

Woodland Community College
Academic Senate
Minutes – August 16, 2013

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum)	<input checked="" type="checkbox"/> Talwinder Chetra (Math and Science)
<input checked="" type="checkbox"/> Christopher Howerton (At-Large)	<input type="checkbox"/> Donna Bahneman (Adjunct, WCC)	<input checked="" type="checkbox"/> Pat Wheeler (Adjunct, at large)
<input checked="" type="checkbox"/> Greg Gassman (Social Sciences)	<input checked="" type="checkbox"/> Cheryl Latimer (Student Services)	<input type="checkbox"/> Donna McGill-Cameron (Business and Vocational Ed.)

Guests: K. Carabajal, B. Asmus, A. Konuwa, M. Senecal, M. Chahal

Call to Order at 2:03 pm

I. Approval of Agenda as Amended (Wheeler/Ferns)

II. Public Comment

- A. Congratulations to Christopher Howerton as the new at-large senator!
- B. Wheeler reports that an adjunct faculty requested information as to why YCCD begins so early in August and wonders whether a compressed schedule is viable.
- C. Chetra reports that the compressed calendar committee is compiling the research on calendar changes and he will disseminate it to the Senate for discussion in the future.
- D. Chetra reports that students who were dismissed from classes did not receive letters. Apparently the list of dismissed students was compiled a week ago and no time was given for them to be notified.
- E. Gassman would like to report that because the catalog was not completed on time, three history classes are not transferable to the UC system.
- F. Howerton reports that students who met the prerequisite for his speech class weren't allowed to enroll.
- G. Chetra reports that students in a math class who had met the prerequisite weren't allowed to enroll.
- H. Latimer reports that admissions and records is very short handed. Students who applied for degrees and certificates in December 2012 are just now receiving their diplomas and certificates, 8 months later. Filing is not being kept up and counselors are spending counseling time looking through piles of documents. An automated add system is needed to shorten registration lines. The delay in ADT degrees will limit students' ability to be admitted to the CSUs in the spring of 2014 and maybe fall 2014 as well.
- I. Ferns reports that the Blackboard shutdown of the past week is, unfortunately not an isolated incident but part of a larger problem we have as a District with technology and communication. We have dealt over the past year with numerous Blackboard shutdowns and slowdowns, lost classes in Blackboard that weren't backed up, Portal shutdowns, and loss of phone communications. These problems create hardships for students and force faculty to work longer hours to maintain their classes. What makes it worse is that we tend to forget about them

immediately after they are temporarily fixed, only to go through the same process again the next time something breaks down. He hopes lessons can be learned from the recent struggles and that we do not continue with the status quo regarding technology and our methods of dealing with it or not dealing with it as seems to be the tendency. We need to take responsibility for our failures and make the necessary changes to avoid repeating them.

- J. K. Carabajal has scheduled a conference later today to deal with the recent Blackboard shutdown and outline next steps to assure that this does not happen again. This will result in a formal document from which we can learn as a District.

III. Approval of Minutes from 5/20/13 and 8/9/13 as amended (Gassman/Wheeler)

IV. President's Report-Clark

- A. Clark reports that talks are under way to explore the possibility of combining the Budget and Planning Committee with the PRVT or the Faculty Staffing Committee since so much of the work seems to overlap.
- B. The Library Advisory Committee still does not have a chair. If no one steps up, we may need to assign someone from the Senate to manage the committee.
- C. YCCD had its biggest district contingency at the curriculum institute.
- D. Regarding tenure, the Senate may not be able to hold closed session meetings under the Brown Act. This may mean a change will be needed in our current tenure process as well as to our contracts.
- E. We should begin thinking about how we wish to prioritize the remaining non-mandated student success initiatives.

V. Vice President's Report-Vacant

- A. Committee Appointments-Clark will send out another email soon regarding committees for which no one has volunteered. T. Chetra is elected to fill the Calendar Committee. On College Council, J. Ruiz, J. Brown, and L. Mangney are the faculty representatives.
- B. Tenure Committee Appointments
 - 1. Lanier-Gassman volunteers as the Senate member
 - 2. Shah-Clark will assume the peer representative role on that committee and Howerton remains the Senate representative
 - 3. Mangney-Chetra volunteers as the Senate member
- C. Senate subcommittee selections will take place in a future meeting.

VI. Election of Senate Vice President-Postponed until a nominee steps forward. Clark will clarify the schedule for the prospective candidate.

VII. New Business

- A. Curriculum Committee Report to Senate-B. Asmus reports that due to the moratorium on use of Curricunet, there are currently 458 courses pending approval, and only the four original transfer degrees have been approved. The curriculum committee is going to be focusing on short term achievements to deal with curriculum issues facing the District. They have developed a plan of attack to deal with the numerous COR issues and remain in compliance with the state. The new workflow will have fewer gatekeepers and should not take as long to complete revisions in the future. With regard to C-ID, we are still in the process of shepherding courses and degrees through the process. Of our original 4 transfer degrees, we are making updates/revisions to keep them compliant. The catalog is being finalized currently and will be distributed online in about

two weeks. Ana will be contacting discipline leads to verify the changes are being made correctly.

- B. SENSE Survey-M. Senecal reports that the District is surveying students in math, English, and basic skills courses this semester. She will be administering the survey September 2 through the 13th. The survey will take 50 minutes to complete, and will take place in 11 courses at WCC and one at CCOF. We will get the data back in March.
- C. PRVT Report- M. Senecal reports that PRVT needs a co-chair, a student services faculty member, and an SLO committee member. Howerton thanks M. Senecal for having program review information preloaded into TracDat. He suggests that changes we are making to the process should be documented in PRVT meeting minutes for accreditation purposes.
- D. Strategic Planning Protocol (attached)-Senecal will forward a new draft to the Senate after it goes through DC3. It may be approved in September. Clark suggests changes in the outcomes area of the committee effectiveness page, including a question of overall effectiveness of the committee and adding a 1 through 5 rating scale that includes a Not Applicable selection. He also suggests that committees do internal and external assessments, depending on the committee.
- E. Student Success Initiatives-Latimer and Clark recommend changes to the current document titled Resource Needs for Implementing SSSP Mandates (attached to the end of the minutes). A revised document with the recommended changes will be distributed.
 - **Motion to approve the Resource Needs for Implementing SSSP Mandates as amended (Wheeler/Gassman MSC)**

VIII. Meeting Adjourned-4:07 pm (Gassman/Wheeler)

Resource Needs for Implementing SSSP Mandates

Staffing

- | | |
|--|----------|
| 1. Counseling Secretary | \$50,000 |
| 2. Student Support Specialist (or similar position)* | \$52,463 |
| 3. Additional Counseling Hours | \$15,000 |

Orientation

- | | |
|----------------------------|---------|
| 4a. Materials and Supplies | \$4,000 |
| 4b. Computer 727 | \$2,000 |

Staff Development

- | | |
|-----------------------------|---------|
| 5. Conferences and Training | \$5,000 |
|-----------------------------|---------|

Facilities

6. Lab space for assessment/orientation***
7. Student Achievement Center

These initiatives of the SSSP are being considered in other discussions and planning in the District (and as such, there is no need to attach monetary values at this time:

Technology

- Online Services** (orientation, counseling)**
- Pre-Assessment Refresher**
- Ed Plans (Degree Audit)**
- Curriculum Re-alignment**

These positions are necessary and vital for the effective implementation of the SSSP at WCC. It is assumed that the General Counselor position will be hired at mid-year; should that not occur, there will be a need to reverse the Staffing priorities above, switching the order of #2 and #3.

Others^

- General Counselor**
- Admissions and Records Director**
- Dean of Student Services**

Legend and Assumptions:

*Negotiate a new classified position to carry out combined duties for assessment testing, outreach and welcome center. The estimated part-time compensation for this position will be \$19,849.

**Funded from other sources – general budget, one-time district funds, etc.

***Will need coordination with current lab scheduling, Career Center, etc.

^These are needed to make the mandates work.

Student Services Retreat August 2, 2013 Notes

Core Services of the Student Success Initiatives:

- Assessment, Orientation, Counseling/Advising/Student Educational Planning –

District Draft Initiatives Associated with Core Services and Resources Needed (T =Technology; H=Human Resources; P = Professional Development; F/E = Facilities and Equipment)

Ideas and Resource Needs

(Numbers correspond to District Draft Initiatives, i.e. #10 = Common Assessment; 16 =Pre-assessment refresher)

Assessment	Orientation	Counseling/SEP	Student Services	Ideas
10 - 16	6	4-5-7-8-12-13	14-20-21-23-24-25-31	
<ul style="list-style-type: none"> • <i>Need Staff – Assessment Tech</i> • <i>On-line Option of Pre assessment</i> • <i>½ Unit Classes-Prep Classes Math & English</i> • <i>Connect with High Schools/Community</i> • <i>Articulate earlier with high schools common core</i> • <i>Ability to Schedule test on-line</i> • <i>Identify current websites for help</i> • <i>Test scores update by process (not manual)</i> • <i>Utilize existing Testing booklet and contact links</i> 	<ul style="list-style-type: none"> • <i>Update current On-line Orientation to determine flow</i> • <i>Additional Counseling hours/more sessions</i> • <i>Evaluate Duplication of Services Ed Plan</i> 	<ul style="list-style-type: none"> • <i>Degree Audit (T) Implement Staff Input (H)</i> • <i>Electronic Ed Plans Implement (T) Staff Input (H)</i> • <i>Make Appointment online</i> 	<ul style="list-style-type: none"> • <i>Centralize online forms</i> • <i>Early alert</i> • <i>Increase Advising “Tools”</i> • <i>Counselors/Faculty Division Team up in meetings</i> • <i>Evaluate Counseling – Current duties to maximize (shift clerical work)</i> • <i>Dedicated Counselors</i> • <i>Create FAQ’s for online</i> 	

Assessment

- *Need Staff – Assessment Tech*
- *On-line Option of Pre assessment*
- *½ Unit Classes-Prep Classes Math & English*
- *Connect with High Schools/Community*
- *Articulate earlier with high schools common core*
- *Ability to Schedule test on-line*
- *Identify current websites for help*
- *Test scores update by process (not manual)*
- *Utilize existing Testing booklet and contact links*

Orientation

- *Update current On-line Orientation to determine flow*
- *Additional Counseling hours/more sessions*
- *Evaluate Duplication of Services Ed Plan*

Counseling/SEP

- *Degree Audit (T) Implement Staff Input (H)*
- *Electronic Ed Plans Implement (T) Staff Input (H)*
- *Make Appointment online*

Student Services

- *Centralize online forms*
- *Early alert*
- *Increase Advising "Tools"*
- *Counselors/Faculty Division Team up in meetings*
- *Evaluate Counseling – Current duties to maximize (shift clerical work)*
- *Dedicated Counselors*
- *Create FAQ's for online*

Ideas:

- *New Student Button on Website*
- *Temporary (T) Exempt Status for Orientation? Follow up \$, Coding/reports*

I. Introduction

The strategic planning process guides the district in integrating planning, budgeting and evaluation processes that result in the district achieving its goals as set forth in the vision and mission. The overarching characteristic in the district planning framework is that these common components form a repetitive, continuous cycle of sustainable quality improvement grounded in data-informed decision-making.

The strategic planning process:

- is inclusive of the planning at the colleges and district services
- drives allocation of district resources for the colleges, the off-campus sites and district services
- incorporates factors of external influence to account for and respond to emerging trends and contingency events and
- includes a planning, budgeting and evaluation calendar and appropriately distributed responsibilities

II. Design Principles:

We produced the Strategic Planning Process (SPP) using the following design principles:

1. The strategic planning process has a clear cycle of activities, is learning-centered, and has clearly assigned roles and responsibilities for individuals and groups, including students.
2. The collaborative SPP process is incorporated within ongoing participatory decision-making structures rather than creating a separate set of activities and groups, and is inclusive by providing multiple means for constituent groups to be heard and to influence the plan.
3. The SPP is data-informed, using qualitative and quantitative data, and is routinely reviewed as the plan is implemented with the aim of continuous improvement.
4. The process assures deliberate and equitable resource allocation supporting the achievement of the colleges, off-campus sites and district services goals as we strive to improve student learning through our programs and services.
5. The process supports the integration of educational master plans, district services, facilities, fiscal, human resources and technology with the comprehensive district master plan through careful timing and by clearly connecting each of these plans to the District's Vision, Values, and Goals, both short- and long-term.
6. The process is as simple as possible while yielding a viable planning process. The process vocabulary, its deliverables and the results of the plan's implementation are widely disseminated to all employees.

III. General Process Overview

The strategic planning process (diagram found on page 3) is an annual cycle within a six-year comprehensive review. Embedded within cycle are processes including planning and prioritization, budgeting and resource allocation, implementation and institutional effectiveness review. The integration of these processes assures annual evaluation and improvement in our ongoing quest to support higher levels of student learning across the district.

Six-year Integrated Institutional Effectiveness Cycle:

Strategic Plan: The District's vision, focus and strategic intent are set by the Governing Board in the Strategic Plan comprised of the Vision, Values, Institutional Student learning Outcomes (SLOs), College and District Services Mission. The Governing Board works with the Chancellor to affirm Short- and Long-term Goals.

Long-term Operational Plan: The Strategic Planning Team (SPT) compiles goals and objectives from the:

- WCC Educational Master Plan
- YC Educational Master Plan
- District Services Master Plan (which includes Human Resources, Facilities, Fiscal and Technology master planning)

The SPT also incorporates emergent strategies into a Comprehensive District Master Plan (CDMP) that provides long-term operational planning for YCCD. Informed by the strategic intent found in the Strategic Plan, the CDMP also contains long-range performance targets articulated through a set of Key Predictive Indicators. KPIs include past performance trends, current state, and our aspirations for future performance as metrics to gauge institutional effectiveness. While major revisions occur on a six-year cycle, the process is uniquely and deliberately designed to assure the district is nimble and responsive to regional, statewide, and national trends, needs and initiatives through prescribed and integrated communication and prioritization components in the annual cycle (see page 6).

Annual Integrated Institutional Effectiveness Cycle:

Operational Plan: The Annual Action Planning Team (AAPT), a DC3 sub-team, compiles the annual goals and objectives for the coming year from the CDMP. This team accounts for short-term emergent strategies as informed by contingency events and emerging program priorities. A component of this process includes the work of multiple Program Vitality Prioritization Teams (PVPT) who implement the district's Program Vitality Prioritization process. The results of this process inform the annual budget and resource allocation process.

Resource Allocation Process: Budget Summit Team is charged with preparing resource allocation recommendations. These recommendations include the results of the program vitality prioritization process (see Appendix page ????) and are based upon long-term fiscal planning and current budget status including the allocation of one-time funds.

Institutional Effectiveness Review (IER) Process: The institutional effectiveness review process assures annual assessment and evaluation of the district's performance in relation to its stated purpose. The IER is comprised of multiple elements:

- Evaluation of last year's goal achievement as stated in the district AAP
- Evaluation of the Key Predictive Indicators as stated in the CDMP

- Evaluation of the effectiveness of our participatory decision-making processes
- Evaluation of the budgeting and planning processes
- Analysis of Program Reviews and Administrative Services Reviews as a method for informing planning and resource allocation for the coming year

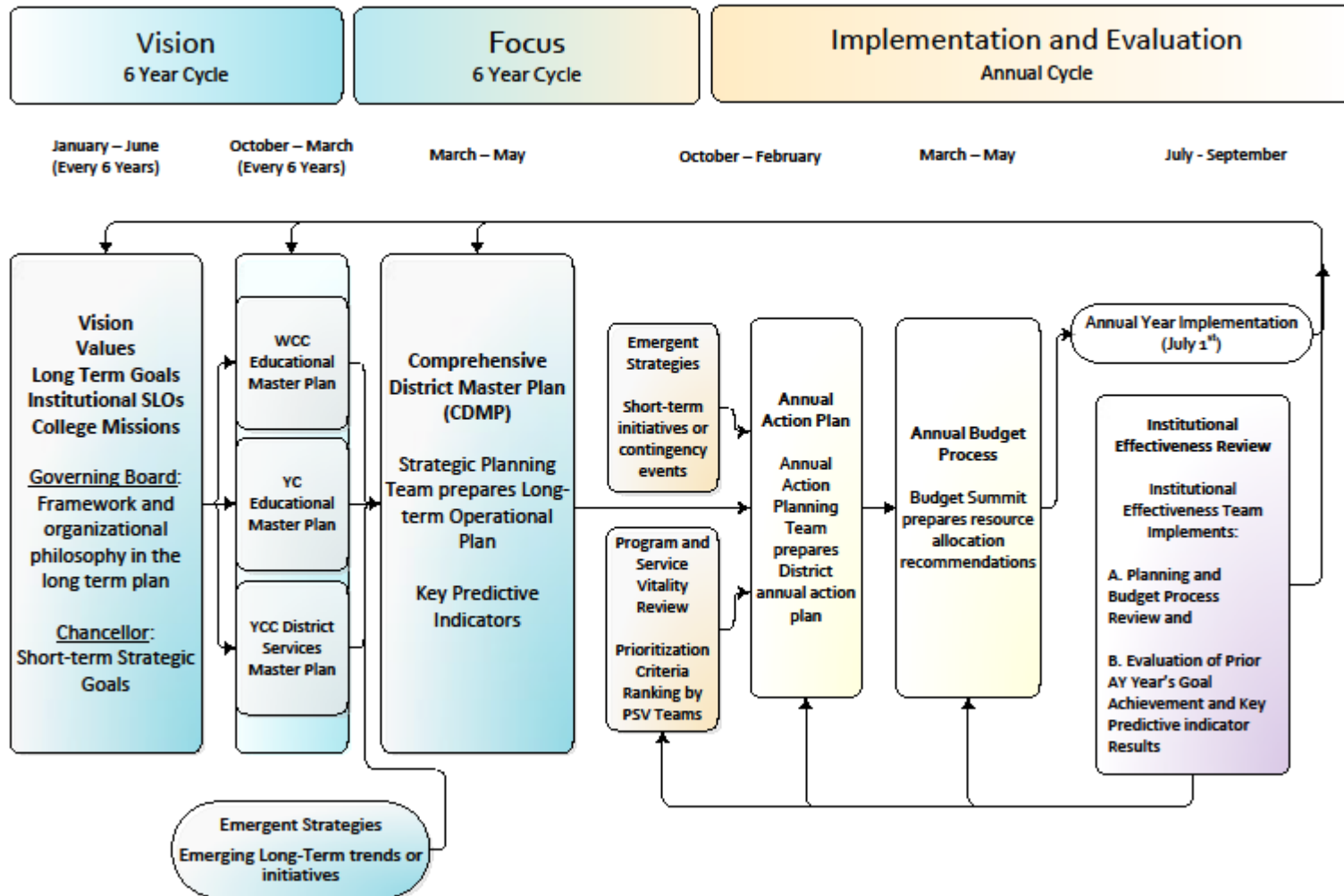
The IER also supports reporting on contingency events (i.e., unplanned events or circumstances that impacted goal and objective achievement during the preceding year) if applicable.

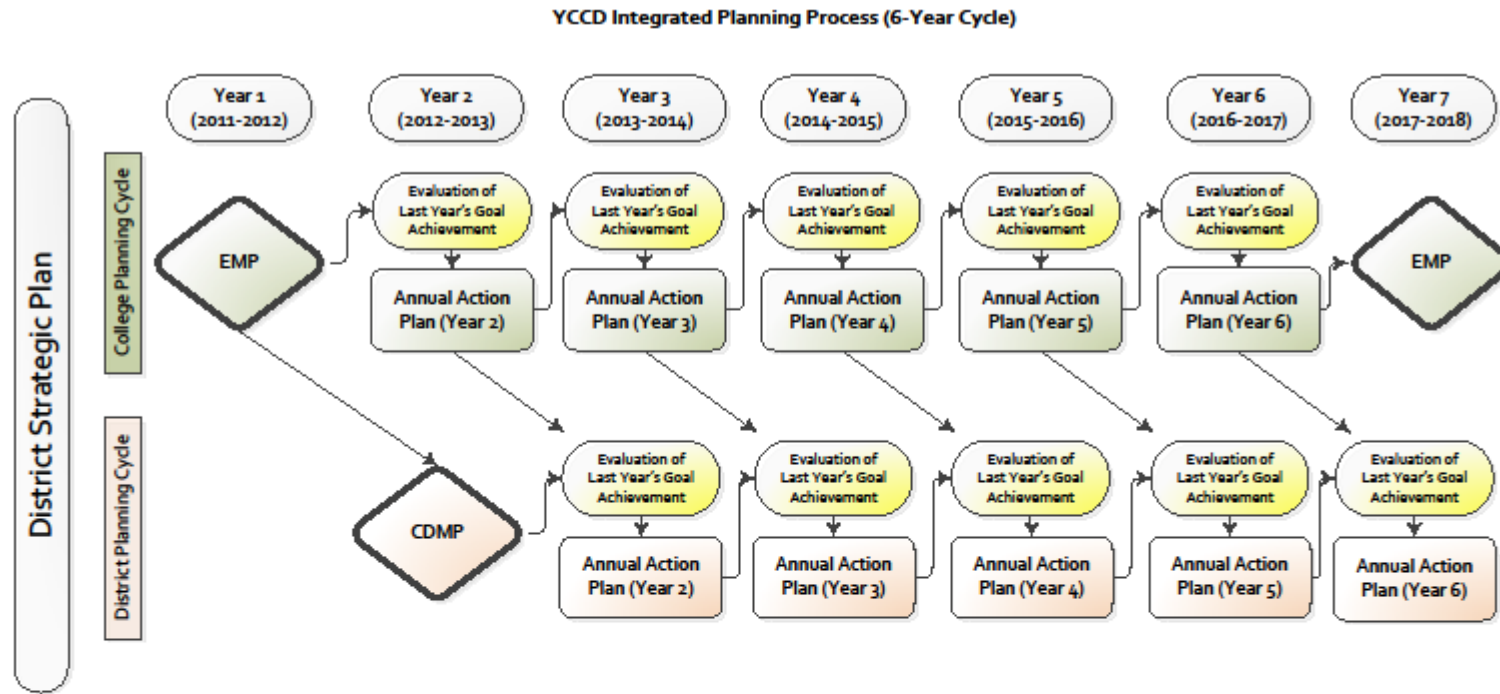
The Institutional Effectiveness Review Team (IERT), a sub-team of DC3, oversees this comprehensive assessment and evaluation process designed to assure the district's active engagement in ongoing improvement and institutional renewal.

Annual Communication Cycle: To support an inclusive and transparent integrated planning, resource allocation, and institutional effectiveness process, the results of each of the annual cycle components will be widely communicated using multiple communication venues. The Communication Effectiveness Team is charged by DC3 to

- assure broad dissemination of SPP deliverables
- serve as a formal conduit for constituent input into the Annual Action Plan, the Resource Allocation Recommendations, and the Institutional Effectiveness Review, and
- to evaluate the effectiveness of the communication processes used for the purpose of improving communication in the future.

Yuba Community College District Strategic Planning Protocol





Planning Timeline:

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

CDMP "Feeder Plans":

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

EMP "Feeder Plans":

- Facilities
- Program Reviews
- Staffing
- Student Equity
- Student Services
- Technology

Glossary:

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

Revised 3/5/13
Approved XX/XX/XX

IV. Annual Integrated Institutional Effectiveness Rhythm for 2013-14 and 2014-15:

Time Period: Annually

A. District Strategic Plan

What: With a six-year planning horizon, the District Strategic Plan consists of the following:

- Vision
- Values Statement
- Short- and Long-term Goals (formerly the Strategic Directions)
- Institutional Student Learning Outcomes
- Colleges' and District Services' Missions

Who: Board of Trustees

When: Annually; dialog to occur and update as appropriate

Explanation: Considerations include external factors of influence (e.g., state funding, labor market research, etc.) emerging trends at the regional and state level, and colleges' Educational Master Plans.

B. YCCD Short-term Goals (two-three year): With a two-three year planning horizon, the Governing Board influences the district's Short-term Goals through the Chancellor's annual goals.

C. Long-term Goals will emerge from the 2014-15 Strategic Planning Process.

Time Period: October-March

A. Educational Master Plans and District Services Master Plan:

Woodland Community College Educational Master Plan

What: Embedded within the six-year Educational Master Plan are annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: Educational Master Plan Committee

When: Annually; dialogue to occur to update the Comprehensive Plan

Explanation: This is a unique product containing similar components such as facilities, staffing, educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.

Yuba College Educational Master Plan

What: Embedded within the six-year Educational Master Plan (EMP) are annual priorities that drive budgeting, resource allocation, and decision-making in

accordance with established goals, objectives, and anticipated learning outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: College Council

When: Annually; dialogue to occur to update the EMP

Explanation: This is a unique product containing similar components such as facilities, staffing, educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.

District Services Master Plan

What: Embedded within the six-year District Services' Master Plan are annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: District Services Executive Team

When: Annually; dialogue to occur to update the Comprehensive Plan

Explanation: Unique product containing similar components (facilities, staffing, Educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.)

Time Period: March-May

Comprehensive District Master Plan (CDMP): The CDMP represents the long term operational plan for the district. The plan includes elements from each of the three master plans as well as emerging trends and strategic initiatives. The CDMP serves as a coordinating mechanism to further support the achievement of goals across the district.

What: CDMP; information needs to be vetted by DC3.

Who: CHEX

When: April-May

- Annual dialog/updating as appropriate
- Comprehensive Plan every 6 years

Explanation: The CMDP will be initially vetted through DC3 in April.

Time Period: October-February

Annual Action Planning: The District Annual Action Plan (DAAP) is drafted annually by the Annual Action Planning Team (AAPT), a sub team of DC3. The DAAP compiles the annual goals and objectives included in the CDMP. In addition the plan is informed by the summary of goal achievement from the annual Institutional Effectiveness Review, emerging direction trends and contingency events. Required elements of the annual plan

includes goals and objectives, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

What: DAAP

Who: Annual Action Planning Team (AAPT), a DC3 sub-team

When: October-February

Explanation: The District Annual Action Plan includes the goals and objectives for the current year and incorporates emerging trends already determined through previous year's work. The DAAP will initially be vetted by DC3 in January, and confirmed in February.

Academic Program and Services Vitality Prioritization process: This process is designed to link college and district planning processes to college and district allocation processes, using criteria and evidence in support of district and college priorities.

What: Program and Services Vitality Prioritization

Who: PSV Teams (CHEX and two DC3 appointed ad hoc teams)

When: October-February

Explanation: The prioritization teams complete the prioritization process using the Academic program and Services Vitality Criteria (See Appendix, page??). The priorities are forwarded to Budget Summit for incorporation into the tentative budget. For 2014-15 the District will pilot the process for one-time funds. Following a comprehensive evaluation, analysis and process improvement as appropriate, this process, we anticipate full implementation for the 2015-16 budget year.

Time Period: March-May

What: Budget Summit prepares resource allocation recommendations to inform the District Budget.

Who: Budget Summit Team

When: Begin process behind the scenes in February and finalized - March – May

Explanation: The RAM and subsequent final budget funds programs and services for the following academic year.

Annual Budget/Resource Allocation Model to be inserted here.....

Time Period: July-September

Institutional Effectiveness Review (IER). The institutional effectiveness review is an annual process that includes the following:

- Evaluation of last year's goal achievement as stated in the district AAP
- Evaluation of the Key Predictive Indicators as stated in the CDMP
- Evaluation of the effectiveness of our participatory decision-making processes
- Evaluation of the budgeting and planning processes
- Analysis of Program Reviews and Administrative Services Reviews as a method for informing planning and resource allocation for the coming year

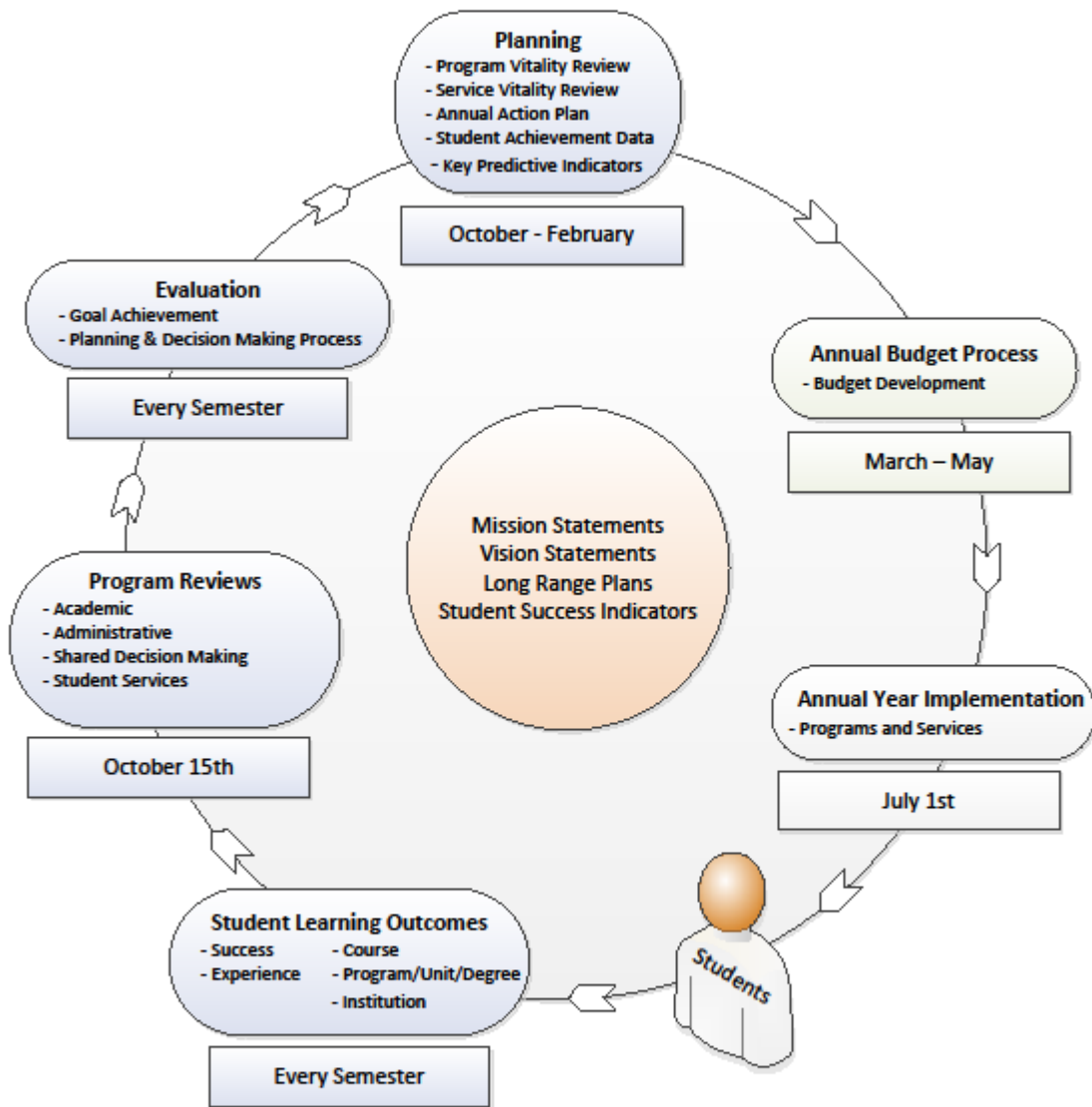
What: IER: A multi-component institutional effectiveness review directed at determining the level of achievement of specific outcomes including Board adopted institutional Student Learning Outcomes (SLOs), academic program SLOs, non-instructional program and service units and administrative service unit outcomes. This review is designed to include and make use of these outcomes in a yearly cycle that reports on the progress made toward outcome achievement and overall effectiveness of programs, services, and institutional processes and leads to institutional improvement in programs, practices, and procedures as they support improved student learning and student success.

Who: Institutional Effectiveness Review Team (IERT), a DC3 sub-team

When: Begin the review in July with a report in **December**.

Explanation: Institutional Effectiveness Review committee is responsible for compiling the results from the five areas listed above and to present this information the Communication Effectiveness Team for broad dissemination.

**Yuba Community College District
Institutional Effectiveness (IE) Review Framework**



Revision Date: 5/31/2013
Approved: XX/XX/XXXX

APPENDICES:

1. DC3 Team Timelines (Forthcoming)
2. YCCD Academic Program Vitality Criteria
3. YCCD Services Vitality Criteria
4. Annual Committee Effectiveness Review
5. Planning and Budget Process Improvement (Forthcoming)

YCCD ACADEMIC PROGRAM VITALITY CRITERIA

- I. Vision (*Maximum 10 points*)
 - a. How does the program support the District [vision statement](#)? (*5 points*) Specifically, how does the program meet the needs of our students and communities?
 - b. How does the program support the District goals and future directions? (*5 points*)
 - YCCD Short Term Goals
 - YCCD Long Term Goals
 - II. Demand (*Maximum 35 points*)
 - a. 2 year enrollment trend (*5 points*)
 - b. Course fill rate [enrollment/capacity] (*5 points*)
 - c. Awards (degrees and certificates) (*5 points*)
 - d. #/% Degree/Certificate Applicable Courses (*5 points*)
 - e. #/% Transferable Courses (CSU and/or UC) (*5 points*)
 - f. #/% Courses that are required for, or support other programs (*5 points*)
 - g. Occupational Outlook (labor market projections), including indicators if the programs supports a high demand occupation (i.e. Next Economy Clusters, etc.) (*5 points*)
 - h. Other (any other data not listed that would be important to demonstrate demand for the program, such as students served, services provided, etc.) (*5 points*)
 - III. Program Quality (*Maximum 35 points*)
 - a. Established and implemented learning outcomes, evaluation plan and improvement plan (*10 points*)
 - b. Faculty/staff affiliations/connections/collaborations with regional partners (*5 points*)
 - c. Articulation agreements with high schools (*5 points*)
 - d. Transfers to 4-year universities (*10 points*)
 - e. Other (any other data not listed that would be important to demonstrate quality of the program, such as job placements, surveys, student outcomes, community connections, etc.) (*5 points*)
 - IV. Revenues (*Maximum 30 points*)
 - a. FTES, FTEF, Productivity (2 years) (*15 points*)
 - b. Any other revenue data available to the program (*15 points*)
 - V. Potential (*Maximum 35 points*)
 - a. Investment will enhance student success/ retention (*10 points*)
 - b. Program/discipline can grow with no new resources (other than increased allocation of FTEF) (*5 points*)
 - c. High quality facilities/equipment central to courses and learning within this program/discipline (*5 points*)
-

Yuba Community College District Strategic Planning Process

- d. Investment will create new and innovative ways to support the District's vision statement (5 points)
- e. Investment will strengthen existing as well as new academic programs (5 points)
- f. Investment will increase enrollment/productivity (5 points)

VI. Other

- a. Crucial information not provided under the previous categories (5 points)

The following Program Quality criterion is under development pending further definition: *Faculty/staff evidence and recognition of innovative teaching and learning*

* Programs are scored on a ratio of [points earned] / [points applicable]. Not all criteria listed will be applicable to each program.

YCCD SERVICES VITALITY CRITERIA (DRAFT 7/03/2013)

I. Vision (15%):

- a. Direct support for the vision and short-term goals of the District
- b. Services support student learning outcomes and assures equitable and appropriate student access

II. Demand (20%):

- a. Impact on:
 - i. students
 - ii. other college or district services
- b. Growing demand for service
- c. Service includes requirements for other programs or services (interdependencies)
- d. Impacts diverse student/staff population
- e. External demand for service

III. Service Quality (20%):

- a. Service uses faculty, staff and student input and other appropriate measures in order to improve the effectiveness of these services
- b. Staff engagement in professional development
- c. Established and implemented administrative unit outcomes, evaluation and service improvement plan
- d. Affiliations/connections taking advantage of regional environment
- e. High quality services/technology/facilities central to student learning

IV. Mandated Requirements/Compliance (15%)

Compliance with federal, state and local codes and statutory regulations

V. Revenues (15%):

- a. High efficiency as measured by staff/time ratios and costs
- b. Requires low level of resources
- c. Generates significant resources to defray costs

VI. Potential (15%):

- a. Service can grow with no new resources
- b. Investment will create new and innovative ways to support district vision
- c. Investment supports opportunities for greater collaboration and team approaches in the delivery of services
- d. Investment

Yuba Community College District Strategic Planning Process

- e. Investment will strengthen or support a variety of college programs and District Services program and service

VII. Other (5%):

The following Services Quality criteria are under development pending further definition:

- *College or district evidence and recognition of service effectiveness*
- *Staff engaged in innovative service techniques*

* Services are scored on a ratio of [points earned] / [points applicable]. Not all criteria listed will be applicable to each program.

Annual Committee Effectiveness Review (Draft 7/31/2013)

- I. Committee Process
 - a. The purpose of the committee is clear
 - b. I understand my role in this committee
 - c. I actively contributed to the accomplishment of the committee's purpose
 - d. Logistic support for this committee is adequate

 - II. Prioritization
 - a. This committee prioritized topics/activities effectively
 - b. During the year, this committee re-prioritized topics/activities effectively
 - c. This committee aligned priorities with the district/college mission and goals
 - d. This committee assessed the effectiveness of the prioritization

 - III. Participatory decision-making in formulating recommendations
 - a. The level of decision-making is clear for this committee (Levels 1-4)
 - b. The process in making the decisions was clear
 - c. The committee employed effective decision-making tools in making recommendations
 - d. The committee recommendations were based on criteria that focused on ensuring student success and enhancing student learning

 - IV. Outcomes
 - a. The committee set goals for the year
 - b. The committee set goals well aligned with the district/college goals
 - c. The committee accomplished the goals set for the year
 - d. Committee members fully participated in accomplishing the goals

 - V. Communication
 - a. Communication within the committee was effective
 - b. The committee's work, progress and outcomes were widely communicated to the district/college
 - c. In my role as a committee member, I communicated the committee's work, progress and outcomes to my constituent group(s).
 - d. The committee employed multiple means of communication to assure wide dissemination of work, progress and outcomes

 - VI. Evaluation
 - a. Feedback from constituent groups was incorporated into committee work thus influencing outcomes
 - b. The committee evaluated committee goal outcomes
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- c. Results of the prior year assessments of committee effectiveness resulted in process improvements for this committee
- d. Results of the prior year outcomes resulted in improvements in direction for this committee's work for the upcoming year

Each of the six areas is followed by an open-ended question: *What suggestions do you have for improvement in this area to enhance our committee's capacity to ensure student success over the coming year?*