Institutional Effectiveness Review
Annual Report: 2013-2014

Table of Contents

Executive Summary 3

I. Program Review 6

- Woodland Community College 7
- Yuba College 9
- District Services 12

II. Planning 15

- District Short-term Goals 15
- Woodland Community College 17
- Yuba College 19
- District Services
- Planning Process Evaluation 21

III. Student Learning Outcomes 23

- Woodland Community College 23
- Yuba College 26
- District Services 28

Appendices

A. Strategic Planning Protocol diagram 29

B. Institutional Effectiveness Review Framework diagram 30

C. YCCD Institutional Student Learning Outcomes (SLO) 31

D. ACCJC "Rubrics for Institutional Effectiveness" 32

E. Programs and Units for Review 37

F. Key Predictive Indicators Definitions and Data 42

G. Student Success Initiatives Table 50

Executive Summary

The Institutional Effectiveness Review (IER) is a district-wide process that annually evaluates the effectiveness of our integrated system of planning, resource allocation, implementation, and assessment across the three District entities: Woodland Community College, Yuba College and District Services. The intent of the IER includes ongoing monitoring of the District's accomplishments and opportunities for improvement in pursuit of the strategic goals as we continually strive to improve student learning and success.

The information and analysis in the IER assures YCCD maintains data-informed decision-making in supporting the highest level of quality in our programs, services, and processes. The Accrediting Commission for Community and Junior Colleges' (ACCJC) three components of Institutional Effectiveness provide the framework for this review: Program Review, Planning, and Student Learning Outcomes.

The 2013-14 results included in the review indicate the District made significant progress during the academic year in achieving annual planning goals, further advancing the assessment of learning outcomes, and utilizing program review results in continually refining and improving program practices resulting in the appropriate improvements in student achievement and learning. Taken together, the results demonstrate Yuba Community College District is a learning organization engaged in practices that assure ongoing and systemic improvement.

Key Findings include:

1. Program Review

    a. Program Review continues to be a demonstrated strength for YCCD. With an eight-year history of implementation, program review processes are ongoing and used to assess and improve student learning and achievement. Programs and services are identified for regular and systematic review and the responsibilities for oversight for each review are clearly defined. The level of participation in the process is high and personnel recognize that program reviews are incorporated in the planning process and result in appropriate improvements in staffing, facilities, technology, equipment and curricular planning and decision-making.
    b. College and District committees engaged in participatory decision-making understand their role/purpose and how their work supports improving processes and practices, student learning, achievement and success. Committee members indicate their work will be enhanced in the coming year by improving communication across committees, assuring committee outcomes are communicated broadly, committee work is internally evaluated, and by providing training for new committee members.

2. Planning

    a. Clear evidence of progress in achieving each of the five District Short-term Goals exists. The objectives slated for completion in 2013-14 were either fully met or significant progress was made thus assuring the District is on pace to complete.

b. As planned, the IER contains baseline data for the Key Predictive Indicators thus positioning the Colleges and District Services to set targets for the coming year.
c. Evaluation results of the Annual Planning, Budget and Evaluation Cycle indicate that while the process as a whole proved effective, recommended modifications will strengthen the cycle for the coming planning year. Selected recommendations include:

    i. Provide additional training on the District integrated annual planning, budget and evaluation cycle with special emphasis on PSV and the link to program reviews.
    ii. Simplify the Strategic Planning Process as appropriate to reduce duplication of effort and level of workload for individuals engaged in District planning.
    iii. Modify the planning and budget process evaluation survey to include questions:
        1. that gauge satisfaction with the level of knowledge and understanding of the planning process for personnel across the district and
        2. Seek input for annually updating the Strategic Goals and Objectives
    iv. Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overturn college priorities.
    v. Clarify through broad communication that the intent of the strategic planning cycle is to coordinate resource allocation across priorities for the three entities in pursuit of student success throughout the district.
    vi. Communicate results of the decision-making that occur in PSV and publish a mechanism for tracking outcomes of those resource decisions.
    vii. Further refine the budget development and resource allocation process to include communication on differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation/restoration funding).
    viii. Communicate the five long-range Strategic Goals objectives and provide additional explanation on the development of targets for those objectives by the Colleges.
    ix. Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.
    x. Standardize templates for the PSV process and Annual Action Plan objectives.
    xi. Modify the planning process to position the District for multi-year planning and budgeting.
    xii. Modify the planning schedule by incorporating planning meetings within the DC3 meeting schedule to address challenges encountered in scheduling meetings.
    xiii. Simplify the planning cycle by reducing the components from four to three and redistributing the tasks associated with component two to existing committees.

3. Student Learning Outcomes (SLO)

    a. SLO assessment remains a visible priority for the District and learning outcomes are specifically linked to program reviews. SLO percentages are significantly higher than were reported in previous institutional effectiveness reviews demonstrating further advancement in our level of implementation (ACCJC rubric). Evidence reports SLO assessment results inform curriculum improvements and practices and structures at both Colleges.

Following this summary, the full review is divided in four sections. Section one includes the results of the 2012-13 Program Reviews that informed planning for the 2013-14 Academic Year for each of the three District entities: Woodland Community College (WCC), Yuba College (YC) and District Services (DS). In addition, this section contains results of the participatory decision-making groups' evaluations. The achievements of 2013-14 planning goals for each entity and the results of the evaluation of the Annual Integrated Planning, Resource Allocation and Assessment cycle processes and recommendations for improvement in those processes for the upcoming planning year are presented in section two. Section three contains results of the Student Learning Outcomes and Administrative Unit Outcomes.

Section I: Program Reviews

As can be seen from Table 1 below, WCC, YC and DS completed 143 of 169 program reviews in 2013-2014. It is noteworthy that both District Services and Yuba College required full self-evaluations for all program and service units due to changes in program and administrative structure as well as substantive revisions made to the program review processes themselves. Woodland Community College maintained the four-year cycle of full self-evaluations and annual updates. A comprehensive list of programs, services and groups can be found in Appendix F.

Table 1: Completed Program Reviews

	WCC	YC	DS
Academic Program Review (65/75) • Supports a culture of evidence that frames planning, evaluation and improvement of academic programs at WCC and YC	30/30	35/45	NA
Administrative Services Review (21/26) • Evaluates and identify areas for improvement within administrative units that provide support services at District Service, WCC, and YC	3/3	6/10	12/13
Participatory Decision-Making Review (34/41) • Evaluates the effectiveness of YCCD's participatory decision-making and governance structure	11/11	15/22	8/8
Student Services Review (23/25) • Supports a culture of evidence that frames planning, evaluation and improvement of student services at WCC and YC	10/10	13/17	NA

Woodland Community College – Program Reviews

During 2013-2014, the Program Review Validation Team (PRVT) piloted the validation rubric to prioritize the program requests for 2014-2015 budget and planning purposes. Based on the evaluation of the PRVT process in 2012-2013, the team evaluated the 2013-2014 reviews as a single group – utilizing technology and computer labs to view the program reviews and filling out one evaluation form per review. While this worked better than the first year, it was still time consuming. As a result, PRVT recommended that recommendations first be prioritized within divisions as well as by committees (staffing, curriculum, SLO, etc.) before being prioritized by PRVT.

Academic Program Reviews

100% of all academic programs (N = 30) completed an annual update or full self-study. Of the 30 academic programs, 14 programs reported that one or more of their prior requests were met – totaling to 41 recommendations that were defined as "addressed/satisfactory progress." Some examples of the needs that were met are:

- Agriculture - In Spring 2013, the District approved the formal job, and hire of and Agriculture Instructional Associate. The agriculture IA provided decorations/floral arrangements for 5 end-of-year banquets, and roses for the Graduation Ceremony.
- Physical Science/Geology/Geography obtained a glass display cabinet for lobby area of Building 300 in order to display artifacts and student work.
- Speech Program officially changed its name to Communication Studies, and established an associate degree of transfer.

Administrative Service Reviews

100% of all administrative programs (N = 3) completed an annual update or full self-study. Of the 3 units, 2 units reported that some of their prior requests were met – totaling to 5 recommendations that were defined as "addressed/satisfactory progress." Specifically, the Administrative and Fiscal Office filled the interim Dean positions for both Instruction and Student Services.

Additionally, related to the Administrative Unit's Outcomes (AUO), communication, students reported that while information was being shared, it could occur more frequently, regular and be more accessible. The top preferred method of communication was flyers/handouts, and the second most requested method was email (many citing personal email.) As a result, the WCC President and Director of Research have met with the ASWCC President to discuss strategies to increase communication.

Student Service Reviews

100% of all administrative programs (N = 10) completed an annual update or full self-study. Of the 10 units, 3 units reported a total of 3 recommendations that were defined as "addressed/satisfactory progress." Examples of recommendations that were addressed are:

- CalWORKS – Hired permanent part-time Employment Service Specialist for 19 hours per week.

- Counseling – Requested full time counseling secretary. The position is being advertised currently. The status of it being 49% or fulltime is still being discussed.
- EOP&S – Successfully developed and launched their website, Portal site, and Facebook page in order to contact and communicate widely with students.

Participatory Decision Making Reviews

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

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

Some examples of achievements and/or evaluative comments from the participatory decision making bodies are:

- Accreditation Steering Committee: Continued work on follow up for the accreditation report, and worked closely with District staff in responding to the District recommendations.
- Budget and Planning Committee: Identified a need for more detailed budget training, and requested that CBO, Kuldeep Kaur, attend and provide regular budget updates and training.
- Program Review Validation Team: PRVT provided the top 7 recommendations for the District PSV (Program and Service Vitality) process last year, and these fed into the hybrid resource allocation model. Additionally, based on feedback from team members on the process, the team recommended that divisions and units complete the first prioritization of requests before PRVT begins their review in order to streamline the processes.
- Student Success/Basic Skills Committee: Completed the 2013-2014 Basic Skills Initiative Plan, and continued to fund the math and reading instruction associate positions to support students in the WAM, ARC and tutoring center. The committee also worked diligently on the Student Equity Plan, which will be submitted to the state in December 2014. At the heart of the Student Equity Plan is funding the Student Success Center concept.

Yuba College – Program Reviews

The purpose of Program Review is broadly two-fold: 1) it provides departments and service programs an opportunity to reflect on their status, needs, and areas for improvement and 2) it allows these same groups to contribute to the planning and budgeting processes at Yuba College. In the latter case, information from Program Review is distributed to members of appropriate Planning Area Writing Groups, who then prioritize and synthesize that information for inclusion in their assigned section of the Yuba College Educational Master Plan. According to *A Guide to Integrated Planning and Institutional Effectiveness at Yuba College*, departments and programs must complete program reviews "before the end of October, at a date agreed upon the Yuba College Curriculum committee and President's office." Soon after, that information is "distributed to the appropriate committees (Academic Senate, Student Services, Human Resources, Facilities and Equipment, and Information Technology) charged with writing planning areas for the Educational Master Plan." This process is to be accomplished using the software program TracDat.

For the 2013-2014 Academic Year, all programs and services were required to conduct a program review using a newly developed "pilot form." This new form was intended to standardize program and service review, which were traditionally inconsistent in terms of quality and content. The form also put a greater emphasis on data-informed decision-making.

Academic Program Review

A total of 35 of 45 Academic Programs completed a self-study. Those that did not complete the study either did not have a full-time instructor and/or full-time Dean to oversee the process.

The "pilot" form and the process for completing that form, which relied on the use of TracDat, were flawed in a number of ways. Although the new form was shared and publicized through various means, including emails, college-wide forums, and an Integrated Planning Guide, that it essentially re-invented the program review process created challenges for all involved. Moreover, some faculty and staff complained in a campus-wide survey that there was not enough communication about this new form.

One issue was that preparers were used to a more informal approach to producing the program review, one that was largely narrative based and allowed departments to "tell their story," highlight their successes, and set their goals for the upcoming cycle. Data analysis played a limited to non-existent role in this old approach. The new form definitely changed that.

The pilot form was daunting for preparers in terms of its length and scope. The new form was constituted by seventeen specific questions whereas the previous form only included five question fields. These questions were drawn from important sources—a program review vitality rubric previously developed by the curriculum committee, ACCJC standards, and a District program vitality rubric—but according to a campus-wide survey, the questions were overwhelming and redundant. Even though some faculty acknowledged the value of these new questions, the change to the new form was too dramatic and overwhelming.

The two biggest criticisms of the 2013-2014 Program Review process had to do with TracDat and the lack of data and data-analysis support provided to the faculty and staff responsible for preparing program review.

Administrative Services

Six of ten Administrative Services completed full self-studies. One of those that did not complete the study was either vacant, due to lack of staff, and another had been moved to District Services. There will be only six Yuba College Administrative Services total for the 2014-15 academic year. One of those six—the Clear Lake Campus—will move to Woodland Community College when the District realigns its college boundaries.

Student Services

Thirteen of 17 Student Services completed full self-studies. One of those services, admissions and records had undergone a transition which possibly accounted for its lack of a study. The college admissions and records director was removed and a District Registrar was created, supervising the processes at both colleges. However, the college staff of admissions and records remained under the purview of the college. Thus, there may have been some confusion as to whether the District or the College was responsible for submitting a program review for admissions and records.

Participatory Decision-Making Reviews

During the 2013-2014 academic year, the college evaluated and re-structured its committee system in order to improve shared decision making and, more specifically, the role of committees in integrated planning.

Yuba College uses two primary tools to measure the effectiveness of our shared governance systems. The first tool is a *Shared Decision Making survey*. This survey, updated in April 2013 by the YC College Effectiveness and Accreditation Committee (CEAC), was sent to the entire college community in order to measure training, communication, participation, and cooperation of and among committee members. Survey results point to a need:

- to assure training for committee members
- to enhance inter-committee communication across the college committees, and
- to ensure the work of the committees is fully integrated into the college's planning processes.
- Most importantly, the largest majority of survey respondents report that "The work of the committees I serve on is important to the success of Yuba College and its students.

A second way the college assesses the effectiveness of committees is through the two-part Yuba College Committee/Project Team Objectives Report (COR) and Committee Self-Assessment Report (CSAR). Each committee submits COR to the YC College Effectiveness and Accreditation Committee by the third week in September, and in May of each year the same committees file their CSAR based on their work toward obtaining their objectives. The YC College Effectiveness and Accreditation Committee then collects and analyzes these committee self-assessment reports to draw conclusions about how the degree to which committees are engaged in productive work that serves the goals of the institution. Committees are also encouraged to engage in meaningful self- reflection at the beginning of each academic year by reviewing the previous year's CSAR.

Yuba College currently has 22 active, standing committees. Of those 22 committees, 15 submitted to the College Effectiveness Committee a Committee Objective Report and the follow up Committee Self-Assessment Report. Since this was the first full implementation of this reporting system, some of this is to be expected. Although there is not yet 100% participation, employees were generally positive about the idea of developing objectives to focus the work of committees.

Lastly, the Yuba College Council, the lead shared governance committee at Yuba College, annually reviews the purpose and need for each of the college's committees. The Council's purpose in its review is to determine if the number of college committees can be reduced or if work can be shared more efficiently between them.

District Services – Administrative Services Reviews (ASR)

The process for ASRs changed dramatically for this reporting cycle.

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

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

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

  In short, there is a clear need for additional technology and the support for that technology in order to continue streamlining processes in this manner. Noteworthy examples include virtual student labs, room scheduling, and online tracking systems for contracts and grants.

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

- Staffing: All units experienced a need to reorganize and reprioritize activities to support meeting the needs of students and district personnel via district services. While the combined reviews request an additional 8 FTE over the next several years, there is clear recognition amongst the unit review teams that the largest majority of positions hired in 2014-2015 will and should be directed to those educational programs and services that most directly impact students.

Participatory Decision-Making Process Review

The District's Participatory Decision-Making Process Review is designed to help improve and refine the participatory decision-making procedures and practices aimed at improving student learning and success across the district. The governance and participatory decision-making structure is described in the District Handbook (2013-2014).

In 2013-2014 100% of the eight District standing committees completed a formal Committee Effectiveness Review. Included in that review are six categories of effectiveness: committee purpose, process, participatory decision-making, communication, outcomes and evaluation. In general, committees understood their purpose and how the work of their committee impacted student success. Across all committee assessments was a stated need to improve communication, both internally and externally, especially regarding committee decisions and achievements.

The themes across the eight Committee Effectiveness Reviews as well as strategies to improve the process for the coming year are included in the table below.

Category	Strategies
Committee Structure	Consider committee consolidation
	Revisit membership to minimize duplicative service
Logistics	Distribute agendas timely
	Distribute handout(s) timely
	Accomplish more electronically (e.g., electronic discussions, voting, etc.)
	Eliminate technology issues
	Encourage/ require attendance
Purpose	Revisit committee purpose statements to include goals as appropriate
	Focus on committee purpose (stay on task)
Participatory Decision-Making	**Formalize process for decision-making (e.g., first read, then decision)**
	Formalize decision-making rules (e.g., define majority, quorum, consensus or recording, etc.)
	Track decisions and revisit/assess more often
Communication	Centralize committee communication (e.g., "one stop" for all committee agendas and minutes)
	Clarify and standardize member communication responsibilities (i.e., in-reporting and out-reporting)
	Develop brief report-out templates (e.g., decision table, etc.)
	Develop acronym reference guide
Outcomes	Memorialize and publicize annual accomplishments and outcomes
Evaluation	Develop annual cycle of internal and external survey instrument administration
	Develop an implementation plan for improving process and outcomes for eight District standing committees
Orientation and Training	Provide annual orientation for new committee members
	Provide professional development for both Face-to-face and meetings at a distance for: • Facilitators • Committee members

In fall 2014, each committee will reflect on the results of their CER as well as the themes across the eight CERs and select strategies to improve the effectiveness of their participatory decision-making processes for 2014-15.

Section II: Planning

Clear evidence of progress in achieving each of the objectives for the five District Short-term Goals exists. The objectives slated for completion in 2013-14 were either fully met or significant progress achieved thus assuring the District is on pace to complete.

Short-Term Goal 1: Improve Student Success and Completion (1 Completed and 2 In Progress/On Pace to Achieve)

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

Short-Term Goal 2: Improve leadership and managerial competencies at all levels (1 Completed; 2 In Progress / On Pace to Achieve)

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

Short-Term Goal 3: Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges (6 of 10 Objectives Completed; 4 In Progress/On Pace to Achieve)

- Develop and implement a comprehensive planning protocol to conduct long-range planning for strategic initiatives and program/service priorities that align with master planning with focus on curricular design, student support services and organizational efficiencies to improve the student experience and increase student completion, student learning and student success
    - By June 2013 – develop and implement the Strategic Planning Protocol to align College Ed Master Planning and District Master Planning with District strategic priorities (Completed/Ongoing Improvement)
    - By June 2013 – develop a Resource Allocation Process to align resources with priorities identified in the District and Colleges' master plans and is responsive to opportunities and emerging needs/imperatives consistent with the comprehensive planning protocol (Completed)
    - By June 2014 – have implemented first-year cycle of the Strategic Planning Protocol to include draft District and revised College mission statements that identify students served and defines the specific programs that best serve those students and their communities (Completed)

    - By June 2014 – have implemented the first cycle of the Resource Allocation Process for the development of the FY 2015-16 Annual Plan and Budget (Completed)
- By June 2014 have developed a multi-year reorganization plan for the District
    - Delineate the functional relationships between the Colleges and the District, and where needed, reorganize to enhance and improve efficiency (Completed/Ongoing)
    - Improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success (In Progress)
    - Improve and reengineer administrative efficiency to include responsibilities, functions, positions and staffing to realign resources for student success (In Progress)
    - Restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload (In Progress)
    - Develop competency in resource development, adopt an entrepreneurial stance, and assure initiatives funded through external sources advance the mission and goals of the Colleges and achievement of the District's overall strategic intent (In Progress)
- By January 2014 determine whether to realign the Clear Lake Campus (Completed)

Short-Term Goal 4: Increase regional leadership (In Progress)

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

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

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

Presented below are the 2013-2014 YCCD Short-term Goal Summary Reports for each of the colleges and highlights of achievements for District Services.

1. Improve Student Success and Completion Rates

- SSSP plans (online student education plan, mandatory orientation for all new students, etc.)
- Student Success Center (beginning spring 2015, per Student Equity Plan)
- Summer Bridge program for math (planned for summer 2015, per Student Equity Plan)
- Implemented pilot of math placement utilizing high school transcripts in lieu of assessment tests.
- Continued group counselling and orientation sessions offered by counsellors.
- Completed ADTs in 10 discipline (100% compliant with State Chancellor's mandate) Completed curriculum alignment process.
- Implemented pilot for utilizing educational planning software and Degree Audit for student educational planning.
- Continue to build upon sustainable intrusive resource mapping focused on weeks 1&2, 7&8 and 16.
- Encourage faculty to identify students at risk and to encourage students to utilize tutoring services available on WCC campus.
- Look at how to possibly implement an at risk notification process like that of EOP&S to help push students toward tutoring services
- Create an atmosphere and culture on campus that supports studying on campus and in the library.
- Increasing accessibility to counselors through SARS/ eSARS scheduling
- WCC webpage design, moving students to the forefront for easy access to information related to student needs.
- Enlisting the help of ASWCC to promote PSA's that help educate students on resources that are available to help them (Natomas Charter School PFAA)

2. Improve leadership and managerial competencies at all levels

- Embedded community college transformational leadership (Rouche, Baker, Rose) and exceptional leadership (Aspen/Achieving the Dream) elements into President's Cabinet meetings.
- Guiding WCC College Council through comprehensive self-examination of committee purpose and overall governance re-structure at WCC.
- Supporting classified professionals' efforts to develop WCC Classified Senate
- Supporting ASWCC bi-monthly public service announcement (PSA) project to encourage student success
- Encouraged staff membership in Association for California Community College Administrators (ACCCA); supported participation for one administrator in the ACCCA Mentorship Program.
- Identify leadership strategies to change organizational culture that minimizes or takes away from student success.

3. Complete the transition to Multi-College District to increase organizational efficiency of

the District and Colleges

- Completed draft of CLC realignment plan within project management format
- Bi-monthly project quality meetings with 10 district-wide project leaders
- Established Spring 2016 as implementation date
- Completed Responsibilities Matrix between College and District for Distance Education.

4. Increase regional leadership

- Leveraged SB 1070 and Perkins funds to pilot 9th grade college credit *Get Focused, Stay Focused* course.
- WCC Cabinet members are active AB86 participants

5. Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

- Developed Student Engagement and Economic Development (SEED) project as regional K-12 and industry collaborative in support of WCC Ag program.
- December 9 hosting Clear Lake Wine Makers Association and Hospitality managers as initial conversations begin to align existing culinary curriculum and enology/viticulture industry.
- Host two Doing What Matters initiatives in Small Business/Entrepreneurship and Agriculture and Water and Energy Resources

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

- SSSP plans (online student education plan, mandatory orientation for all new students, etc.)
- Expand MESA model to make it available to all students (beginning spring 2015, per Student Equity Plan)
- Expand Math Boot Camp for spring 2015 to move students more quickly to transfer level math (per 3SP and Student Equity Plans)
- Began pilot to bring together math and English faculty from college and area high schools to make transition in these disciplines more seamless (per Student Equity Plan)
- Hiring full-time counselor for Sutter Center (beginning spring 2015, per 3SP Plan)
- Working on enrollment management through careful scheduling of classes to meet needs of students
- Implementing educational planning software and Degree Audit for student educational planning

2. **Improve leadership and managerial competencies at all levels**

- Providing guidance for deans and directors on key management principles such as supervision and evaluation
- Strengthening leadership throughout the campus around 3SP and Student Equity Planning
- Reinstating a strong Planning and Budget Committee with a charge to involve the entire college community in careful planning driving budget
- Including classified staff and adjunct faculty in Convocation Day activities to strengthen the entire college team
- Supporting faculty and staff to take leadership roles in respective professional organizations

3. Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges

- Working with WCC on CLC realignment plan
- Working with district-wide leadership on a stream-lined committee structure to provide a solid foundation for district-wide policies and procedures
- Established Spring 2016 as implementation date for CLC alignment with WCC
- Completed Responsibilities Matrix between College and District for Distance Education

4. **Increase regional leadership**

- Provided leadership in AB86 planning
- Involved in planning for Career Transition grants – both college and regional focused on Manufacturing
- Creating strong relationships with K-12 and other agencies in the district
- Developed an MOU between Yuba College and Reclamation District 784 to provide infrastructure improvements for the college and a regional flood safe cache for RD 784 on the Yuba College campus
- Developing Promise Program with Marysville Unified which will guarantee each graduate a free semester at Yuba College (pilot for all area high schools in future)

5. Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

- Developed connection with Society of Engineers (organization of engineers from northern part of state) to garner financial support for new Machine Manufacturing Program
- Working with area industry (ex. Sunsweet) to provide contract training for industry employees in manufacturing and welding
- Received $100,000 grant to enhance Automotive Technology offerings in clean energy automotive technology
- Working with Marysville Unified to develop opportunities for high school students to begin studies in career programs during their high school career

District Services – Highlights of Goal Accomplishments (2013-14)

1. Business Services:

a. Improved Accounts Receivable collections for fiscal stability and fiscal integrity of the District by offering various payment options to students to reduce student debt accounts. This effort led to significantly reducing receivables as compared to prior years.
b. Enhanced training program District-wide on the budget, procurement, agreement for services, and accounting.
c. Fully implemented and deployed *Net Facilities* work order functions and provided training to the District community on the electronic work order process and event communication for Maintenance and Operations.
d. Addressed multiple health and safety deferred maintenance projects as well as completed projects related to beautification efforts, thereby, enhancing a safe and welcoming physical plant in support of student learning.

2. Educational Planning and Services:

a. Completed the work of developing, implementing, publishing and evaluating a comprehensive integrated planning, resource allocation and assessment process.
b. Delineated the functions of the District and Colleges and identified which entity is responsible for each identified function.
c. Increased the District's capacity for data retrieval and analysis in support of a culture of evidence and data informed decision-making by implementing a Report Server solution.
d. Transitioned the infrastructure support for the Learning Management System to Information Technologies and implemented Canvas for Spring 2014

3. Human Resources:

a. Implemented a comprehensive "Strengthening our CORE" professional development program aimed at increasing leadership and managerial competencies across the District
b. Supported the Chancellor's Office in completing the multi-college organization and institutional processes

Evaluation of the Planning Process:

The comprehensive integrated District Planning, Resource Allocation and Evaluation Process was designed in 2012-13 and implemented in 2013-14. A comprehensive evaluation of the four components of the annual cycle occurred throughout the academic year. Formative assessments resulted in improvements during the process. Ongoing dialogue in multiple venues coupled with the results of a district-wide survey provided recommendations for improvements in the coming year.

Evaluation results of the Annual Planning, Budget and Evaluation Cycle indicate that while the process as a whole proved effective, recommended modifications will strengthen the cycle for the coming planning year. Improvements include:

i. Provide additional training on the District integrated annual planning, budget and evaluation cycle with special emphasis on PSV and the link to program reviews.
ii. Simplify the Strategic Planning process as appropriate to reduce duplication of effort and level of workload for individuals engaged in District planning.
iii. Modify the planning and budget process evaluation survey to include questions:
    1. that gauge satisfaction with the level of knowledge and understanding of the planning process for personnel across the district and
    2. Seek input for annually updating the Strategic Goals and Objectives
iv. Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overturn college priorities.
v. Clarify through broad communication that the intent of the strategic planning cycle is to coordinate resource allocation across priorities for the three entities in pursuit of student success throughout the district.
vi. Communicate results of the decision-making that occur in PSV and publish a mechanism for tracking outcomes of those resource decisions.
vii. Further refine the budget development and resource allocation process to include communication on differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation/restoration funding).
viii. Communicate the five long-range Strategic Goals objectives and provide additional explanation on the development of targets for those objectives by the Colleges.
ix. Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.
x. Standardize templates for the PSV process and Annual Action Plan objectives.
xi. Modify the planning process to position the District for multi-year planning and budgeting.
xii. Modify the planning schedule by incorporating planning meetings within the DC3 meeting schedule to address challenges encountered in scheduling meetings.
xiii. Simplify the planning cycle by reducing the components from four to three and redistributing the tasks associated with component two to existing committees.

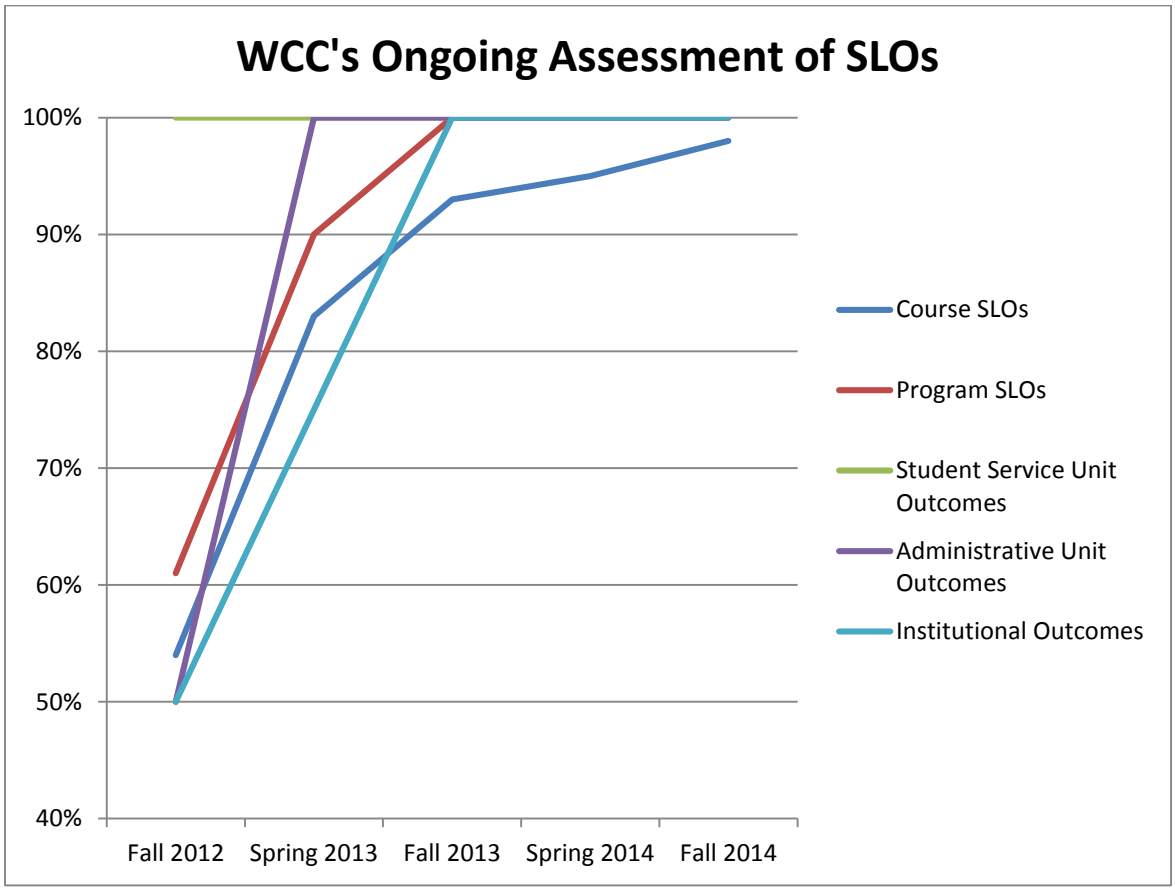
The implementation of these recommendations will occur during the current planning cycle and the results reported in the 2014-15 Institutional Effectiveness Review.

Section III: Student Learning Outcomes

Woodland Community College - SLOs: Overview of progress for 2013-14

Ongoing Assessment Percentages by Term

Percentages by Term					
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Course SLOs	54%	83%	93%	95%	98%
Program SLOs	61%	90%	100%	100%	100%
Student Service Unit Outcomes	100%	100%	100%	100%	100%
Administrative Unit Outcomes	50%	100%	100%	100%	100%
Institutional Outcomes	50%	75%	100%	100%	100%



Some examples of changes or improvements planned as a result of SLO assessments are:

History: The WCC History department is very excited about creating and implementing more cross-SLO assignments and assessments. A cross-SLO assignment includes more than one SLO (one assignment that assesses Critical Thinking, Global Awareness and Personal and Social Responsibility). Here is a specific example that will be hopefully launched for the 2015-2016 academic year: H17B, H11, 5B, and 4B Comparison and Contrasting Leaders of the 20th Century. Students are provided a list of significant individuals from World History. They must select two from different continents and write about how they both impacted history of the 20th century. In writing about the impacts, students must address how each had an influence in their societies/nations politics, economies, and social advancements. Students must make comparisons and write about the different outcomes.

Human Services: As a result of the assessments from the previous year, some changes that we implemented were:

- Emphasizing areas of competency that fewer students mastered by using group projects imbedded in the coursework
- Requiring students to visit the ARC (Academic Reading Center) in order to expose students to tutoring and learning resources to help them better understand the reading assignments. Students receive extra credit for time spent in the ARC (Academic Reading Center.)
- We now have one tutor in the tutoring center and one in DSPS to help students with class assignments.
- We have embedded one tutor this semester in HUSEV 25 which has difficult assignments to help students with content and study groups on Wednesdays. I have already seen a dramatic change in students understanding of content and believe the pre/posttest will reflect this as well.

Library and Learning Resources: This year's SLO assessment reviews the percentage of students checking out library materials. This year there is a 2% drop in the amount of students checking out books compared with the last two years (2011/12 & 2012/13). Enrollment is lower and there have been staffing transitions in the library which could account for this minor change. The Library will continue to monitor this number during years it is not scheduled for assessment to ensure students have access to, and use, library materials they need to successfully complete coursework.

Physics/Astronomy: The following courses have been assessed:
ASTRO-1L (Introduction to Astronomy with Lab)
Physics-2A (General Physics)
Physics-3A (General Physics Lab)

Overall, the criterion for successfully meeting the course SLO was met. Some changes or recognitions were:

- Emphasizing the importance of basic concepts and calculations
- Encouraging students to seek help earlier
- Investigate adding a pre-course assessment and redirection to remediation
- The use of pre-labs was very successful and will be implemented in all physic courses

Administrative Unit Outcomes:

WCC SLO Committee conducted an institutional SLO survey between 3/29/2013 and 5/11/2013 to students in a sample of courses at Woodland, Colusa and online. A total of 207 surveys were collected (198 paper based surveys and 9 online surveys.) [Note: the full survey may be viewed here: http://wcc-lanning.yccd.edu/SharedFiles/Download.aspx?pageid=15&mid=44&fileid=149]

Related to the Administrative Unit's Outcomes (AUO), communication, students reported that while information was being shared, it could occur more frequently, regular and be more accessible. The top preferred method of communication was flyers/handouts, and the second most requested method was email (many citing personal email.) As a result, the WCC President and Director of Research have met with the ASWCC President to discuss how to collect more information on specifics of:

1. What information do students want to receive from the President's Office?
2. How often do students want this information sent?

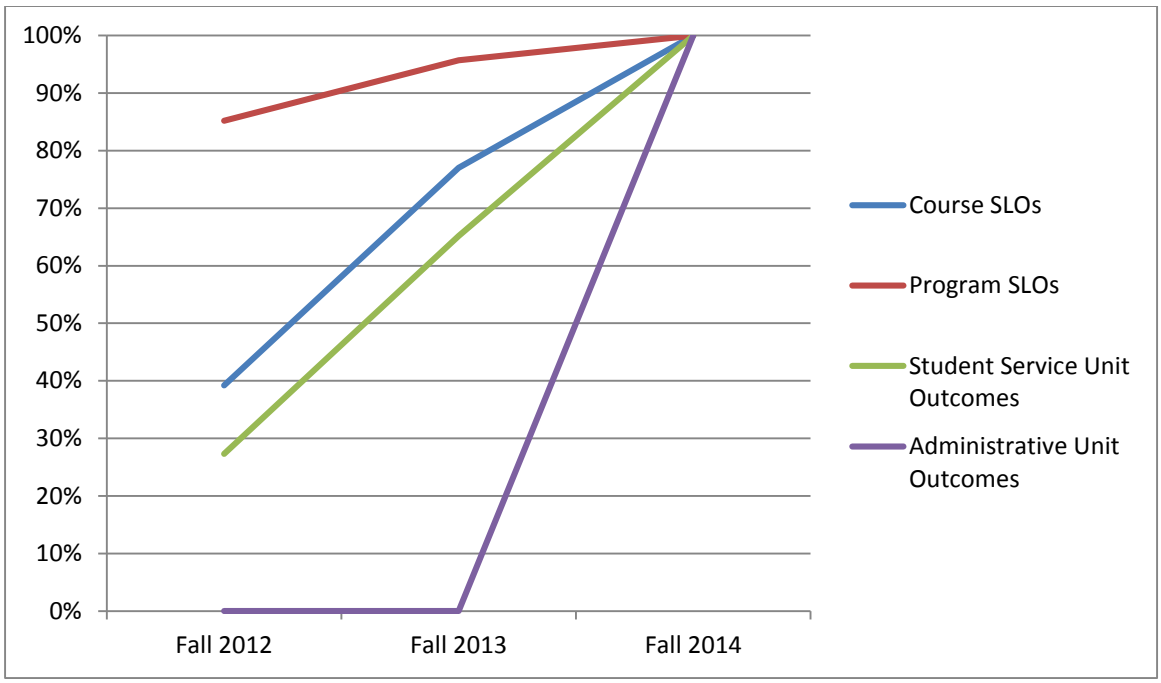
To this end, we will have face-to-face discussions via College Hour and student forums. Also, we plan to leverage WCC's Facebook page and embed a short survey on WCC's page in order to collect some feedback. This feedback will be used to refine the communication plan, and changes are expected to be implemented in spring 2014.

Yuba College - SLOs: Overview of progress for the 2013-2014 Academic Year:

Ongoing Assessment Percentages by Term

	Fall 2012*	Fall 2013**	Fall 2014
Course SLOs	39.2%	77%	100%
Program SLOs	85.2%	95.7%	100%
Student Service Unit Outcomes	27.3%	65.2%	100%
Administrative Unit Outcomes	0%	0%	100%

*Source: http://yc-acc.yccd.edu/SharedFiles/Download.aspx?pageid=66&mid=191&fileid=1600
**Source: ACCJC Annual Report



Starting in 2013-2014, Yuba College adopted a model of assessing every course every semester, with an expectation that faculty submit SLO assessment for all courses taught in a semester. Communication of this commitment was accomplished through Yuba College Academic Senate, Convocation, Yuba College meetings, and Division meetings.

In August 2014, an academic dean assumed SLO and TracDat administrative duties. Additionally, the WCC Dean of Student Success/Researcher helped Yuba College with TracDat maintenance.

The effectiveness of the institutional student learning outcomes (iSLOs) for the 2013-2014 academic year was assessed by examining the responses to the graduation survey. All students who graduate from Yuba College were asked to complete a short survey reflecting on their time at Yuba College and discussing their future plans. One hundred and fifty eight students completed the graduation survey in 2013-14. Students at Yuba College (regardless of the academic program) were largely satisfied with their educational experience and leave the college feeling confident in their abilities related to the eight institutional student learning outcomes.

Following the survey analysis, the Yuba College SLO committee created an iSLO assessment schedule, and is working on reevaluating and refining the graduation survey questions, linking the registration surveys to the graduation survey for a pre/post-test measure of iSLOs and looking for additional methods of assessment beyond self-reported survey data.

As a result of the 2013-14 SLO assessments, the Yuba College Effectiveness and Accreditation Committee offered a number of recommendations with regards to SLOs for 2014-15, such as additional training in the use of TracDat and SLO development and assessment at all levels.
In addition, as part of the YC SLO process assessment process, these next steps have been identified and can be found in the 2013-2014 after action report.

1. Scheduled rotations of all levels of SLOs.
2. Ongoing trainings aimed at deepening understanding of the process and benefit of SLOs to continue.
3. Published results of all levels of SLOs.
4. Increased efficiency in surveying incoming and graduating students developed.
5. Provide an increasingly larger percentage of part-time faculty adequate orientation and access to the most current information, which includes course and program SLOs.
6. Continued work on the SLO Handbook and website.

Student Learning Outcomes are used in Yuba College's planning and resource allocation processes. Both course and program SLOs assessment results are incorporated into Program Reviews and in Program and Services Vitality Reports, which in turn are incorporated into Yuba College's Annual Operational Planning and Budget Cycle.

District Services - AUOs

- An integral part of the Administrative Service Review process is the assessment of Administrative Unit Outcomes. In 2013-14, appropriate Administrative Unit Outcomes (AUOs) and assessment measures were determined for District Services' departments.

- Once identified, selected AUOs selected were assessed.

    - Examples of the results include:

        - Foundation: supporting institutional student learning outcomes (iSLOs) Global Awareness and Communication, increase participation in the Public Events Series measured across terms.
        - Human Resources: Increase percentages of personnel participating in mandatory trainings. In both assessments, targets were achieved and exceeded.
        - Information Technologies: Support personnel training with the newly implemented Learning management System

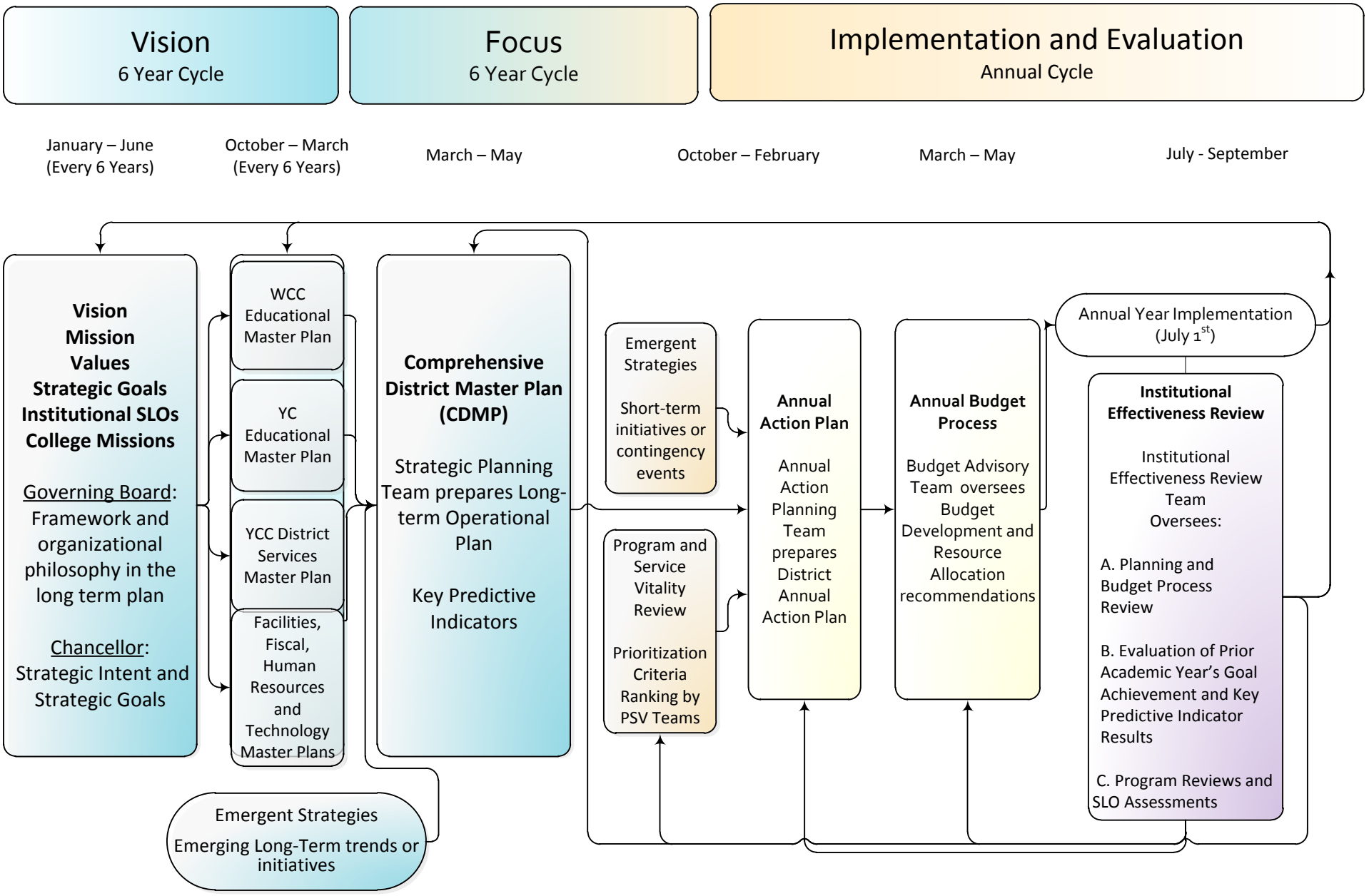
      In each of these examples, targets were met and/or exceeded.

- Participants in the administrative services review validation process indicate a need for further training on administrative unit outcomes and this training is slated for fall 2014.

- What remains for 2014-15 is to assess the effectiveness of the identified AUOs for each department in assuring ongoing improvement in District Services as service providers to the Colleges and meeting their needs in supporting student learning and achievement.

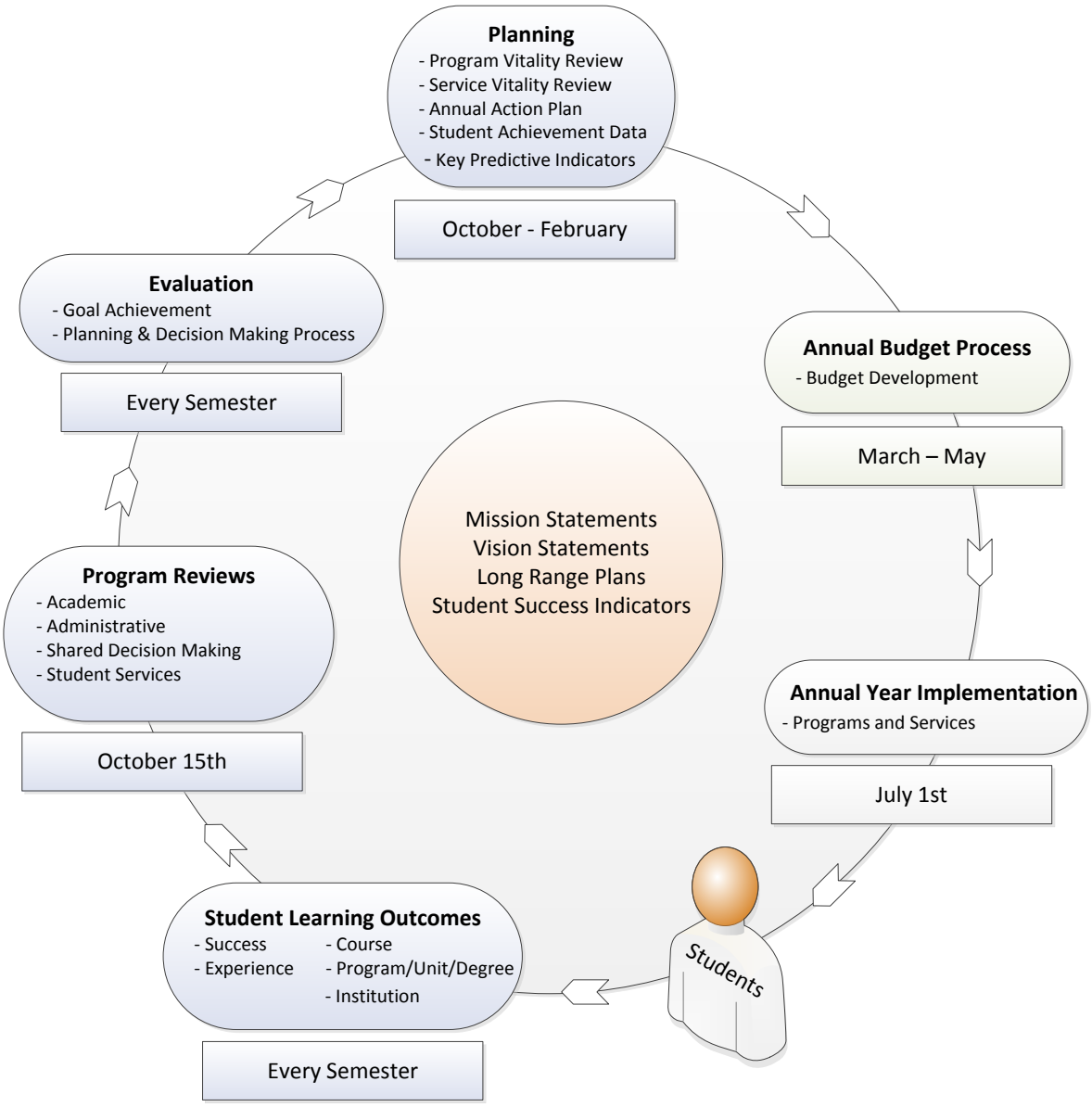
Appendix A:

Yuba Community College District Strategic Planning Protocol



Appendix B

Yuba Community College District
Institutional Effectiveness (IE) Review Framework



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

Appendix C

YCCD – Institutional Student Learning Outcomes (iSLO)

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

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

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

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

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

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

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

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

_____

Appendix D

ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES

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Public Member

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BARBARA A. BENO

Vice President
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Vice President
DORTE KRISTOFFERSEN

Vice President
GARMAN JACK POND

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

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

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

BAB/bd

Attachment

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

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

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

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

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

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

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

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

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

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

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

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

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

Appendix E

Programs and Units for Review – Woodland Community College

WCC Academic Program Review	Dean/VP	Lead Faculty/Staff
Academic Reading Center (ARC)	Molly Senecal	Cay Strode
Accounting	Monica Chahal	Sherry Spina
Administration of Justice	Monica Chahal	Leslie Deniz
Agriculture	Monica Chahal	Brandi Asmus
Anthropology	Monica Chahal	Nili Kirschner
Biology/Ecology	Monica Chahal	Ralph Robinson
Business • BCA, COMSC, GNBUS	Monica Chahal	Donna McGill-Cameron
Chemistry	Monica Chahal	Julie Brown
Communication Studies	Monica Chahal	Christopher Howerton
Early Childhood Education	Monica Chahal	Jeannine Mullin
Economics	Monica Chahal	Donna McGill-Cameron
Emergency Medical Technician	Monica Chahal	Leslie Deniz
English	Monica Chahal	Kevin Ferns
English as a Second Language	Monica Chahal	Noel Bruening
Ethnic Studies	Monica Chahal	Melissa Moreno
GE Degree Area (AA/AS) *[Planned for 2014-2015]*	Monica Chahal	Monica Chahal
Geology/Geography/Physical Science	Monica Chahal	Jennifer McCabe
Health Education/PE	Monica Chahal	Donna McGill-Cameron
History/Political Science	Monica Chahal	Greg Gassman
Human Services	Monica Chahal	Donna Bahneman
Humanities/Philosophy	**Monica Chahal**	**None****
Library/Learning Resources	Molly Senecal	Dena Martin
Mathematics/Statistics	Monica Chahal	Matt Clark
Media Lab	Monica Chahal	Monica Chahal
MESA	Molly Senecal	Veronica Torres
Performing and Studio Arts • ART, MUSIC, PHOTO, THART	Monica Chahal	Christopher Howerton
Physics/Astronomy	**Monica Chahal**	**None****
Psychology	Monica Chahal	Alison Buckley
Reading	Monica Chahal	Cay Strode
Spanish and Sign Language	**Monica Chahal**	**None****
Sociology	Monica Chahal	Nili Kirschner
TRiO	Leslie Deniz	Caren Fernandez
Tutoring Center	Molly Senecal	Sergy Postolaki
WAM	Molly Senecal	Noel Bruening

****These are programs without an identified full-time faculty leader.**

Highlighted programs are scheduled for a full self-study *rev. 9/2/14*

WCC Student Services Unit Review	Dean/VP	Lead Faculty/Staff
Admissions & Records	Leslie Deniz	Sonya Horn
CalWORKS	Leslie Deniz	Laney Mangney
Career Center	Leslie Deniz	Estelita Spears
Counseling	Leslie Deniz	Cheryl Latimer
DSP&S	Leslie Deniz	Todd Sasano
EOPS-CARE	Leslie Deniz	Neli Gonzalez-Diaz
Financial Aid	Leslie Deniz	Judy Smart
SS Testing Assessment	Leslie Deniz	Sonya Horn
Transfer Center	Leslie Deniz	Cheryl Latimer

WCC Administrative Services	Lead Administrator
Administrative and Fiscal • Office of the President • Office of the Vice President • Fiscal Services • Flex Program	Michael White Al Konuwa
Colusa County Outreach Facility	Deans and VP
Office of Instruction	Monica Chahal
Office of Student Services	Leslie Deniz
Office of Student Success (formerly Planning, Research and Student Success)	Molly Senecal

WCC Planning and Shared Decision-Making Groups	Chair/Co-Chair
Councils	
Woodland Community College Council	Laney Mangney/Michael White
Standing Committees	
Academic Senate	Matt Clark
Accreditation Steering	Julie Brown/Al Konuwa
Budget and Planning	Matt Clark/Al Konuwa
Communication and Technology	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	TBD
Scheduling Criteria	Sherry Spina
Student Learning Outcomes	Christopher Howerton
Student Success/Basic Skills	Al Konuwa/Molly Senecal
Program Review Validation team	Matt Clark/Molly Senecal
Executive Team	
President's Cabinet	Michael White

Programs and Units for Review - Yuba College

YC Academic Program Review	Lead Administrator
Accounting	Ed Davis
Administration of Justice	Pete Villarreal
Agriculture	Ed Davis
Anthropology and Social Sciences	Karsten Stemmann
Art and Photography	Elena Heilman
Automotive Technology	Ed Davis
Biology and Ecology	Karsten Stemmann
Business and Computer Applications	Karsten Stemmann
Chemistry	Karsten Stemmann
Communication Studies and Speech Program	Elena Heilman
Computer Science	Karsten Stemmann
Cosmetology	Ed Davis
Culinary Arts	Ed Davis
Drafting	Karsten Stemmann
Early Childhood Education	Ed Davis
Economics	Ed Davis
Education	Elena Heilman
Emergency Medical Technician	Pete Villarreal
Engineering	Karsten Stemmann
English and Reading	Elena Heilman
English as a Second Language	Elena Heilman
Fire Technology	Pete Villarreal
Foreign and Sign Language	Elena Heilman
General Business and Management	Ed Davis
History	Karsten Stemmann
Human Services	Ed Davis
Learning Assistance	Elena Heilman
Manufacturing and Welding	Ed Davis
Mass Communication	Elena Heilman
Mathematics and Statistics	Karsten Stemmann
Music	Elena Heilman
Nursing	Tom McKay
Office Administration	Ed Davis
PE and Health	Erick Burns
Philosophy and Humanities	Karsten Stemmann
Physical Science, Geology and Geography	Karsten Stemmann
Physics and Astronomy	Karsten Stemmann
Political Science	Karsten Stemmann
Psychiatric Technician	Tom McKay
Psychology	Karsten Stemmann
Radiologic Technology	Tom McKay
Sociology Program	Karsten Stemmann

YC Academic Program Review	Lead Administrator
Theater Arts	Elena Heilman
Veterinary Technician	Ed Davis
Work Experience and Internship	Ed Davis

YC Administrative Services Review	Lead Administrator
Beale AFB Outreach Facility	Walter Masuda
Child Development Centers	Ed Davis
Clear Lake Center	Skip Davies
Executive Team	Jane Harmon
Public Events	Brian Jukes
Sutter County Campus	Walter Masuda

YC Student Services Unit Review	Lead Administrator
Admissions and Records	Marisela Arce
CalWorks	Marisela Arce
Campus Life	Erick Burns
Career Center	Marisela Arce
College Success Center	Elena Heilman
Counseling	Marisela Arce
DSP&S	Marisela Arce
Educational Talent Search	Delmy Spencer
EOPS-CARE	Marisela Arce
Financial Aid	Marisela Arce
Library and Learning Resources	Elena Heilman
MESA	Kristina Vannucci
Testing and Assessment	Brian Jukes
Transfer Center	Marisela Arce
Upward Bound	Delmy Spencer
Veterans Affairs	Marisela Arce
Writing Language Development Center	Elena Heilman

Units for Review – Yuba Community College District Office/Services

YCCD District Services	Lead Administrator
Foundation & Grants	Kayleigh Carabajal
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	Kuldeep Kaur

YCCD Planning and Participatory Decision-Making Groups	Chair/Co-Chair
Standing Committees	
Academic Calendar Committee	Kayleigh Carabajal
Budget Advisory Team	Kuldeep Kaur
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
Sabbatical Leave Committee	Kayleigh Carabajal
Technology Committee	Karen Trimble

Appendix F

Key Predictive Indicator (KPIs)
Descriptions and Definitions

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

Short-Term Goal 1: Improve Student Success and Completion (1 Completed and 2 In Progress and On Pace to Achieve)

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

KPI Title	Definition/Description	Assessment Method
1. Successful Student Course Completion Rate	**Definition:** Percentage of students who receive a passing/satisfactory grade. **Numerator:** A, B, C, P **Denominator:** A, B, C, D, F, P, NP, W **Exclude grade notations:** DR, IP, MW, RD	Colleague Reports
2. Student Retention Percentage	a. **Term-to-term Retention:** Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2013 to Spring 2014. b. **Annual Retention:** Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2012 to Fall 2013. Intersession terms and summer session terms are typically ignored **Numerator:** The number of students who receive a grade of A, B, C, D, F, I, MW, P, NP, or W in at least one class in the subsequent primary term. **Denominator:** The number of students who receive a grade of A, B, C, D, F, I, MW, P, NP, W in at least one class in the initial primary term. **Exclude:** Any students who receive a degree, certificate, or transfer during the time period covered by the first term and subsequent term.	Colleague Reports
3. Student Degree Completion	Number of students earning an Associate of Arts or Associate of Science Degree in an academic year	
4. Student Transfer	Number of students who transferred to 4-year colleges/universities (e.g., 2011-2012)	CCCCO and National Student Clearinghouse Reports
5. Student Certificate Completion	Number of students earning a Certificate of Achievement in an academic year. **Excluded:** Certificates of Training	

KPI Title	Definition/Description	Assessment Method
6. Licensure Pass Rate	**Pass rates** for YCCD students who took **licensure** and certification exams in an academic year, by occupational fields	Industry Licensure Scores
7. Graduation Rate	The number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular academic year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission.	IPEDS
8. Transfer Ready	Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P Note: Students may be transfer ready by this definition and still not meet the minimum requirements for admission to a given program as admission requirements for particular programs may exceed these minimum requirements.	Cohort Tracking –SSS methodology
9. Next-level Success	Percentage of students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline	Cohort Tracking –SSS methodology
10. Student Satisfaction and Level of Student Engagement	a. Level of student satisfaction with programs and services Level of student engagement	Regular Rotation of Student Surveys (SENSE, CCSSE and SSI)
11. # Student Success Initiatives Implemented, Assessed Revised or modified	TBD as appropriate (potential examples include): • Of the 35 SSI total number implemented, in progress, revised or modified • Student engagement (e.g., # of students completing orientation, assessment, counseling, advising, student education plans, follow-up, etc.)	TBD as appropriate
12. Student Learning Outcomes (SLOs)	Assessment of SLO "Proficiency": Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review.	Program Review data extracted from TracDat CCSSE survey for iSLOs assessment

Short-Term Goal 2: Improve leadership and managerial competencies at all levels (1 Completed; 2 In Progress and On Pace to Achieve)

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

KPI Title	Definition/Description	Assessment Method
13. Professional Development/ Staff Development #s	a. # of professional development activities b. 4-Level Evaluation	Evaluation instruments based upon Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)
14. Committee Effectiveness Review	Qualitative assessment of District Committee effectiveness in six areas: Committee process, prioritization, participatory decision-making, communication, goal achievement and evaluation. Assessment includes an internal committee assessment and an external assessment administered to all personnel employed at the District.	Annual District Committee Effectiveness Review • Internal survey (piloted Fall 2013) • External survey (TBD)

Short-Term Goal 3: Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges (6 of 10 Objectives Completed; 4 In Progress/On Pace to Achieve)

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

KPI Title	Definition/Description	Assessment Method
15. Professional Development/Staff Development	c. # of professional development activities d. 4-Level Evaluation	Evaluation instruments: Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)
16. Process Reengineering	a. # of departments identifying key processes b. # of departments participating in Process Reengineering training c. # of departments engaged in reengineering a process with the intent of supporting student learning and success	Process Reengineering project data
17. Resource development	Revenues from governmental agencies and nongovernmental parties that are for specific projects, other types of programs, or for general institutional operations (if not government appropriations) trended over time. Examples are grants funding student success projects, training programs, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Grants are classified to identify the governmental level (federal, state, or local funding the grant or contract to the institution; grants and contracts from other sources are classified as nongovernmental grants and contracts.	Longitudinal financial data – restricted funds
18. Employee Satisfaction	Assessment of employee satisfaction with delineation of college and district functions and responsibilities and implementation of those delineated responsibilities	Employee survey and focus groups
19. Planning and Budgeting Process Assessment	Employee satisfaction with planning and budget processes and participatory decision-making	Annual Survey as component of the Institutional Effectiveness Review (IER)

Short-Term Goal 4: Increase regional leadership (In Progress)

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

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

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

KPI Title	Definition/Description	Assessment Method
20. Economic and Workforce Development Initiatives	Number and type of EWD initiatives	
21. External Partnerships #s	a. # of partnerships with rural colleges b. # of partnerships with regional CCs c. # of industry partnerships	
22. HS Articulation to College Coursework	Number of high school students successfully completing an articulated credit course with a grade of A, B, C who are enrolled at WCC or YC as of census in the academic year following high school graduation	Colleague Reports
23. Market Penetration	Percentage of recent service area high school graduates enrolling in courses at WCC or YC disaggregated by major and percentage of non-HS graduate market share in local service area	Colleague Reports and Regional HS graduation numbers
24. Employer Satisfaction	Employer satisfaction with program offerings and graduates' workplace skills	Employer Survey (TBD)
25. Graduate/Alumni Satisfaction	Graduate and alumni satisfaction with	Graduate and Alumni Surveys (TBD)
26. Local Employment Needs Assessment	Student training needs, including local employment training needs, transfer education needs, basic skills needs, etc.	Student and Regional Workforce Employer Needs Assessment Survey (TBD)

KPI data

	Short-Term Goal #1 ***1-5 ACCJC Annual Survey Items - Institution-set Standards Required*** ***6-9 ACCJC Self-Evaluation Reporting Requirements***	**WCC**	**YC**	**District Performance (as appropriate)**
1	Student Successful Course Completion Rate (2013-2014)	71%	69%	
2	Student Retention Percentage			
	Term-to-Term (2013-2014, Fall-to-Spring)	59%	66%	
	Annual Retention (2013-2014, Fall-to-Fall)	42%	44%	
3	Student Degree Completion (2013-2014)	239	497	
4	Student Transfer (2013-2014) *[Note: Transfers to UC are not yet available]*	136	267	
5	Student Certificate Completion (2013-2014)	13	211	
6	Licensure Pass Rates	N/A	AJ: 97.3% AUTO: 50% COSMT: 74.1% NURS: 91.3%; Psych Tech: 100% Rad Tech: 87% Vet Tech: 100%	
7	Graduation Rate (2008 Cohort, within 150% Time)	17%	19%	
8	Transfer Ready (2008 Cohort, First Time Freshman)	12%	62.1%	
9	Next-level Success (Remedial to College-level; ESL to College-level)			
	English (2008 Cohort, First Time Freshman)	44%	41.3%	
	Math (2008 Cohort, First Time Freshman)	24%	27.8%	
	ESL (2008 Cohort, First Time Freshman)	17%	14.8%	
10	Student Satisfaction and Student Engagement ***(SENSE Data)*** ***(VCEPS – by District)***			5 of 6 lower than SENSE benchmarks
11	# Student Success Initiatives Implemented ***(SSI Table)*** ***(College VP's)***			On pace to achieve See Appendix F
12	Student Learning Outcomes			
	Course SLOs (2013-2014)	99%	100%	
	Program SLOs (2013-2014)	100%	100%	
	Admin and Student Services AUOs (2013-2014)	100%	100%	
	Institutional SLOs (2011-2013)	100%	100%	
	Short-Term Goal #2			

13	Professional Development/Staff Development #s ***(HR)***			36 Total Activities: CORE (11); AST (4); CBA (1); EEO (9); HR (2); Mandated (8); NEO (1)
14	Committee Effectiveness Review PDM Questions Internal ***(VCEPS)***			100% District Standing Committees completed CER PDM 3.7 average

Short-Term Goal #3

15	Professional Development/Staff Development ***(HR)***			On pace to achieve targets
16	Process Reengineering ***(VCEPS/College VP's)*** *(plan to include next year)*			
17	Resource Development ***(VCEPS)*** *(plan to include next year)*			
18	Employee Satisfaction ***(HR)*** *(plan to include next year)*			
19	Planning and Budgeting Process Assessment ***(VCEPS)***			Planning and Budget Survey Completed Results shared and recommendations slated for implementation

Short-term Goal #4 and #5

20	Economic and Workforce Development Initiatives ***(See College Reports)***			
21	External Partnerships #s ***(See College Reports)***			
22	HS Articulation to College Coursework ***(VCEPS)*** *(plan to include next year)*			
23	College-Going Rates from Feeder High Schools (Fall 2013, First time Freshman)	13%	43.6%	
23A.	Market Penetration – CTE and GE *(plan to include next year)*			
24	Employer Satisfaction ***(VCEPS)*** *(plan to include next year)*			
25	Graduate/Alumni Satisfaction ***(VCEPS)*** *(plan to include next year)*			
26	Response to Community Needs ***(VCEPS)*** *(plan to include next year)*			

Appendix G: Student Success Initiatives

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short-Term Goal	Point Person			Status Update		Suggested Timeline
						WCC	YC	DS	WCC	YC	
1. Establish, encourage, "market" and maintain an ethos of student success (e.g., student success symposium, professional development activities, etc.)	WCC 15 WCC 17	YC 10	DS	Early Connections Academic and Social Support Network Clear Academic Plan and Pathway Strategy Four: Effective Practice – Professional Development	1,3	Konuwa, Senecal	Root, Spencer, Masuda, College Access and Awareness Committee, Staff Development	Schmidtbauer, McGill-Cameron, Stemmann – CTE Training only	Ongoing and funded	Funded website improvements, ongoing professional development	Feb 2014 TBD
2. Mandatory Orientation	WCC 13	YC 14		Academic and Social Support Network Clear Academic Plan and Pathway	1	Latimer, Vallejo	David Perez (satisfaction survey and evaluation plan)	N/A	Completed	Completed	Spring 2014
3. Pre-assessment Refresher (tutoring, software, study guides, etc.)		YC 21		Effective Track to College Readiness	1	Chetra, Lanier	Brunhoeber		Pilot Summer 2014 In-progress	In-Progress (pre-assessment software to be funded)	Spring 2015
4. Intake/Default Ed Plan (Math/English in 1st year)	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Deniz, Spears	Arce, V. Harris, and Ponticelli		Pilot in Spring 2015	Pilot in Spring 2015	Fall 2015
5. Degree Audit	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Smart, Konuwa, and Deniz	Arce, V. Harris, and Ponticelli		Pilot Fall 2014	First meetings held, to be implemented Spring 2015	Spring 2015
6. Electronic Ed. Plans	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Smart, Konuwa, and Deniz	Arce, V. Harris, and Ponticelli		Pilot Fall 2014	First meetings held, to be implemented Spring 2015	Spring 2015
7. Online Services – tutoring, other (e.g., test-taking, counseling, orientation)	WCC 13 WCC 14	YC 14 YC 17 YC 22		Academic and Social Support Network Clear Academic Plan and Pathway	1	DE Committee Sasano Counselors Asmus, CAT Committee	Pimentel, K. Cunningham, DE Subcommittee		In Progress	In-Progress	Fall 2015
8. Early Alert (Counseling, Tutoring)	WCC 3	Pilot		Clear Academic Plan and Pathway Effective Track to College Readiness	1	Chetra, Poltaski	Mills, D. Spencer		Piloted and evaluated, seeking sustainable model	Funded, to be Piloted Spring 2015	Fall 2015
9. Curriculum Alignment Project (e.g., continued catalog improvement)	WCC 18	YC 15	DS	Clear Academic Plan and Pathway	1	Konuwa (Catalog)	Davis/Masuda/ Cox/ Jensen-Martin (Catalog)/Curriculum Committee	Carabajal (Curriculum)		In-Progress	Curriculum: May 2014 Catalog: Dec 2013

10.	SB1440 Transfer Curricula	State Mandate and Timeline					Asmus, Kirschner	Masuda/Cox/ Beilby		100% Compliant January 2014	In-Progress	Dec 2013
11.	Reassess Graduation and Degree Requirements						Asmus, Vallejo, Curriculum Committee	Jukes, Burns, P. Bordisso, and F. Ruiz		On Pace to Achieve	Assessment Complete, Recommendations unmet	Dec 2014 Implement
12.	Reassessment of Prerequisites	State Mandate					Brandi, Vallejo, Senecal, Clark	Davis, Cox		On Pace to Achieve	On Pace to Achieve	Spring 2015
13.	Develop Academic Program Plans (two, three, four-year plans)	WCC 13	YC 14		Clear Academic Plan and Pathway		Scheduling Committee	V. Harris, Davis, Masuda, Jukes, and Pimentel		In progress	In-Progress	Spring 2015 Implement 2-yr plan Fall 2015 3-yr and 4-yr plan
14.	Common Assessment	State Initiative and Timeline					Counselors				Pending State Decision	N/A
15.	Policy realignment to conform to SSTF recommendations (e.g., priority reg., BOG Fee Waiver, Academic progress)	State Mandate					Horn, Smart				Ongoing	As required
16.	Student-centered Customer Services (Professional Development)			DS	Strategy Four: Effective Practice – Professional Development		President's Cabinet, Student Services	Toche/Staff Development/ Technology Plan		Ongoing	Ongoing	
17.	Develop Research Agenda that assesses the continuum of student experience (i.e., process & outcome – inc. evaluate what students say & need; advisory committees for gatekeeper courses, etc.)	WCC 3 WCC 12	YC 20	DS			Senecal, Faculty	Jensen-Martin		Pending	Pending:	Fall 2015
18.	Accelerated Basic Skills (e.g., Competency-based Basic Skills, Supplemental Instruction)		Pilot (ENGL)			1	Student Success Committee	Masuda/ Ponticelli/ Pimentel	In Progress	Piloting Supplemental Instruction Fall 2014 in CTE	English Completed. Piloted Math Boot Camp in Summer 2014. ESL in progress	TBD
19.	Regional Education (P-20) Symposium						Konuwa (VP)	Jensen-Martin (VP)			Pending	TBD
20.	Establish robust, structured partnerships with regional K-12 Districts & HSs.	WCC 3 WCC 4	YC 18			1, 2, 5	Konuwa (VP)	Jensen-Martin (VP)		Significant Progress (e.g, Summit, SB1070, CTE Transitions)	Significant Progress and ongoing	Fall 2014

21. Compressed Calendar (16-week semesters, intersessions, prof. dev. Days, etc.)			DS	Clear Academic Pathway Strategy Four: Effective Practice – Professional Development	1	Chetra	Jensen-Martin	Carabajal		In-Progress	2016-17
22. Group Counseling	WCC 13	YC 10		Early Connections Academic and Social Network	1	Deniz, Counselors	Arce	N/A	Completed	In-Progress;	Spring 2013
23. Holistic Support Services						Communicare Konuwa (health services) Smart (scholarships)	Jensen (health services) (CDC) FA (scholarships)	Carabajal (emergency Scholarships)	In progress – leveraging resources	In-Progress	Spring 2014
24. Consolidate Tutoring Services and Centers (In Progress)						Student Success Committee	Jensen		In progress	Pending	Fall 2016
25. Peer Advising (e.g., EOP&S)						Vallejo, Ruiz TRiO and EOP&S	Arce/Ponticelli		In progress	In-Progress;	
26. Academic Advising (Instructional Faculty, Para-professionals)		YC 11		Early Connections Academic and Social Network Clear Academic Plan and Pathway	1	Counselors Faculty	Arce/Burns/ Davis/Jukes			Pending	
27. Student Connection Programs – Establish Communities (e.g., EOP&S, MESA, Upward Bound, ETS, UMOJA, Puente)		YC 22		Early Connections Academic and Social Network	1	Administration Konuwa/Vallejo/ Cuevas	Arce/Root/ASYC Clubs		Piloted Spring 2013	Ongoing and Puente is pending	Fall 2015
28. Summer Bridge Program (e.g., Upward Bound, ETS, Jump Start)						Counselors Cuevas	Arce/Spencer			Ongoing	
29. Ambassador Center (Welcome Center)						Student Success Committee	Arce/Jukes/ Pitock		Piloted Summer 2014	Completed	Fall 2015
30. First Year Student Experience (mandatory activities, inc. meeting with instructors)						Counselors	Arce/Jensen/ Ruiz/ Frederking/ Jow/Anderson			Pending	
31. First Year Success Class						Counselors	Burns/Jukes			Pending	
32. Contextualized Learning (e.g., VESL)						Chahal Faculty	Masuda/Hulin			In-Progress	
33. Service Learning						Student Services, Moreno	Root/Davis			Pending	
34. Internships						Spears	Root/Davis/ Fancher			Ongoing	
35. Structured engagement with parents						Administration	Root			Pending	