Action Plans)

[Woodland Community College's Annual Action Plan](#)
[Yuba College's Strategic EMP](#)
[YCCD Annual Action Plan](#)

The short term plans (annual action plans) are drafted through the planning committees at the college level, and through the Annual Action Plan Team, a sub-team of DC3 at the District level. Required elements of the plans are SMART objectives (under the auspices of the master plans), responsible parties, means of assessment, budget, evaluation plan and timelines – all of which are influenced and driven by the evaluation of past goal achievement (summary of goal achievement, program review trends, emerging direction trends).

Evaluation and Assessment of Planning and Goal Achievement

The evaluation and assessment of planning is an annual process that includes four elements. This assessment is aimed at determining the level to which the College and District Annual Action Plan goals were achieved, the level to which the College and District level participatory decision-making structure is working effectively, and the level to which resource allocation aligns with the College and District plans and the goals.

1. **Planning and Budget Process Review** (i.e. how well the processes work)
 - a. College: WCC evaluates its planning and budget process through the WCC [Budget and Planning Committee](#). Results are shared with the College Council and Academic senate both in writing and via a verbal presentation with opportunities for questions and discussion. The most recent evaluation can be viewed [here](#).

YC evaluates its planning and budget process through the [College Effectiveness/Accreditation Committee](#) (CEAC). Results are shared with the College Council.

- b. District: An annual assessment reports the degree to which the resources allocated aligned with the District Annual Action Plan goals. For college and district goals included in the District Annual Action Plan, results are forwarded to the DC3 IER team for inclusion in the IER report presented annually to the Board of Trustees.

2. **Goal Achievement Evaluation** (i.e. how well we did what we said we would do)

- a. College: WCC evaluates its goal achievement through the annual College Accountability Report ([CAR](#)), which tracks the College's EMP and strategic plan goals. Recommendations for goal-setting for the upcoming year are forwarded to the Budget and Planning Committee, who draft the [Annual Action Plan](#) based on prior goal evaluation and upcoming needs and imperatives. The CAR and Annual Action Plan are shared college-wide at convocation, and also with the College Council and Academic senate both in writing and via a verbal presentation with opportunities for questions and discussion.

YC evaluates its goal achievement through the [College Effectiveness/Accreditation Committee](#) (CEAC). Results are shared with the College Council.

- b. District: Because each plan contains means of assessment, budget, evaluation plan and timeline, an annual assessment reports the degree to which the annual action plans goals were realized. College committees and councils complete the review and reporting according to college-specific processes. Similarly, District Services (DS) completes the review. For college and district goals included in the District Annual Action Plan, results are forwarded to the DC3 IER team for inclusion in the IER report presented annually to the Board of Trustees.

Pillar III: Student Learning Outcomes

ACCJC Definition of Sustainable Continuous Quality Improvement

- *Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.*
- *Dialogue about student learning is ongoing, pervasive and robust.*
- *Evaluation of student learning outcomes processes.*
- *Evaluation and fine-tuning of organizational structures to support student learning is ongoing.*
- *Student learning improvement is a visible priority in all practices and structures across the college.*
- *Learning outcomes are specifically linked to program reviews.*

Yuba Community College District – Institutional Student Learning Outcomes (SLOs)

In 2005, the YCCD Board of Trustees adopted institutional level SLOs. The next level of development was as the unit/program and course level SLOs respectively. Unit and course level SLOs are to be aligned with the adopted institutional SLOs and have measures and assessment data to report on an annual basis. For those units whose service to students is through more indirect means, Administrative Unit Outcomes (AUOs) are determined and assessed with the same level of rigor as are the SLOs.

YCCD – Institutional Student Learning Outcomes (SLO)

1. **Communication:** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. **Computation:** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. **Critical Thinking:** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
4. **Global Awareness:** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
5. **Information Competency:** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
6. **Personal and Social Responsibility:** Students will interact with others by demonstrating respect for opinions, feelings, and values.
7. **Scientific Awareness:** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
8. **Technological Awareness:** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

It is not enough to state what is expected that students will know or be able to do by the end of their time in a course or program; the next step is assessment – that is to determine if students are gaining skills or knowledge as a result of participating in a class or college program. The purpose of assessment is to use results as a starting point for meaningful dialogue about the next steps in planning and improvement in order to maximize student success. To this end, Yuba Community College District is committed to continuous quality improvement by assessing every course, program and service on a regular basis. Student learning outcomes are embedded in the program review, validation, prioritization and planning process.

To this end, YCCD's SLO assessments are ongoing, systematic and include both direct and indirect measures of learning outcomes for the following:

1. Course Level SLOs
2. Program/Unit/Degree Level SLOs
3. Institutional SLOs

SLOs, AUOs and SLO and AUO assessment data are tracked via TracDat, a web-based software. TracDat access information can be found in [Appendix C](#).

More information about AUOs/SLOs at WCC can be found here:

<http://wcc-planning.yccd.edu/studentlearningoutcomes.aspx>

More information about AUOs/SLOs at YC can be found here:

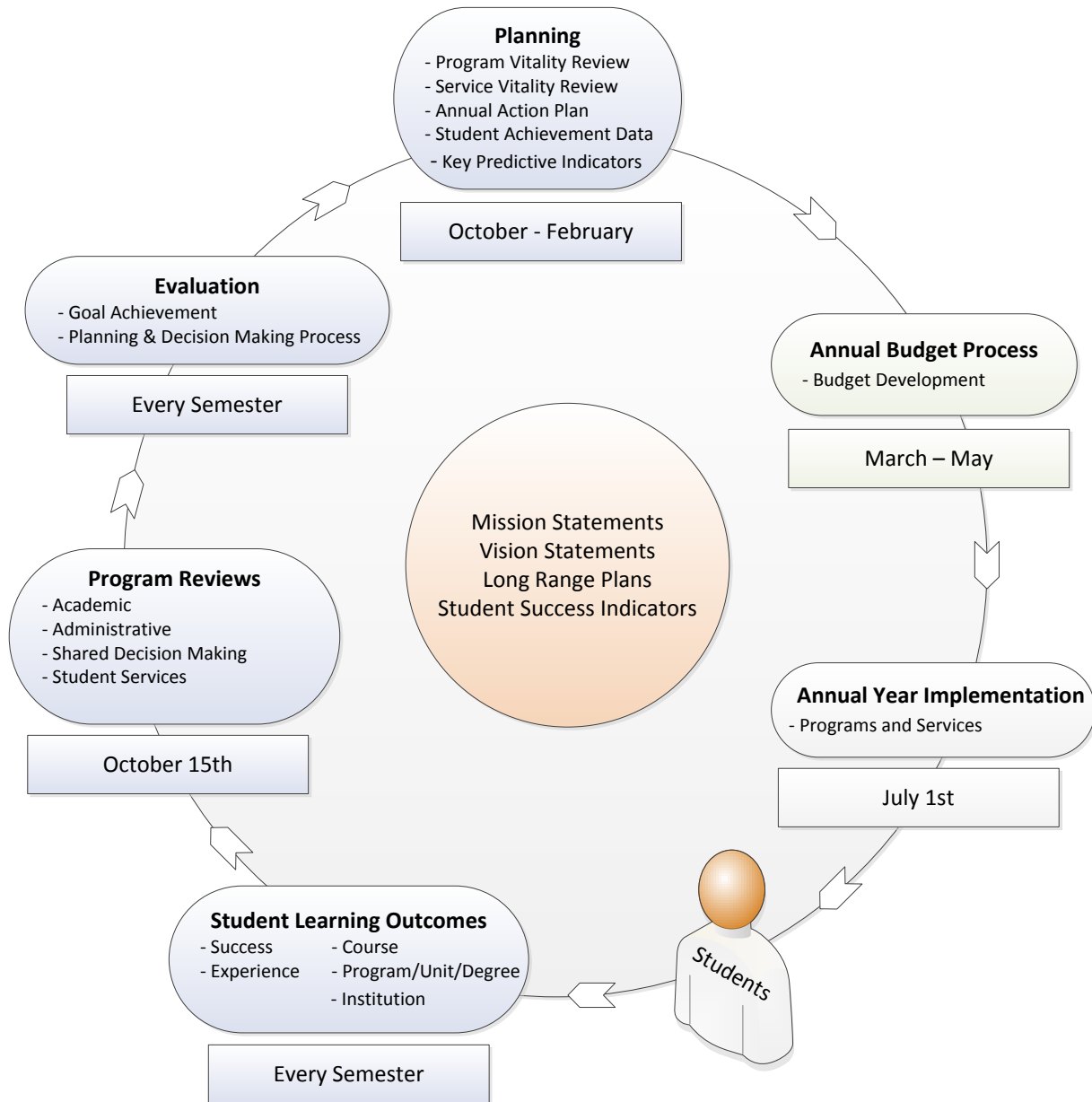
<http://yc-slo.yccd.edu/home.aspx>

More information about SLOs/AUOs at YCCD can be found here:

<http://planning.yccd.edu/planning-documents/>

APPENDIX A

Yuba Community College District Institutional Effectiveness (IE) Review Framework



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

APPENDIX B

Programs and Units for Review - Woodland Community College

WCC Academic Program Review	Dean/VP
Accounting	Al Konuwa
Administration of Justice	Al Konuwa
Agriculture	Al Konuwa
Art/Photography	Monica Chahal
Biology/Ecology	Monica Chahal
Business • BCA, COMSC, GNBUS, OA	Al Konuwa
Chemistry	Monica Chahal
Communication Studies	Monica Chahal
Digital Media (On Hold, No Classes Currently Offered)	Al Konuwa
Early Childhood Education	Al Konuwa
Economics	Al Konuwa
Emergency Medical Technician	Al Konuwa
English	Monica Chahal
English as a Second Language	Monica Chahal
Ethnic Studies	Monica Chahal
GE Degree Area (AA/AS) <i>[Planned for 2014-2015]</i>	Monica Chahal
Geology/Geography/Physical Science	Monica Chahal
Health Education/PE	Al Konuwa
History/Political Science	Monica Chahal
Human Services	Al Konuwa
Humanities/Philosophy	Monica Chahal
Library/Learning Resources	Monica Chahal
Mathematics/Statistics	Monica Chahal
Media Lab	Monica Chahal
MESA	Veronica Torres
Music	Monica Chahal
Physics/Astronomy	Monica Chahal
Psychology	Monica Chahal
Reading	Monica Chahal
Spanish and Sign Language	Monica Chahal
Sociology	Monica Chahal
Theater Arts	Monica Chahal
TRiO	Vanessa Cuevas
Tutoring Center	Monica Chahal
WAM	Al Konuwa

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

WCC Administrative Services	Lead Administrator
Administrative and Fiscal <ul style="list-style-type: none"> Office of the President Office of the Vice President Fiscal Services Flex Program 	Angela Fairchilds Al Konuwa
Colusa County Outreach Facility (new, opened January 2011)	Monica Chahal
<i>Maintenance & Operations*</i> (<i>Moved to District Services 2013-14</i>)	NA
Planning, Research, and Student Success	Molly Senecal

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

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

Programs and Units for Review - Yuba College

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

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

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

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

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

Units for Review – Yuba Community College District

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

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

APPENDIX C

How to access TracDat:

Yuba College

- <https://yccd.tracdat.com/tracdat/>
- Username: The same as the first part of your e-mail address. Do not include “@yccd.edu”
- Password: Unless you have changed your password, the password for administrators and faculty members is the first four letters of your last name and last four digits of your social security number. If you have not received a password, or need help with your password, please contact the YC TracDat contact person, Anabel Toche at atoche@yccd.edu or (530) 741-6707.
- Instructions: Step-by-step instructions regarding entering your SLO data in TracDat are available at: <http://yc-slo.yccd.edu/tracdat-instructions.aspx>

Woodland Community College

- <https://yccd.tracdat.com/tracdat/>
- Username: This is your first initial and last name with no spaces (i.e. John Smith’s username will be **jsmith**.)
- Password: If you have not received a password, please contact the WCC TracDat administrator, Molly Senecal at msenecal@yccd.edu or (530) 665-8030.
- Instructions: Step-by-step instructions regarding completing your program review in TracDat are available at: <http://wcc-planning.yccd.edu/tracdat.aspx>
- Instructions: Step-by-step instructions regarding entering your SLO data in TracDat are available at: <http://wcc-planning.yccd.edu/tracdat.aspx>

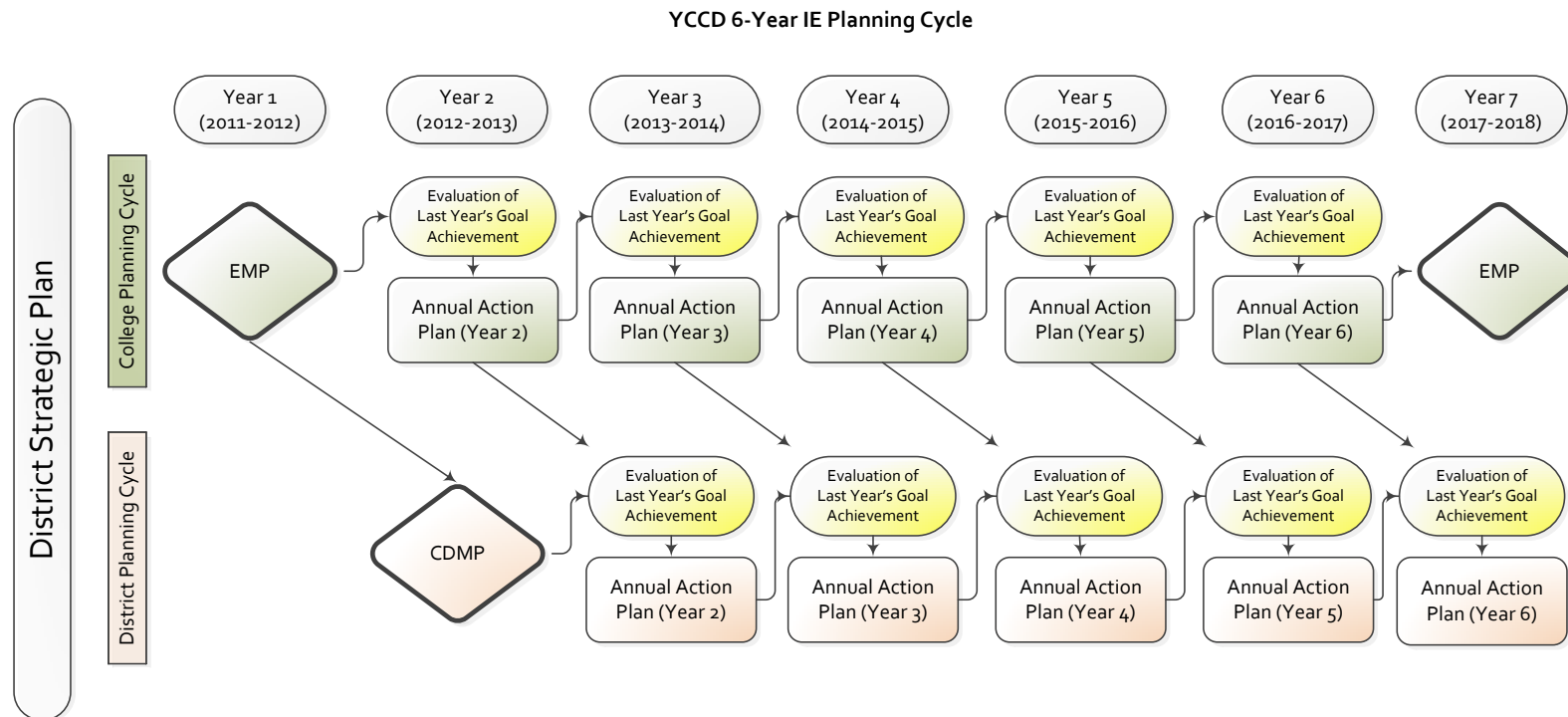
Links:

[Woodland Community College’s Program SLO Assessment Results](#)

[Yuba College’s Program SLO Assessment Results](#)

YCCD AUO Assessment Results (2013-2014 Program Reviews to be completed in TracDat October 2013)

Appendix D



Planning Timeline:

1. **October-June:** The colleges/district will involve constituents in drafting the long/short term plans.
2. **May:** The colleges/district solicit feedback from the Academic Senate/College Council.
2. **August:** During convocation, the colleges/district will share past planning accomplishments/KPIs, and the draft plan for the next academic year. Opportunity for feedback and Q&A.
3. **September:** The colleges/district will share past planning accomplishments/KPIs, and the draft plan for the next academic year for the Board's approval.

EMP "Feeder Plans":

Facilities
Program Reviews
Staffing
Student Equity
Student Services
Technology

CDMP "Feeder Plans":

AAP (college)
EMP (college)
DSMP
Program Reviews (College/District)

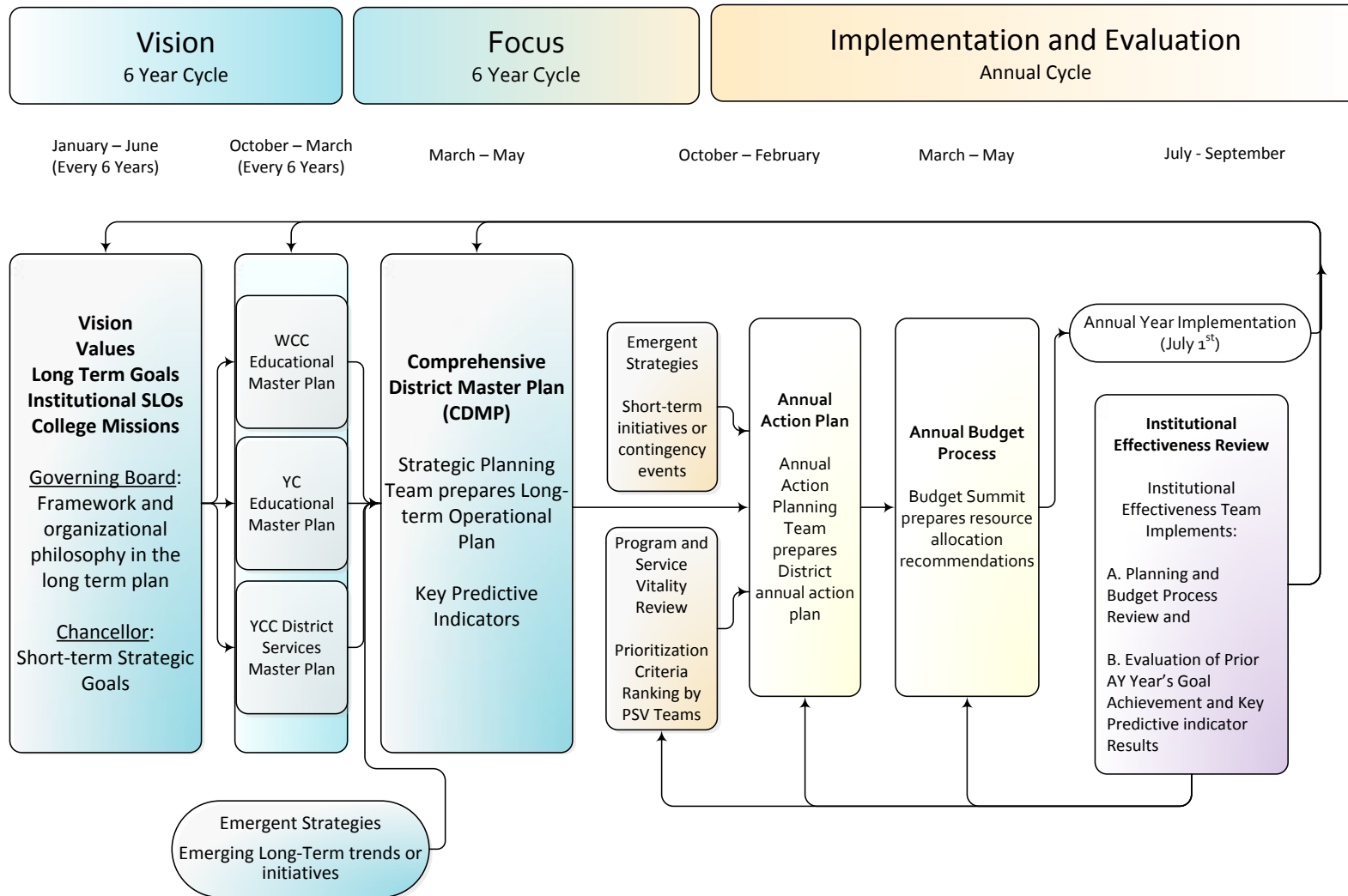
Glossary:

AAP: Annual Action Plan (a.k.a. short-term implementation plan)
CDMP: Comprehensive District Master Plan (a.k.a. long-term District plan)
DSMP: District Services Master Plan (a.k.a. long-term District plan)
EMP: Educational Master Plan (a.k.a. long-term college plan)

Revised 4/2/13
Approved 6/04/2013

Appendix E

Yuba Community College District Strategic Planning Protocol



Appendix F



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD
SUITE 204
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www.accjc.org

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Associate Vice President
NORVAL WELLSFRY

July 2011

Memo to: ACCJC Member Institutions
From: Barbara Beno, President *Barbara Beno*
Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

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

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

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

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

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

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part 1 of the Rubric) and Planning (Part 2 of the Rubric).
- At present, the Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part 3 of the Rubric).
- The Commission expects all accredited institutions to be at the Proficiency Level in Student Learning Outcomes by fall 2012. The Commission will assess all member institutions during the 2012-13 year.

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

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

BAB/bd

Attachment

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

Accrediting Commission for Community and Junior Colleges
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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.

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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.

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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. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<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 of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.