FISCAL REPORTING

Woodland Community College is not under enhanced fiscal monitoring from ACCJC. The college's two most recent ACCJC Fiscal Reports are included in this report as evidence. [1.40-1.41]

APPENDIX
Evidence Appendix

Evidence	Description	Link
Agreement for Services	Agreement for Services: Classification and Compensation Study	1.1
YCCD Temporary Employees Cheat Sheet	YCCD Temporary Employees Cheat Sheet	1.2
Evidence of Standard III.D	YCCD Website, Financial Reports, Committee Minutes, and Presentations	1.3
Professional Development Schedule	WCC Professional Development Schedule: January 18-21, 2022	1.4
Convocation Week Agenda	WCC Convocation Week Agenda: Fall 2021	1.5
Board Policies & Administrative Procedures Handbook	Board Policies & Administrative Procedures Handbook	1.6
DC3 Meeting Agenda Subject: Review Status of BPs and Aps	Agenda Item 6.01 Review Status of BPs and APs	1.7
Board Policy Review Calendar	Board Policy Review Calendar	1.8
Board Policy Education and Orientation Calendar	Board Policy Education and Orientation Calendar	1.9
District Technology Committee Charter	District Technology Committee Charter 2021-2022	1.10
YCCD Integrated Planning Model	YCCD Integrated Planning Model	1.11
WCC Technology Survey	WCC Technology Survey – March 2020	1.12
Roster: Faculty Completing Online Training	Roster: Faculty Completing Online Training	1.13
DE Training Attendance	DE Training Attendance 2021-2022	1.14
POCR Timeline and Workflow	POCR Timeline and Workflow	1.15

Assistance and Research Webpage	Assistance and Research Webpage	1.16
List of Subjects Tutored	List of Subjects Tutored	1.17
Access Online Tutoring Webpage	Access Online Tutoring Webpage	1.18
Enrollment Trends Data	Enrollment Trends – YCCD Census Enrollment for Spring 2021 & 2022	1.19
Course Scheduling Data	Data Dashboards: Course Scheduling Data	1.20
Success by Student Variables Data	Data Dashboards: Success by Student Variables Data	1.21
Success by Course Variables Data	Data Dashboards: Success by Course Variables Data	1.22
Student Equity Data	Data Dashboards: Student Equity Data	1.23
Data Dashboards PD Schedule Sample	Professional Development Training: Data 101 with Dean Lisceth Brazil-Cruz An Introduction to Understanding Data and Using Data Dashboards	1.24
DMC Training Overview Instructions	DMC Training Overview Instructions	1.25
Success by Course Variables Dashboard Exercise	Success by Course Variables Dashboard Exercise: Choose Your Own Adventure	1.26
PIE Minutes	Planning and Institutional Effectiveness Committee Minutes 10/1/21	1.27
PIE Operating Agreement	PIE Operating Agreement 21-22	1.28
WCC Facilities Projects Priorities List	WCC Facilities Projects Priorities List	1.29
WCC Remaining Obligation Bond Funding Projects	WCC Remaining Obligation Bond Funding Projects	1.30
Dialogue with District and Managers on Facilities	Dialogue with District and Managers on Facilities	1.31
WCC Educational Master Plan	WCC Educational Master Plan 2022-2025	1.32
Staffing Taskforce Automatic Refill Criteria	Full-Time Faculty Ranking: Criteria for Refill Consideration	1.33
Counselor Training: Cranium Café	Counselor Training on Cranium Café	1.34
Counselor Team Meeting Agenda	Counselor Team Meeting Agenda 3/19/20	1.35

REC Rubric	Substantive, Regular, and Effective Contact Plan Woodland Community College	1.36
WCC Curriculum Public View	WCC Curriculum Public View	1.37
SLO Reminder Email Sample	SLO Reminder Email Sample	1.38
Entering SLOs in eLumen Presentation	Best Practices for Entering SLOs in eLumen	1.39
ACCJC Annual Fiscal Report 2021	ACCJC Annual Fiscal Report 3/26/21	1.40
ACCJC Annual Fiscal Report 2022	ACCJC Annual Fiscal Report 4/7/22	1.41
YCCD Board Policies Review Summary	YCCD Board Policies Review Summary 8/11/22	1.42
Distance Education Rubric	Distance Education Rubric	1.43
WCC Program Review Handbook	WCC Program Review Handbook	1.44
WCC SLO Faculty Participation Sample	WCC SLO Faculty Participation Sample – Spring 2021	1.45
Brief on WCC EMT Passage Rates	Brief on WCC EMT Passage Rates	1.46
WCC EMT Passage Data	WCC EMT Passage Data 2018-2020	1.47
Substantive Change Application	Substantive Change Application: Initial Distance Education Approval 2022	1.48
Approval of Substantive Change Application	Approval of Substantive Change Application – February 2022	1.49
Curriculum DE Approvals	Curriculum DE Approvals	1.50
WCC Distance Education Report	WCC Distance Education Report 2022-2023	1.51
Authentic Assessment Example	Biology Authentic Assessment Example: Biology 1	1.52
Online Authentic Assessment Example	Plant Science Online Authentic Assessment Example: Research Project	1.53
Canvas SLO Training Screenshot	Canvas SLO Training Screenshot	1.54
ELumen Default CSLO Assessment Screenshot	ELumen Default CSLO Assessment Screenshot	1.55
Program Review Improvements Sample	Sociology Program Review Improvements Sample 2020	1.56
Authentic Assessment Training WCC	Authentic Assessment Training WCC	1.57
Evaluation Samples of SLO Compliance	Evaluation Samples of SLO Compliance	1.58

Requested by: **Ana Villagrana/HR Office**
Name/Department

Contact Person: **Ana Villagrana/6976**
Name/Ext.

☐ GRANT / ■ PROJECT	■ CONTRACT / ☐ AGREEMENT / ☐ MOU / ☐ AMENDMENT
Title of Grant/Project: Classification & Compensation Study	**Contract/Agreement/MOU with:** Koff & Associates
Grant/Project Year(s): ☐ New ☐ Renewal ☐ Amendment Amount: $	**Beginning Date:** 03/18/22 **Renewal Date:** 07/01/2023 **Contract Ending Date:** 06/30/2023
Board Approval Date: 03/10/21	**Board Approval Date:** 3/10/2022
Proposal/Materials are consistent with District mission and goals: ■ Yes ☐ No	**Was legal review necessary?** ☐ Yes ☐ No **If yes, please attach copy of legal opinion.**
Budget information has been reviewed and verified by District Accountant. X _Kuldeep Kaur_ _Signature of District Accountant_	**Reason for Contract/Agreement/MOU:** Our ability to recruit, develop, and retain a high-quality workforce to serve our students and our community require clear and carefully developed classification specifications/job descriptions.
Name of Grant/Project Budget Manager: Jake Hurley	YCCD has not engaged in a comp & class study in over 20 years.
Additional Comments:	AFS: 2669 Option #2 $223,720 and $170/hr additional consultation.

I have reviewed the attached information and am submitting it to the Chancellor for signature.

	03/18/202		03/18/2022
Signature of Director	_Date_	_Signature of Vice Chancellor_	_Date_

After Signature, please return to **Ana Villagrana**   _Ext._ **6976**

Note: This form was developed in the Chancellor's Office and shall not be altered without prior approval.

Yuba Community College District
AGREEMENT FOR SERVICES

This Agreement for Services ("Agreement") is made and entered into this 18 day of March , 2022, by and between the Yuba Community College District, a community college district of the State of California (hereinafter referred to as "DISTRICT") and Koff & Associates, A Division of Gallagher Benefit Services, Inc., a Delaware corporation (hereinafter, referred to as "CONTRACTOR") (collectively "Parties").

RECITALS

WHEREAS, pursuant to Yuba Community College District Administrative Procedure 6345 specified DISTRICT employees have the duty to engage independent contractors to perform sundry services for the DISTRICT, with or without the furnishing of material;

WHEREAS, the DISTRICT desires to engage CONTRACTOR for the purpose of performing services described in this Agreement; and

WHEREAS, CONTRACTOR has represented to the DISTRICT that CONTRACTOR is knowledgeable and qualified in the skills required for services to be provided under this Agreement, CONTRACTOR is properly licensed or certified to perform these services, and covenants that CONTRACTOR is capable of performing the services required under this Agreement; and

NOW, THEREFORE, IT IS HEREBY AGREED by the Parties as follows:

1. SCOPE OF WORK.
In consideration of the payments hereinafter set forth, CONTRACTOR shall conduct a classification and compensation study for the DISTRICT in accordance with the terms, conditions and specifications set forth herein and in Exhibit "A" attached hereto and incorporated herein by this reference. CONTRACTOR may determine the methods, details, and means of performing the services. The DISTRICT shall not have the right to, and shall not, control the manner or determine the method by which CONTRACTOR accomplishes these services. CONTRACTOR agrees to perform the services required herein with that standard of professional care, skill, and diligence normally provided in the performance of similar services.

2. TIME IS OF THE ESSENCE; DELAYS.
CONTRACTOR agrees that time is of the essence and CONTRACTOR shall perform the services required by this Agreement in an expeditious and timely manner so as not to unreasonably delay the purpose of this Agreement. CONTRACTOR shall notify the DISTRICT promptly of any expected delay in the performance of services under this Agreement. CONTRACTOR shall not be liable for delays in performance beyond their reasonable control.

3. PAYMENTS.
In consideration of the services rendered in accordance with all terms, conditions and

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specifications set forth herein and in Exhibit "A," the DISTRICT shall make payment to CONTRACTOR in the amount of up to $223,720.00 and $170 per hour for additional consulting. Any work the District directs above the scope of work described in Exhibit "A" should be approved before CONTRACTOR performs such work and will be billed at $170.00 per hour. The District will pay for services within 30 days following the date of receipt of an invoice that specifically details the timekeeper, the specific tasks performed, the date of each task, and the actual amount of time each task took. If the District contests or questions any invoice, it agrees to raise any questions with management of Gallagher within such 30-day period. Late fees in the amount of 2% of invoice amount will accrue if current invoice is not paid within 30 days of payment due date of that invoice. If late fees are not paid, they will carry forward to next invoice.

4. TAXES.

CONTRACTOR agrees that CONTRACTOR has no entitlement to any future work from the DISTRICT or to any employment or fringe benefits from the DISTRICT. Payments made to CONTRACTOR pursuant to this Agreement will be reported to Federal and State taxing authorities as required. The DISTRICT will not withhold any money from CONTRACTOR's compensation for payment of taxes or benefits. Specifically, the DISTRICT will not withhold FICA (social security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance premiums. CONTRACTOR is independently responsible for the payment of all applicable taxes and will indemnify, defend, and hold the DISTRICT harmless from any tax consequences.

5. EXPENSES AND EQUIPMENT.

CONTRACTOR is solely and fully responsible for all costs and expenses incident to the performance of the services, including all instrumentalities, supplies, tools, equipment, or materials necessary to perform the services. If the DISTRICT furnishes any goods, materials, or other equipment to CONTRACTOR, CONTRACTOR assumes complete liability for those goods, materials, or other equipment. CONTRACTOR agrees to pay DISTRICT the repair or replacement costs for such goods, materials, or other equipment not returned to the DISTRICT in a satisfactory condition, as solely determined by the DISTRICT.

6. INDEPENDENT CONTRACTOR STATUS.

In performing services under this Agreement, CONTRACTOR shall be deemed and act as an independent contractor. CONTRACTOR understands and agrees that neither CONTRACTOR nor any of CONTRACTOR's employees, consultants, or subcontractors shall be considered officers, employees, or agents of the DISTRICT, and are therefore not entitled to benefits of any kind or nature that are normally provided employees of the DISTRICT or to which the DISTRICT's employees are normally entitled, including but not limited to worker's compensation or unemployment benefits. CONTRACTOR further understands that this Agreement is not intended to, and shall not be construed to, create a joint venture or association, or any other relationship whatsoever other than an independent contractor relationship. To the fullest extent provided by law, CONTRACTOR agrees to defend, indemnify, and hold the DISTRICT harmless from any claims, demands, liabilities, damages, penalties, or taxes resulting from any misclassification of CONTRACTOR's employees, agents, or representatives (as independent contractors) who provide services under this Agreement. As an independent contractor, CONTRACTOR will be solely

responsible for determining the means and methods for performing the services described in Exhibit "A." All of CONTRACTOR's activities will be at its own risk and CONTRACTOR is hereby given notice of responsibility for arrangements to guard against physical, financial, and other risks as appropriate. CONTRACTOR assumes full responsibility for the acts or omissions of CONTRACTOR's employees, officers, agents, consultants, and subcontractors as they relate to the services to be provided under this Agreement. CONTRACTOR shall perform all services under this Agreement in a skillful, competent, and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. CONTRACTOR represents and warrants that all of CONTRACTOR's employees, officers, agents, consultants, and subcontractors shall have sufficient skill and experience to perform the services described in Exhibit "A." CONTRACTOR further represents and warrants that CONTRACTOR and all of CONTRACTOR's employees, officers, agents, consultants, and subcontractors have all licenses, permits, qualifications, and approvals of whatever nature that are legally required to perform the services described in Exhibit "A," and that all such licenses, permits, and approvals shall be maintained throughout the term of this Agreement.

7. NON-ASSIGNABILITY.

CONTRACTOR shall not assign or transfer any interest in this Agreement or any portion thereof to a third party without the prior written consent of the DISTRICT. The DISTRICT may automatically terminate this Agreement if CONTRACTOR makes any purported assignment without the DISTRICT's prior written consent.

8. TERM OF AGREEMENT & TERMINATION.

This Agreement shall be in effect from 03/18/2022, through 06/30/2023, as specified in Exhibit "A". The DISTRICT may terminate this Agreement at any time by advance written notification to CONTRACTOR at the address below. Termination to be effective on the date specified in the notice. In the event of termination under this paragraph, CONTRACTOR shall be paid for all undisputed work or services provided through the date of termination. Upon termination, CONTRACTOR shall provide the DISTRICT with all documents, including final or draft documents, produced, or collected by CONTRACTOR related to the services set forth in this Agreement. The DISTRICT may then proceed with the work in any manner the DISTRICT deems proper.

9. LIMITATION OF LIABILITY.

The DISTRICT's financial obligations under this Agreement are limited to the payment of the compensation provided in this Agreement and Exhibit "A." Notwithstanding any other provision of this Agreement, in no event shall either party be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or with the services performed in connection with this Agreement. Neither Party's liability to the other Party for any losses, injury or damages to persons or properties or work performed arising out of in connection with this Agreement and for any other claim, whether the claim arises in contract, tort, statute or otherwise, shall be limited to the amount covered by insurance, except to the extent caused by a Party's intentional misconduct or gross negligence.

10. HOLD HARMLESS AND INDEMNIFICATION.

To the furthest extent permitted by California law, CONTRACTOR agrees to defend, indemnify, and hold harmless the DISTRICT, its trustees, officers, agents, employees, and volunteers from and against any and all losses, claims, suits, actions, costs, and expenses of every name, kind, or description, arising out of any liability or claim of liability for personal injury, bodily injury (including death) to any person, contractual liability, infringement of a third party's intellectual property rights, or damage to property ("Claims") sustained or claimed to have been sustained arising out of any the breach of contract, negligence, or reckless or intentional misconduct or omission of CONTRACTOR or CONTRACTOR's performance of this Agreement, including by CONTRACTOR's employees, officers, agents, consultants, and subcontractors, whether or not such activities are authorized by this Agreement. CONTRACTOR further agrees to defend, indemnify, and hold harmless the DISTRICT, its trustees, officers, agents, employees, and volunteers from and against any and all Claims arising out of any failure to withhold or pay to the government income or employment taxes from earnings under this Agreement. CONTRACTOR shall pay for any and all damages to the property of the DISTRICT, or loss or theft of such property, done or caused by the breach of contract, negligence, or reckless or intentional misconduct or omission of CONTRACTOR or any of CONTRACTOR's employees, officers, agents, consultants, or subcontractors. CONTRACTOR acknowledges and agrees that the DISTRICT has no responsibility or liability whatsoever for any of CONTRACTOR's or its employees, officers, agents, consultants, or subcontractors property placed on the DISTRICT's premises. CONTRACTOR further agrees to waive rights of subrogation against the DISTRICT. This section does not apply to injuries, damages, or losses for which the DISTRICT has been found in a court of competent jurisdiction to be solely liable by reason of its own gross negligence or willful misconduct. This section shall survive the termination or expiration of this Agreement.

11. INSURANCE.

Insurance requirements are attached as Exhibit "B."

12. NON-DISCRIMINATION.

A. <u>General</u>. No person shall, on the grounds of race, color, national or ethnic origin, religious affiliation or non-affiliation, gender, marital status, sexual orientation, age, physical or mental disability, or political affiliation, be excluded from participation in, be denied the benefits, or be subjected to discrimination under this Agreement.

B. <u>Employment</u>. CONTRACTOR shall insure equal employment opportunity based on objective standards of recruitment, selection, promotion, classification, compensation, performance evaluations, and management relations, for all of its employees.

C. <u>Complaints and Investigations</u>. CONTRACTOR will fully cooperate with DISTRICT and comply with all applicable laws and DISTRICT and other community college district policies and requirements related to investigations of allegations of discrimination, harassment, and retaliation, including CONTRACTOR producing its directors, trustees, officers, agents, employees, and contractors for investigative interviews as deemed necessary by DISTRICT.

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13. SOLE PROPERTY OF THE DISTRICT.

Any system, material, or documents which CONTRACTOR its employees, officers, agents, consultants, or subcontractors develop, produce, or provide under this Agreement shall become the sole property of the DISTRICT. Notwithstanding any other provision herein, any intellectual property discovered or developed by CONTRACTOR its employees, officers, agents, consultants, or subcontractors in the course of performing or otherwise as a result of its work hereunder shall be the sole property of the DISTRICT. The DISTRICT shall be permitted, in its sole discretion, to reproduce, distribute, modify, and use such property in any manner desired. Notwithstanding the foregoing, CONTRACTOR will retain sole and exclusive ownership of all right, title and interest in and to its intellectual property and derivatives thereof which no data or confidential information of the DISTRICT was used to create and which was developed entirely using CONTRACTOR's own resources. To the extent CONTRACTOR's intellectual property is necessary for the DISTRICT to use the services provided, CONTRACTOR will grant to the DISTRICT a non-exclusive, royalty-free license to CONTRACTOR'S intellectual property solely for the DISTRICT'S use of such services.

14. REGISTRATION FOR PUBLIC WORKS.

If CONTRACTOR is performing a public work, as defined by California Labor Code Section 1720, CONTRACTOR must comply with all applicable rules and regulations, including adhering to the requirements of California Labor Code Section 1725.5 (Department of Industrial Relations Contractor Registration), as a prerequisite to performing any services under this Agreement.

15. EXPENDITURE OF PUBLIC FUNDS.

CONTRACTOR agrees to comply with Government Code Section 8546.7, which provides that the contracting parties for any contract involving expenditure of public funds in excess of $10,000.00 shall be subject to examination and audit by the State Auditor for a period of three (3) years after final payment under the contract.

16. CONFIDENTIAL INFORMATION.

In performing its duties hereunder, CONTRACTOR may from time-to-time gain access to confidential or proprietary information and records, including but not limited to student record information as defined by 20 USC section 1232g, private information regarding students, families, faculty, employees, staff, donors, alumni, or other personnel data or information and other District related trade secrets, business plans, and other proprietary information ("Confidential Information."). The Parties agree that such access is not a provision or conveyance or disclosure to CONTRACTOR of student record information in violation of section 1232g or of any similar state law.

CONTRACTOR acknowledges that any disclosure to any third party or any misuse of Confidential Information may irreparably harm the DISTRICT. Accordingly, CONTRACTOR will not disclose or use, either during or after the term of this Agreement, any Confidential Information of the DISTRICT without the DISTRICT's prior written permission or unless otherwise required by law. CONTRACTOR further agrees that if in the performance of its duties it does obtain such access to Confidential Information, it shall refrain from any removal, use or disclosure to any third person of such Confidential Information and shall take any and all necessary affirmative steps to maintain

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the confidentiality, and avoid such removal, use or disclosure, whether intentional or inadvertent, of such Confidential Information.

CONTRACTOR will promptly notify the DISTRICT if it becomes aware of any possible unauthorized disclosure or use of the Confidential Information. CONTRACTOR agrees to return all copies of Confidential Information to the DISTRICT upon expiration or termination of this Agreement. However, CONTRACTOR may retain copies of its work product that contain Confidential Information for archival purposes or to defend its work product, and in accordance with legal disaster recovery and records retention requirements, store such copies and derivative works in an archival format (e.g., tape backups), provided that the information will remain Confidential as long as it is retained. The provisions of this section shall survive the termination or expiration of this Agreement.

17. COMPLIANCE WITH THE LAW.
CONTRACTOR agrees to perform the services contemplated by this Agreement in compliance with all Federal and State laws or regulations governing the services to be rendered pursuant to this Agreement, including, but not limited to, all applicable provisions of the Americans with Disabilities Act ("ADA").

18. ENTIRE AGREEMENT & MERGER CLAUSE.
This Agreement, including Exhibits "A" and "B" attached hereto and incorporated herein by reference, constitute the sole agreement of Parties hereto and correctly states the rights, duties and obligations of each Party. Any prior agreement, promises, negotiations, or representations between the Parties, whether oral or written, not expressly stated in this Agreement or Exhibits are not binding. All subsequent modifications shall be in writing and signed by both the CONTRACTOR and the DISTRICT Chief Business Officer. In the event that any term, condition, provision, requirement or specification set forth herein conflicts with or is inconsistent with any term, condition, provision, requirement, or specification in any schedule, Exhibit or attachment to this Agreement, the provisions of the body of this Agreement shall prevail.

19. SEVERABILITY.
If any provision of this Agreement or any portion thereof is held to be invalid or unenforceable, the balance of the Agreement shall nevertheless remain in full force and effect.

20. NOTICES.
All notices and other communications pertaining to this Agreement shall be in writing and shall be deemed to have been given by a party hereto on the date personally delivered to the other party or on the date sent by certified mail, return receipt requested. Notice shall be given to the person at the address specified below.

21. GOVERNING LAW/VENUE.
This Agreement, including all of its terms and provisions, shall be governed by and construed in accordance with the laws of the State of California. CONTRACTOR and the DISTRICT agree that any action brought to enforce this agreement, or any other dispute or claim arising under this Agreement between CONTRACTOR and the DISTRICT, shall be brought in the Yuba County

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Superior Court.

22. MEDIATION AND BINDING ARBITRATION.
The Parties agree to mediate any dispute or claim arising between them out of this Agreement, or any resulting transaction, before resorting to arbitration. Either Party may demand the commencement of mediation. Mediator or related fees, if any, shall be divided equally among the Parties. If a controversy or claim remains unresolved after mediation, CONTRACTOR and DISTRICT agree that all disputes between the Parties shall be resolved through binding arbitration in Yuba County, California, administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules then in existence, and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The provisions of this section shall survive the termination or expiration of this Agreement.

23. COUNTERPARTS.
This Agreement may be executed in several counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the day and year written below.

[signature]	Mar 21, 2022
Authorized Contractor Signature	Date
Georg Krammer	510-274-2760
Print Name	Phone Number
Koff & Associates, a Division of Gallagher Benefits Services, Inc.	415-717-4912
Contractor's Company Name	Cell Number
2835 Seventh Street, Berkeley, CA 94710	N/A
Contractor's Company Address	Contractors Industrial Relations No.
N/A	N/A
Contractor's License No.	License Expiration Date
gkrammer@koffassociates.com	
Email Address	

YUBA COMMUNITY COLLEGE DISTRICT

By:

_____

Authorized Signature

Mar 21, 2022
_____

Date

 Dr. James Houpis
_____

Printed Name

 Chancellor
_____

Title

 Yuba Community College District, 425 Plumas Blvd., Suite 200, Yuba City, CA 95991
_____

Address

APPROVED BY BOARD OF TRUSTEES

_____

Authorized Signature

_____

Date

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EXHIBIT "A"

☒ Original

☐ Addendum

This Exhibit "A" to the Agreement for Services sets forth the services, payments, and other issues between Yuba Community College District and Koff & Associates, A Division of Gallagher Benefit Services, Inc., a Delaware corporation, hereinafter called "Contractor".

1. Detailed description of services to be performed and work product to be delivered to District by Contractor: (reference and attach additional pages, if necessary)

    See Exhibit "C," Koff Proposal. The scope of work also includes, for the amounts quoted, Contractor will also provide detailed recommendations to the District regarding short-term, mid-term, and long-term implementation plans, as needed.

2. Amount and Method of Payment: (indicate lump sum payment or rate of pay; also include a list of tasks which must be completed prior to each progress payment and show the timeline for progress payments, if applicable)

    Contractor will bill the District only for services completed and rendered on a monthly basis in arrears. Contractor will submit detailed invoices upon the completion of each deliverable listed on document pages 30-31 of Exhibit C (Deliverables A – H, Classification Study, and Deliverables A-H, Compensation Study invoiced separately upon completion). If a Deliverable takes more than one month to complete, Contractor will bill based on the actual number of hours spent in each month.

The District will pay Contractor all undisputed amounts owed within 30 days of the District's receipt of the invoice from the Contractor.

The Parties agree the District will not pay Contractor for any additional services performed without the District's prior written approval for those additional services.

In any event, the total payment for services of contractor shall not exceed $223,720.00 and District shall have the right to withhold payment if District determines that the quantity or quality of the work performed is unacceptable

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EXHIBIT "B" INSURANCE REQUIREMENTS

CONTRACTOR is required to submit to the DISTRICT with the Agreement Certificates of Insurance with original endorsements evidencing the insurance coverage required herein. The Commercial General Liability policy required herein shall be endorsed with specific language naming the DISTRICT, its trustees, officers, agents, employees, and volunteers ("Additional Insureds") as additional insured parties and waiving subrogation rights against the Additional Insureds, and each Certificate of Insurance shall so specify. Such certificates shall evidence all coverages and limits required by the DISTRICT in this Agreement. Any cancelled or non-renewed policy will be replaced with no coverage gap and a current Certificate of Insurance will be provided to the DISTRICT. CONTRACTOR will ensure insurance is placed with insurers with a current A.M. Best's rating of no less than A:VI, unless otherwise acceptable to the DISTRICT. The CONTRACTOR's provision of the required insurance hereunder shall not act as a potential limitation on CONTRACTOR's liability.

CONTRACTOR shall, at its own cost and expense (including premiums, deductibles, and any self-insured retention (SIR), procure and maintain in force, throughout the term of this Agreement, insurance as follows:

1. Workers' Compensation (statutory limits) and Employers' Liability insurance with limits not less than $1,000,000 each accident, $1,000,000 employee and $1,000,000 each disease, provided that CONTRACTOR has employees as defined by the California Labor Code (applicable only if the CONTRACTOR plans to employ workers in carrying out the scope of work). In addition, CONTRACTOR shall require any and every subcontractor to procure and maintain Workers' Compensation and Employer's Liability Insurance in the limits described above.

2. Commercial General Liability insurance, with limits not less than $1,000,000 each occurrence and $2,000,000 general aggregate for personal injury, bodily injury, death, and property and other damage, including coverages for contractual liability, personal injury, broad form property damage, products and completed operations (required from all contractors);

3. Commercial Automobile Liability insurance, with limits not less than $1,000,000 each occurrence for Bodily Injury and Property Damage, including coverages for owned, non-owned and hired vehicles for all activities of CONTRACTOR arising out of or in connection with the work to be performed under this Agreement. If CONTRACTOR or CONTRACTOR's employees, officers, agents, or consultants, will use personal automobiles in any way on this project, CONTRACTOR shall obtain evidence of personal automobile liability coverage for each such person.

4. Professional Liability insurance, with limits not less than $1,000,000 each claim/annual aggregate, with respect to coverage for errors and omissions arising from professional services rendered under this Agreement by CONTRACTOR or any of CONTRACTOR's employees, officers, agents, consultants, or subcontractors, and with any deductible not to exceed $15,000,000 SIR. (Required only if the following blank is checked ☒.)

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The Commercial General Liability policy required herein shall be primary to any other insurance or self-insurance available to the DISTRICT, its officers, agents, employees and volunteers.

CONTRACTOR is solely responsible for the payment of or costs associated with any deductibles or self-insurance retentions. Any deductibles or self-insured retentions must be declared to and approved by the DISTRICT. At the DISTRICT's option, CONTRACTOR shall demonstrate financial capability for payment of such deductibles or self-insured retentions.

Maintenance of the required insurance is a material condition of this Agreement and failure to maintain such insurance may, at the DISTRICT's option, result in a declaration of material breach and immediate termination of this Agreement by the DISTRICT. Alternatively, the DISTRICT may purchase or obtain the required insurance coverage and, without further notice to the CONTRACTOR, may deduct from sums due to the CONTRACTOR any premium or other costs advanced by the DISTRICT for such insurance. These remedies shall be in addition to any other remedies available to DISTRICT.

Form W-9

(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

GALLAGHER BENEFIT SERVICES, INC.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC

☑ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)   5

Exemption from FATCA reporting code (if any)   E

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

2850 GOLF ROAD

6 City, state, and ZIP code

ROLLING MEADOWS, IL 60008

Requester's name and address (optional)

7 List account number(s) here (optional)

Part I   Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ – ☐☐ – ☐☐☐☐

or

Employer identification number

3 6 – 4 2 9 1 9 7 1

Part II   Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here   Signature of U.S. person ▶ *Russ Van Der Vliet*   Date ▶ 01/12/2021

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Cat. No. 10231X

Form **W-9** (Rev. 10-2018)

ARTHUR J. GALLAGHER & CO.
MEMORANDUM OF INSURANCE

DATE: 9/30/2021	

INSURED: Arthur J. Gallagher & Co. and its subsidiaries 2850 West Golf Road Rolling Meadows, IL 60008	**Insurance Companies**
	A: ARCH INSURANCE COMPANY
	B: ACE PROPERT AND CASUALTY INSURANCE COMPANY
	C: LIBERTY MUTUAL FIRE INS. COMPANY
	D: FEDERAL INSURANCE COMPANY
	E: LEXINGTON INS. COMPANY
	F: XL SPECIALTY INS. COMPANY
	G. UNDERWRITERS AT LLOYDS
	H. INDIAN HARBOR INSURANCE COMPANY

The policies of insurance listed below have been issued to the "INSURED" named above for the policy period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this Memorandum may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies. Limits shown may have been reduced by paid claims.

CO. LTR.	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE	POLICY EXPIRATION	LIMITS (In USD unless otherwise indicated)	
A	**Commercial General Liability** Occurrence Per location Aggregate	41GPP4938414	10/01/21	10/01/22	General Aggregate	4,000,000
					Products - Comp/Op Agg	4,000,000
					Personal and ADV Injury	2,000,000
					Each Occurrence	2,000,000
					Damage to Rented Premises (Each occurrence)	1,000,000
A	**Automobile Liability** Any Auto	41CAB4939014 41CAB4938314	10/01/21	10/01/22	Combined Single Limit	5,000,000
					Bodily Injury (per person)	
					Bodily Injury (per accident)	
B	**Excess/Umbrella Liability** Retention: $10,000	XOO G46820149 004	10/01/2021	10/01/22	Each Occurrence	25,000,000
					Aggregate	25,000,000
A	**Workers Compensation and Employers Liability**	41WCI4938114 44WCI0501914	10/01/21	10/01/22	Workers Comp Limits	Statutory
					EL Each Accident	1,000,000
					EL Disease - Each Employee	1,000,000
					EL Disease – Policy Limit	1,000,000
C	**Property**	US00112916PR21A	10/01/21	10/01/22	Blanket Bldg. & PP	10,000,000
D	**Crime/Fidelity Bond** (Employee Dishonesty)	81326283	09/01/21	09/29/22	Single Loss Limit	15,000,000
E	**Errors & Omissions** (Primary Policy)	06030323	09/29/21	10/01/22	Per Claim and Aggregate	12,000,000
F	**Errors & Omissions** (Excess Policy)	ELU163265-21	09/29/21	10/1/22	Per Claim and Aggregate	10,000,000
G	**Errors & Omissions** (Excess Policy)	B1262F10121921	09/29/21	10/1/22	Per Claim and Aggregate	13,000,000
H	**Cyber Liability**	MTP903416503	05/02/21	05/01/22	Limit of Liability	10,000,000

Description of Operations / Other Information: See ADDITIONAL INFORMATION on the following page.

This Memorandum of Insurance serves solely to list insurance policies, limits and dates of coverage. Any modifications hereto are not authorized by Gallagher or the Insurance Companies.

ARTHUR J. GALLAGHER & CO.
MEMORANDUM OF INSURANCE

ADDITIONAL INFORMATION

As respects GENERAL LIABILITY POLICY

ADDITIONAL INSURED – MANAGERS OR LESSORS OF PREMISES *
Endorsement Form# CG 20 11 04 13 modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE
1. Designation of Premises (Part Leased to You): ANY PREMISES OR PART THEREOF LEASED TO YOU.
2. Name of Person or Organization (Additional Insured): ANY AND ALL PERSONS OR ORGANIZATIONS CONTRACTUALLY REQUIRING ADDITIONAL INSURED STATUS AS THE MANAGER OR LESSOR OF PREMISES TO YOU.
3. Additional Premium: INCLUDED

(If no entry appears above, the information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

WHO IS AN INSURED (Section II) is amended to include as an insured the person or organization shown in the Schedule but only with respect to liability arising out of the ownership, maintenance or use of that part of the premises leased to you and shown in the Schedule and subject to the following additional exclusions:

This insurance does not apply to:
1. Any "occurrence" which takes place after you cease to be a tenant in that premises.
2. Structural alterations, new construction or demolition operations performed by or on behalf of the person or organization shown in the Schedule.

WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US
We waive any right of recovery we may have against the person or organization where required by written contract because of payments we make for injury or damage arising out of your ongoing operations or "your work" done under a contract with that person or organization and included in the "products-completed operations hazard". This waiver applies only where required by written contract.

As respects PROPERTY
This policy insures against "All Risks" of physical loss or damage, except as excluded, to covered property while on Described Premises, provided such physical loss or damage occurs during the term of this policy. Coverage is subject to policy deductibles, terms, conditions and exclusions. Loss Payable clause included for whom Insured has agreed to per written contract.

IMPORTANT NOTICE

*All other Additional Insureds requests requires Legal approval and issuance of a Certificate of Insurance.

*For special requests, such as a *WET SIGNATURE*, please contact the appropriate team: P&C – Doreen Morris or Therese Scamardo; E&O – Helen Ponce de Leon or Ryan Sheekley; Cyber – Jeremy Gillespie or Ariel Magrini.

015

Exhibit C

December 22, 2021

Classification and Total Compensation Study Proposal

Yuba Community College District

KOFF & ASSOCIATES, A GALLAGHER COMPANY

GEORG S. KRAMMER
Managing Director, Compensation and Rewards Consulting

2835 Seventh Street
Berkeley, CA 94710
www.KoffAssociates.com

gkrammer@koffassociates.com
Tel: 510.658.5633
Fax: 510.652.5633

December 22, 2021

Mr. Jake Hurley, Esq.
Associate Vice Chancellor, Human Resources
425 Plumas Blvd., Suite 200
Yuba City, CA 95991

Dear Mr. Hurley:

Thank you for the opportunity to respond to your Request for Proposal for a **Classification and Total Compensation Study** for the **Yuba Community College District** ("District"). We are most interested in assisting the District with this important study and feel that we are uniquely qualified to provide value to your organization based on our experience working with other education institutions, special districts, cities, counties, joint-powers associations.

Koff & Associates, now a Gallagher company, is an experienced Human Resources and Recruitment Services firm providing human resources services to cities, counties, special districts, courts, educational institutions, and other public agencies for 37 years. The firm has achieved a reputation for working successfully with management, employees, and governing bodies. We believe in a high level of dialogue and input from study stakeholders and our proposal speaks to that level of effort. Our firm's extra effort has resulted in close to *100% implementation* of all of our classification and compensation studies.

Koff & Associates ensures that each of our projects is given the appropriate resources and attention, resulting in a high level of quality control, excellent communication between clients and our office, commitment to meeting timelines and budgets, and a consistently high-caliber work product.

As a Managing Director of Koff & Associates, I would assume the role of Project Director and be responsible for the successful completion of project. I can be reached at our Berkeley address and the phone number listed on the cover page and my email is **gkrammer@koffassociates.com**.

This proposal will remain valid for at least 90 days from the date of submittal. Please call if you have any questions or wish additional information. We look forward to the opportunity provide professional services to the **Yuba Community College District**.

Sincerely,

Georg S. Krammer
Managing Director, Compensation and Rewards Consulting

TABLE OF CONTENTS

FIRM QUALIFICATIONS

Koff & Associates ("K&A") is a full-spectrum, public-sector human resources and recruitment services firm that was founded in 1984 by Gail Koff; K&A has been assisting special districts, cities, counties, other public agencies, and non-profit organizations with their human resources needs for 37 years.

As of April 30, 2021, we are in the process of merging with Arthur J. Gallagher and are now officially a Gallagher Division. Our headquarters are in Berkeley, CA, and we have satellite offices in Southern California, the Central Valley, the Sacramento Region, and the Western Region.

We are familiar with the various public sector organizational structures, agency missions, operational and budgetary requirements, and staffing expectations. We have extensive experience working in both union and non-union environments (including service as the management representative in meet & confer and negotiation meetings), working with City Councils, County Commissions, Boards of Directors, Boards of Supervisors, Boards of Trustees, Merit Boards, and Joint Power Authorities.

The firm's areas of focus are classification and compensation studies (approximately 70% of our workload); executive search and staff recruitments; organizational development/assessment studies; performance management and incentive compensation programs; development of strategic management tools; policy/procedure development and employee handbooks; training and development; public agency consolidations and separations; Human Resources audits; and serving as off-site Human Resources Director for smaller public agencies that need the expertise of a Human Resources Director but do not need a full-time, on-site professional.

Without exception, all of our classification and compensation studies have successfully met all of our intended commitments; communications were successful with employees, supervisors, management, and union representatives; and we were able to assist each agency in successfully implementing our recommendations. All studies were brought to completion within stipulated time limits and proposed budgets.

Our long list of clients (please see https://koffassociates.com/our-clients/) is indicative of our firm's reputation as being a quality organization that can be relied on for producing comprehensive, sound, and cost-effective recommendations and solutions. K&A has a reputation for being "hands on" with the ability and expertise to implement its ideas and recommendations through completion in both union and non-union environments.

K&A relies on our stellar reputation and the recommendations and referrals of past clients to attract new clients. Our work speaks for itself and our primary goal is to provide professional and technical consulting assistance with integrity, honesty and a commitment to excellence. We are very proud of the fact that in working with hundreds of public agency clients and completing hundreds of classification and/or compensation and other types of studies, we have only had a handful of formal appeals in our entire history.

Our team consists of 32 employees as shown below in our organizational chart.

Georg Krammer
Katie Kaneko
Managing Directors

Alyssa Thompson
Debbie Owen
Senior Project Managers

Frank Rojas
Recruitment Manager

Mike Harary
Kari Mercer
Amber Richards
Project Managers

golbou ghassemieh
**Project Manager /
Recruitment Manager**

Lisa Gardner
Kelly Basoco
Maggie Williams-Dalgart
Lindsay Christopher
Monica Garrison-Reusch
Arlene Gibbs
Jamie Inderbitzen
Sarah Nunes
Ariele Rodriguez
Frances Trant
Senior H.R. Associates

Cindy Harary
Renate Tiner
Trish Griffus
H.R. Associates

Eileen King
**Marketing
Associate**

John Logsdon
**Senior Proposals
Developer**

Lenissa Dumlao
Elise Johnson
**Administrative
Coordinators**

Jessica Keast
Kathy Crotty
Sarah Williams
**Administrative
Assistants**

Joshua Boudreaux
Gary Palmer
Recruiters

Ember Plummer
**Recruiting
Coordinator**

No subcontractors will be assigned to this study.

TEAM MEMBER QUALIFICATIONS

All members of our team have worked on multiple comprehensive classification and total compensation studies and are well acquainted with the wide array of public sector organizational structures, compensation structures, classification plans, as well as the challenges and issues that arise when conducting studies such as this one for the District.

KEY PERSONNEL

Our project team will be led by Co-Project Directors Georg Krammer (Managing Director) and Debbie Owen (Senior Project Manager). They will coordinate all of K&A's efforts, attend all meetings with the District, and be responsible for all work products and deliverables.

CONSULTANTS

Kelly Ann Basoco (Senior HR Associate), Lindsay Christopher (Senior HR Associate), Jamie Inderbitzen (Senior HR Associate), Sarah Nunes (HR Associate), Lisa Gardner (Senior HR Associate), Cindy Harary (HR Associate) and Renate Tiner (HR Associate) will conduct classification analysis and interviews with employees and management, compensation data collection and analysis, internal job analysis, develop recommendations and implementation strategies.

WORKLOAD

We currently have a team of 20 HR consultants and five administrative support staff – resources that we are able to pool base on each project's needs, to execute projects and to meet clients' needs and expectations. Each time we are selected as the successful bidder on a project, we strategize to determine project timelines, deliverable deadlines, and the resources that are required to produce the deliverables as promised. We are poised to accommodate the District's classification and total compensation study and plan to devote the necessary resources for the successful executive of the project.

Following are short biographies of the specific staff who will be assigned to this study:

Georg S. Krammer, M.B.A., S.P.H.R.
Managing Director, Compensation and Rewards Consulting

Georg brings over 20 years of management-level human resources experience to Koff & Associates with an emphasis in classification and compensation design; market salary studies; organizational development; executive recruitment; performance management; and employee relations, in the public sector and in large corporations as well as small, minority-owned businesses.

After obtaining a Master of Arts in English and Russian and teaching credentials at the University of Vienna, Austria, Georg came to the United States to further his education and experience and attained his Master of Business Administration from the University of San Francisco. After starting his HR career in Wells Fargo's college recruiting department, he moved on to HR management positions in the banking and high-tech consulting industries. He had five years in the private sector where he served as an HR Manager, and Administrative Officer, and then HR Director before entering the public sector. With his wide-ranging and deep experience as a well-rounded senior HR generalist, his education in business and teaching, his depth and breadth of experience with public sector HR needs, programs, and functions, Georg's contribution to K&A's variety of projects greatly complements the Koff & Associates Human Resources and Recruitment Services team.

He has spearheaded several hundred classification, compensation, organizational, strategic planning, etc., studies for hundreds of cities, towns, counties, and special districts throughout the State of California and has contributed to more than quadrupling the size of Koff & Associates as a result of the success of his projects and the subsequent expansion of the business through referrals from satisfied clients. Georg joined K&A in 2003 and was the firm's Chief Executive Officer since 2005. Since the acquisition by Arthur J. Gallagher, he is now Managing Director, Compensation and Rewards Consulting.

In the last few years, Georg has been the Project Director/Key Personnel for classification and/or compensation studies, organizational assessments, and other HR projects, at the following agencies:

- **Cities/Towns:** Alameda, American Canyon, Anaheim, Arroyo Grande, Bellflower, Campbell, Citrus Heights, Coachella, Concord, Cotati, Gilroy, La Cañada Flintridge, Lomita, Los Altos, Los

Altos Hills, Menifee, Menlo Park, Morro Bay, Murrieta, National City, Newport Beach, Oakland, Oxnard, Palm Desert, Perris, Pleasant Hill, Port Hueneme, Redlands, Redwood City, Sacramento, San Diego, San Jose, San Marino, Santa Ana, Santa Barbara, Santa Clara, Saratoga, Sausalito, Seal Beach, Spokane (Washington), Vallejo, West Sacramento, Westminster, Yucca Valley, Yreka

- **Counties**: Bernalillo (New Mexico), Fresno, Monterey, Orange, Placer, San Joaquin, Sonoma, and Trinity.
- **Courts**: Habeas Corpus Resource Center, Superior Court of Kern County, Superior Court of Orange County, Superior Court of Santa Barbara.
- **Education**: College of the Sequoias, Excelsior Charter Schools, First 5 Alameda, Foothill-De Anza Community College District, Riverside Community College District, West Valley Mission Community College District.
- **Special Districts:** Air Quality, Community Services District, Fire and Police Protection, Housing/Economic Development, Open Space, Public Utilities, Transportation, Wastewater and Water.

Georg will be key personnel and serve as the Co-Project Director for this project; he will coordinate all of K&A's efforts, will attend all meetings with the District, and will be responsible for all work products and deliverables.

Debbie Owen, CCP
Senior Project Manager

Debbie has over 25 years of experience providing classification and compensation services to public sector agencies; she has worked with clients across local government including cities, counties, special districts, and transit agencies. Her project roles include serving in the capacity of either project team member or project manager. Prior to beginning her public sector career, Debbie worked as a Compensation and Benefits Specialist in the private sector for five years.

In 1992, Debbie obtained her certification as a Certified Compensation Professional ("CCP") from the American Compensation Association (now *WorldatWork*); to ensure current knowledge of compensation and benefits program trends and best practices, she maintains active membership in the *WorldatWork* organization.

Her specialized, diverse experience includes serving as a project team member on classification projects by facilitating employee orientation sessions, conducting employee job evaluation meetings, researching/evaluating classification concepts, analyzing data for employee allocations, developing/revising classification specifications and preparing classification reports. Her compensation experience includes base salary or total compensation survey development, labor market agency research and recommendations, comparable agency job matching, compensation data analysis, salary recommendations and preparing compensation reports. In addition to serving as a team member, Debbie has often served as a project manager, working with clients to evaluate their classification and compensation needs, directing the work of teams to provide high quality deliverables consistent with best practices, presenting study findings to client stakeholders, and addressing feedback from the client.

Since joining K&A, Debbie has worked on classification and/or compensation studies, organizational assessments, and other HR projects for the following agencies, either as Co-Project Director or as Sr. Project Manager:

- **Cities/Towns:** Campbell, Coachella, Davis, El Monte, Gardena, Glendora (AZ), Hemet, Indian Wells, Laguna Beach, Murrieta, Redwood City, National City, Newman, Palm Desert, San José, Santa Clara, Seattle (WA), Spokane (WA), West Sacramento, Yreka.
- **Counties:** El Dorado, Fresno, Humboldt, Mendocino, Trinity
- **Education:** Riverside Community College District, Victor Valley Community College District
- **Special Districts:**
  - Community Services District: El Dorado Hills Community Services District, Livermore Area Recreation and Parks District
  - Housing/Economic Development: Housing Authority of the County of San Bernardino, Housing Authority of Santa Clara Count,y Los Angeles County Development Authority (LACDA)
  - Transportation: AC Transit, El Dorado County Transit Authority, Port of Oakland, San Francisco Bay Area Water Emergency Transportation Authority
  - Wastewater/Water: Beaumont-Cherry Valley Water District, Coachella Valley Water District, Cucamonga Valley Water District, Eastern Municipal Water District, Inland Empire Utilities Agency, Leucadia Wastewater District, Napa Sanitation District, Sonoma County Water Agency, State Water Contractors, Sweetwater Authority, Trabuco Canyon Water District, Truckee Sanitary District, Western Municipal Water District
- **Other:** California State Auditor's Office, Contra Costa County Employee Retirement Association, Orange County Mosquito and Vector Control District, Tri-City Mental Health Authority

Debbie will serve as the Co-Project Director for this study; together with Georg, she will coordinate all of K&A's efforts, will attend all meetings with the District, facilitate and participate in the compensation philosophy workshop process with District stakeholders, and will be responsible for all work products and deliverables. She will provide consultant support for this project, including collecting and compiling data on compensation and benefits practices in surveyed districts.

Kelly Ann Basoco, SPHR, SHRM-SCP, PHRca
Senior H.R. Associate

Kelly's professional qualifications include over 15 years of experience in the Human Resources field, primarily as a generalist. She spent the first 12 years in the private sector as a Human Resources Manager working for global companies such as Parker Hannifin and 3M. Kelly gained experience in employee relations, policies and procedures administration, recruitment activities and performance management; with Parker and 3M she also worked with mergers and acquisitions and managed plant/facility closures.

Kelly was Director of Human Resources for a multi-state manufacturing company where she oversaw corporate human resources. Kelly transitioned to human resources consulting providing human resources audits, policy and procedure development, performance management and investigations for local businesses and classification and compensation studies for the public sector.

Since joining K&A, Kelly has conducted classification and/or compensation studies, organizational assessments, and other HR projects, for the following agencies:

- **Cities / Towns:** Coachella, El Monte, Galt, Citrus Heights, Hillsborough, Manteca, Milpitas, Morgan Hill, Murrieta, Newman, Perris, Redlands (Municipal Utilities and Engineering Department), San Diego, Santa Clara, Santa Monica, Saratoga, Sausalito, Sonora, Westminster
- **Counties:** El Dorado, Fresno, Humboldt
- **Special Districts:** Beaumont-Cherry Valley Water District, Castro Valley Sanitary District, Eastern Municipal Water District, Excelsior Charter Schools, Helendale Community Services District, IBEW (International Brotherhood of Electrical Workers), Long Beach Transit, Mojave Water Agency, Orange County Mosquito and Vector Control District, Orange County Sanitation District, Phelan-Piñon Hills Community Services District, Rancho California Water District, Riverside Community College District, San Bernardino Valley Water Conservation District, Santa Clarita Valley Water District, South Coast Water District, Southern California Public Power Authority, Southwestern Community College District, and Travis Unified School District

Kelly received her Bachelors Degree in Business and Human Resource Development from Notre Dame College. She is a member of the national Society of Human Resource Managers (www.shrm.org) holding the Senior Certified Professional (SHRM-SCP) certification, the Senior Professional in Human Resources (SPHR) certification and the Professional in Human Resources – California (PHRca) certification. She is also a member of the Professionals in Human Resources Association (www.pihra.org). In addition, she is an Item Writer for the HRCI (Human Resource Certification Institute) and is considered a Subject Matter Expert for the PHRca and SPHR certifications.

Kelly will provide Senior H.R. Associate support throughout the project, including classification analysis, interviews with employees and management, compensation data collection and analysis, internal job analysis, staffing analysis, development of recommendations, and implementation strategies.

Lindsay Christopher
Senior H.R. Associate

Lindsay's professional qualifications include ten years of experience working in the public sector, mostly with Alameda County. In her role as Human Resources Analyst, she was responsible for classification and compensation projects, as well as recruitment and selection, in a Civil Service, merit-based, environment. Mostly recently, she continued to focus on classification and compensation projects at East Bay Regional Park District.

Since joining K&A, Lindsay has worked on studies for the following:

- **Cities:** Gardena, Hemet, Milpitas, Tracy, Corona, Seattle (Library), Napa
- **Counties:** Humboldt
- **Special Districts:** Contra Costa County Employees' Retirement Association, Greater LA County Vector Control District, Orange County Sanitation District, Purissima Hills Water District, Marin Municipal Water District, Housing Authority of the City of Santa Barbara, Tri-City Mental Health Authority, Victor Valley College, Buena Park Library District, East Bay Regional Park District, Tualatin Hills Park and Recreation District, Valley Water, San Luis and Delta Mendota Water Authority

A Bay Area native, Lindsay earned her B.A. degree in Sociology with a concentration in Criminology from San Jose State University.

Lindsay will provide Senior H.R. Associate support throughout this effort, including classification analysis, interviews with employees and management, compensation data collection and analysis, internal job analysis, development of recommendations, and implementation strategies.

Jamie Inderbitzen, HRAC, CCC, PCM, CAPM
Senior H.R. Associate

Jamie has over 12 years of human resource program experience, most of which have been spent serving as either a team consultant or project manager working for the State of California Department of Human Resources. Her primary professional focus over the last several years has been on classification and compensation practices.

Prior to joining K&A, she performed classification and compensation consulting services to over 86 State of California Departments, including the California Department of Veterans Affairs, California Department of Transportation, California Department of Consumer Affairs, Department of State Hospitals, Department of Developmental Services, Californian Department of Corrections, and California Department of Technology to name a few. She served as project manager on various projects including the State of California's Classification Abolishment and Consolidation project. During her tenure as a public sector employee, Jamie also gained experience in labor relations, policies and procedures administration and implementation, recruitment activities, and performance management. Jamie served as a statewide trainer and was charged with the development and delivery of various training courses related to Classification and Compensation, such as Position Allocation and Duty Statement Writing. She has also taught workshops on Business Process Improvement. Prior to Jamie providing human resources consultation, she served as a paralegal to the California Department of Human Resources' Administrative Law Judge, performing legal analysis and judicial support related to non-merit labor claims.

Given her professional experience, education and training, Jamie consistently provides accurate, analytical, and professional results that are utilized by her clients in making decisions that provide short and long-term solutions as well as help meet organizational goals.

Since joining K&A, Jamie has worked on studies for the following clients:

- **Cities:** Anaheim, Antioch, Citrus Heights, Cupertino, Davis, East Palo Alto, Elk Grove, Merced, Milpitas, Paradise, Pleasant Hill, Redwood City, Ridgecrest, Rohnert Park, San Diego, Santa Monica, Seattle, Spokane, and Tracy.
- **Counties:** Humboldt, Solano, and Sonoma.
- **Special Districts:** Central Marin Sanitation Agency, Cosumnes Community Services District, Housing Authority of San Luis Obispo, Housing Authority of Santa Cruz, Mt. View Sanitary District, Orange County Fire Authority, Oro Loma Sanitary District, Port of Stockton, Regional Government Services, Sacramento Regional Transit District, San Joaquin Regional Transit District, Tri-City Mental Health Services, and Victor Valley Community College.

Jamie has a Human Resources Academy Certificate (HRAC) from California State University, Sacramento, and a Classification and Compensation Credential (CCC) from the California Department of Human Resources. She is a PMI Certified Associate in Project Management (CAPM). In addition, she holds certifications as a Paralegal, Life Coach, and Prosci Change Manager (PCM).

Jamie will provide Senior H.R. Associate support for this project, including classification analysis, interviews with employees and management, compensation data collection and analysis, internal job analysis, development of recommendations, and implementation strategies.

Lisa Gardner
Senior H.R. Associate

Lisa Gardner has over 25 years of experience in a variety of leadership and technical public-sector human resources roles, from entry analyst to Deputy Chief HR Officer in K-12, community college and municipal government. While a well-rounded practitioner and generalist in both merit/civil service and non-merit public agency human resources, she has been focusing her expertise in the areas of classification and compensation for the last 9 years, most recently with the City of Seattle, Washington. Lisa joined Koff & Associates in December, 2021.

Cindy Harary, B.A.
H.R. Associate

Cindy's professional qualifications include over 32 years of experience in the Human Resources field, primarily in classification and compensation. She spent the first 11 years in the public sector working for the City of Whittier, California, where she started out in their Public Works Department before moving to the Human Resources Department. She gained experience in classification and compensation, recruitment and selection, employee training and development, labor relations, and general human resources administration.

For the next 16 years, Cindy worked as a Human Resources Consultant for a consulting firm where she specialized in conducting classification and compensation studies for multiple public sector agencies including cities, counties, and special districts as well as several private sector clients. Some of the Orange County Cities she worked on in partnership with other consultants at that firm were: Cities of Brea, Laguna Beach, Lake Forest, La Palma, Los Alamitos, Placentia, San Clemente, Stanton and Tustin. In Los Angeles County, her work includes: Cities of Corona, Downey, El Monte, Manhattan Beach, and Upland. Finally, in San Bernardino County she has worked on the City of Rancho Cucamonga.

Since joining Koff & Associates in 2015, Cindy has worked on Classification and/or Compensation studies for:

- **Cities/Towns**: Anaheim, Big Bear Lake, Campbell, Carmel, Corona, Danville, Davis, Indian Wells, Laguna Niguel, Los Altos, Manteca, Menifee, Murrieta, National City, San Diego, Santa Ana, Santa Barbara, Seal Beach, Tracy, Yucca Valley
- **Counties**: Orange
- **Education**: Compton College
- **Special Districts:** Alameda Housing Authority, Altadena Library District, Bay Area Water Supply and Conservation Agency, Cosumnes Community Services District, Eastern Municipal Water District, Encina Wastewater Authority, Housing Authority of Alameda County, Housing Authority County of San Bernardino, Housing Authority for the County of Santa Barbara, Humboldt Waste Management Authority, Inland Empire Utilities Agency, Monte Vista Water District, North Coast County Water District, Orange County Fire Authority, Orange County Mosquito & Vector Control District, Oro Loma Sanitary District, Port of Hueneme, Rincon del Diablo Municipal Water District, Riverside County

Transportation Commission, Santa Clarita Valley Water Agency, South Coast Air Quality Management District, Sweetwater Authority, Trabuco Canyon Water District, Vallecitos Water District, Water Replenishment District of Southern California, Western Municipal Water District

Cindy earned her B.A. degree in Broadcast Journalism at California State University, Long Beach.

Cindy will provide H.R. Associate support throughout this effort, including classification analysis, interviews with employees and management, compensation data collection and analysis, internal job analysis, development of recommendations, and implementation strategies.

Renate Tiner, B.Sc.
H.R. Associate

Renate's professional qualifications include five years of both non-profit and private sector Human Resources experience. Starting in Human Resources administration and rising into Human Resources management, she gained experience in full-cycle recruitment, orientation and on-boarding, Health and Safety, Worker's Compensation, licensing and accreditation, policy development, and general Human Resources administration.

Since joining Koff & Associates in 2017, Renate has worked on Classification and Compensation Studies for the following agencies:

- **Cities:** Bellflower, Concord, Cupertino, El Monte, Hillsborough, Los Altos, Mt. Shasta, Piedmont, Rohnert Park, San Diego, Sausalito, West Sacramento
- **Special Districts:** Alameda County Transportation Commission, Bay Area Water Supply and Conservation Agency, Eastern Municipal Water District, Dublin-San Ramon Services District, Foothill-De Anza Community College District, Groveland Community Services District, Los Angeles County Employees Retirement Association, Metropolitan Transportation Commission, Midpeninsula Regional Open Space District, Port of Long Beach, Riverside Community College District, and San Joaquin County Superior Court

Renate earned her B.Sc. degree in Psychology from the University of Northern British Columbia, in Prince George BC, Canada. She was a Canadian Human Resource Professional (CHRP) Candidate before moving to the United States.

She will provide H.R. Associate support throughout this effort, including classification analysis, interviews with employees and management, compensation data collection and analysis, internal job analysis, development of recommendations, and implementation strategies.

REFERENCES

Agency & Project	Contact
Compton Community College District Compensation structure development for Information Technology classifications and FLSA study of select classifications, completed 2019. Classification & Compensation Study of Police Positions, completed in 2018. Comprehensive Classification Study for all Classified positions, completed 2009; Classification Study for all mgmt. positions, completed in 2010.	**Ms. Rachelle Sasser** Dean of Human Resources (310) 900-1600, Ext. 2140 1111 East Artesia Blvd. Compton CA 90221 rsasser@elcamino.edu
Foothill-De Anza Community College District Classification and Compensation Study, completed 2019.	**Ms. Myisha Washington** Interim Vice Chancellor, Human Resources and Equal Opportunity District Office of Human Resources (650) 949-6109 12345 El Monte Road Los Altos Hills, CA 94022 washingtonmyisha@fhda.edu
Hartnell Community College District Classification and Compensation Study for Management Group, completed 2017. Classification and Total Compensation Study for confidential employee unit, completed 2016.	**Mr. Benjamin Figueroa** Vice President of Administrative Services (831) 755-6995 411 Central Avenue Salinas, CA 93901 bfigueroa@hartnell.edu
Riverside Community College District Classification and Compensation Study, completed 2019.	**Ms. Diana Galindo** Director, Human Resources & Employee Relations (951) 222-8590 450 East Allesandro Blvd. Riverside, CA 92508 diana.galindo@rccd.edu
Southwestern Community College District Classification and Compensation Study, completed 2018.	**Ms. Cynthia Carreno** Acting Director of Human Resources (619) 421-6700, Ext. 6330 900 Otay Lakes Road Chula Vista, CA 91910 ccarreno@swccd.edu

	Ms. Rose C. DelGaudio
	Executive Assistant Superintendent / Vice President, Human Resources (619) 482-6328 rdelgaudio@swccd.edu
Victor Valley Community College District Classification and Compensation Study, currently in the process of being completed, 2021.	**Monica Martinez,** Vice President of Human Resources (760) 245-4271 Ext. 2455 Monica.Martinez@vvc.edu
West Valley-Mission Community College District Reclassification and Reorganization Studies; one study for employee union, one for HR, and reorg project is for Finance/Accounting Dept.; completed 2019. Classification/Reclassification Studies, completed 2018.	**Mr. Albert Moore** Assistant Vice Chancellor, Human Resources (408) 741-2060 14000 Fruitvale Avenue Saratoga, CA 95070 Albert.Moore@wvm.edu *Albert Moore has left West Valley however the client can still be used as a reference of our services.*

EXECUTIVE SUMMARY, APPROACH, METHODOLOGY

The District desires human resources assistance to conduct an objective analysis of the current classification and total compensation practices of the District; recommend changes that result in equitable, competitive and legally defensible classification and pay practices that will enrich the attraction and retention of qualified individuals as well as enhance opportunities for growth and professional development; evaluate the current employee benefit and compensation plan against local and regional markets, and comparable employers; and provide recommendations for adjustments.

The District currently employs approximately 158 Classified employees. We understand there are 150 Classified Classifications, 45 Single Employee Classifications, and 75 Classifications with no employees. In addition the District has 62 confidential employees/managers/supervisors and administrators allocated to 59 classifications, of which 8 have no employees .

The study's first level of effort is to initially develop an updated and well-structured classification system and classification descriptions for all study positions that are legally compliant (including Fair Labor Standards Act ("FLSA") and Americans with Disabilities Act ("ADA") requirements), internally aligned, reflective of contemporary standards, and accurately descriptive of current roles, responsibilities, duties, and qualifications. The classification analysis process includes orientation and briefing sessions with employees, management, Human Resources, union representation, and other stakeholders, as appropriate; the completion of a position description questionnaire by employees; interviews with at least a representative sample of employees in each study classification; and interviews with supervisors and management to address any classification issues. All participating employees will be allocated to an appropriate classification; draft classification descriptions will be developed, and sent back to the District and incumbents for additional feedback and concurrence.

A second level of effort will be to review the District's compensation structure for the studied classifications and to conduct a total compensation market survey (salaries plus benefits) using a set of appropriate comparator agencies. The identification of comparator agencies, benchmark classifications, and benefits to be collected is an iterative process that includes all stakeholders. We have found this open discussion philosophy to be critical to our success for organizational buy-in. Once the external data development is completed, we will make specific recommendations for internal equity for non-benchmarked classifications and classifications without a large enough market sampling.

The compensation study will contain specific recommendations regarding the integration of all study classifications into the District's compensation structure, with the goal of developing a clearly designed, internally equitable format that is flexible for career opportunity and future growth. Our study will make recommendations regarding a salary structure that takes the District's compensation preferences into consideration as well as the appropriate placement of each classification on the District's salary schedule.

The study includes a significant number of meetings with the Study Project Team, Human Resources, employees, union representation, and the District's Board of Trustees, as desired. We have expertise in labor/management relations and understand the importance of active participation by all stakeholders to ensure a successful outcome. The meetings and "stakeholder touch-points" that we recommend ensure understanding of the project parameters, enhance accurate intake and output of information, and create a collaborative and interactive approach resulting in greater buy-in for study recommendations. This interactive approach has resulted in almost 100% implementation success of K&A's studies.

The majority of our clients are unionized and our larger city and county clients typically have multiple unions. Due to the multitude of stakeholder groups who are affected by any compensation study K&A conducts, our team understands the importance of accurate and validated data that withstands any scrutiny, effective and ongoing communication throughout each effort, and collaboration with the various stakeholder groups to ensure organizational buy-in to our findings and recommendations. We have developed a unique methodology of stakeholder "touchpoints" and collaboration that has made us highly successful and effective and has earned our team respect, agreement, and understanding from all stakeholders. In addition, we adjust and customize our methodology based on each individual client's unique needs and circumstances.

We also recognize that both the District and union representatives have obligations to employees and members to ensure that any study is conducted in a fair and equitable manner. Our project work plans are designed for transparency and we strongly encourage dialog with all stakeholders on study deliverables so they in turn can express their concerns; we all have a shared goal of ensuring the process followed is fair and equitable.

This intense and comprehensive stakeholder engagement and our transparent study processes are also a mechanism of quality control. The fact that our information, data, and recommendations have to be able to withstand utmost scrutiny by diverse stakeholders require an in-depth multi-step quality control process for deliverables. This involves K&A team member validation of classification analyses and compensation data, K&A Project Manager review of all classification and compensation analyses, recommendations and deliverables, and finally K&A Principal (Project Director) review of deliverables before submittal to the client.

Study Objectives

Classification Objectives:

➢ To analyze and update the District's classification system and each study position's classification description and structure through a comprehensive process of job analysis and evaluation, including review of existing documentation, position description questionnaire completion, employee interviews, management interviews, analysis of existing positions and working situations, analysis of levels of duties and responsibilities, and other professional methods, as appropriate;

➢ To recommend each study position for title change or reclassification (as appropriate), create new classifications (if applicable), eliminate outdated classifications (if applicable), and consolidate classifications assigned to similar functional areas (as appropriate);

➢ To provide for growth and flexibility of assignment within the new classification structure, where feasible, in recognition that some job duties and responsibilities may evolve over time, as well as to provide adequate career paths and class series/job families that will foster career service within the District;

➢ To clearly state definitions of job classifications, the typical job functions, and minimum required and preferred/desired qualifications such as education, prior work experience, knowledge, skills, abilities, licenses, certifications, and physical demands and working conditions;

➢ To provide a classification structure that ensures regulatory compliance, including allocation of each study position to the correct classification with appropriate FLSA designation as well as meeting ADA and EEO regulations;

➢ To provide for adequate educational, review, and appeal processes that will result in a product that is understood by all levels of personnel and is internally equitable; and

➢ To ensure sufficient documentation and training throughout the study, on methods used to determine appropriate classification and level, methods for logical progression of movement between classifications, classification concepts and distinguishing characteristics, as well as the delivery of final reports and recommendations to guide the organization in implementing, managing, and maintaining the classification system.

Compensation Objectives:

➢ To make recommendations regarding a list of appropriate, logical and defensible comparator agencies, benchmark classifications, and benefits to be collected prior to beginning the compensation portion of the study;

➢ To collect accurate salary and benefit data from the approved group of comparator agencies and to ensure that the information is analyzed in a manner that is clear and comprehensible to the Study Project Team, Human Resources, management, employees, union representation, and the Board;

➢ To carefully analyze the scope and level of duties and responsibilities, requirements for successful work performance, and other factors for survey classes, according to generally accepted compensation practices;

➢ To review the District's compensation structure and practices and develop compensation recommendations that will assist the District in recruiting, motivating, and retaining competent staff;

➢ To develop solutions that address pay equity issues, analyze the financial impact of addressing pay equity issues, and create a market adjustment implementation strategy supporting the District's goals, objectives, and budget considerations;

➢ To evaluate benefit offerings in the labor market and make recommendations for better alignment and/or different benefit offerings as indicated by the analysis and best practices;

➢ To create a comprehensive final report summarizing the compensation study approach and methodology, analytical tools, findings, and recommended compensation structure;

➢ To recommend appropriate internal salary relationships and allocate classes to salary ranges in a comprehensive salary range plan; and

➢ To ensure sufficient documentation and training throughout the study, on methods used to determine appropriate salary ranges, methods for logical progression of movement within the salary scale for each classification, and other practices, so that our recommendations can be implemented and maintained in a competent and fair manner.

Overall Objectives:

➢ To review and understand all current documentation, rules, regulations, policies, budgets, procedures, class descriptions, organizational charts, memoranda of understanding, personnel policies, wage and salary schedules, and related information so that our recommendations can be operationally incorporated with a minimum of disruption;

➢ To conduct start-up Study Project Team meetings with management, study project staff, and other stakeholders to discuss any specific concerns with respect to the development of classification and total compensation recommendations; finalize study plans and timetables; conduct orientation sessions with management, union leadership, and staff

in order to educate and explain the scope of the study and describe what are and are not reasonable study expectations and goals;

➢ To work collaboratively and effectively with the District and its stakeholders while at the same time maintaining control and objectivity in the conduct of the study;

➢ To develop a classification and total compensation structure that meets all legal requirements, that is totally non-discriminatory, and that easily accommodates organizational change, growth, and operational needs;

➢ To document all steps in the process and provide documentation and training for Human Resources and other staff, as appropriate, in classification and total compensation analysis methodologies so that the District can integrate, maintain, administer, and defend any recommended changes after the initial implementation; and

➢ To provide effective ongoing communications throughout the duration of the project and continued support after implementation.

Methodology / Work Plan / Deliverables

This section of the proposal identifies the actual work plan. We believe that our detailed explanation of methodology and work tasks clearly distinguishes our approach and comprehensiveness.

Our approach is to complete the classification and job evaluation before completing the compensation review. The reasons for this include:

➢ The description of the work performed and the requirements for that work are, in the minds of the employees and their supervisors, inextricably associated with the "worth of that work" or compensation, which is often a highly emotional issue. Separating the two phases of the study, even though elements of phases may be conducted concurrently, tends to produce more objective classification results.

➢ The compensation review will be completed when there is a full understanding of the work of the District, thereby ensuring that the data developed from the labor market and the District's classifications is accurate.

Given these parameters, our approach is as follows:

PHASE I: CLASSIFICATION STUDY

Deliverable A: Meetings with Study Project Team and Management Staff, Initial Documentation Review

This phase includes identifying the District's Study Project Team, contract administrator, and reporting relationships. Our team of Project Managers and H.R. Associates will conduct an orientation and briefing session with the Study Project Team to explain process and methodology; create the specific work plan and work schedule; identify subsequent tasks to be accomplished; reaffirm the primary objectives and specific end products; determine deadline dates for satisfactory completion of the overall assignment; determine who will be responsible for coordinating/scheduling communications with employees, management, union representation, and the Board; and develop a timetable for conducting the same.

We will also conduct and initial meeting with Department Heads to provide information regarding study methodology, process, timing and logistics and provide them an opportunity to communicate any areas of concerns and pain points they may be experiencing with the current classification and compensation system.

Included in this task will be the gathering of written documentation, identifying current incumbents, and assembling current class descriptions, organizational charts, salary schedules, budgets, memoranda of understanding ("MOU"), personnel policies, previous classification and compensation studies, operational and staffing information, and any other relevant documentation to gain a general understanding of District operations.

District terminology and methods of current classification and compensation procedures, as well as the written questionnaire instrument for the classification study that will be used in the job analysis phase will be reviewed and agreed to. We will discuss methodology, agree to formats for class descriptions and compensation results, identify appropriate comparator agencies, benchmark classifications, and benefits to be surveyed for compensation survey purposes. We will respond to any questions that may arise from the various stakeholders.

We will develop a communications and engagement plan to foster organizational buy-in and acceptance of study outcomes and consultant recommendations throughout the project by District stakeholders including employees. The goal of the communications and engagement plan is to build positive and effective relationships with the study stakeholders and achieve consensus whenever possible and to strive to understand and take into consideration stakeholders' ideas, opinions, desires, and issues, and to fully address their concerns. The variety of communication and engagement channels will help inform, consult, involve, collaborate with, and empower District stakeholders and ensure that our methodology and "stakeholder touch-points" are followed and executed at each study milestone.

We are committed to working closely with District study advisors (Human Resources, District leadership, employee representatives, if any, and other stakeholders) to understand the needs of the mutual constituencies (employees) and to ensure that the Study Project Team, K&A team, management, and any employee representatives meet the highest standards of stakeholder interaction, including communicating clearly, politely, honestly, and promptly, and treating everyone fairly, equally, and with respect. We understand that the positions included in this study are non-union and will work with the District's HR and leadership team to determine how to best collaborate with the workforce whose body of work is being studied and evaluated.

The communications and engagement plan will be enable us to respond to questions or concerns in a timely and professional manner. Our typical communication model includes at least weekly or biweekly written status updates to keep the District informed on where we are for every element of the project. We have found that most communication can be managed through email and teleconferences. Of course, we are happy to travel onsite to District offices and locations as the current COVID-19 situation allows.

In addition, the study includes a significant number of meetings with the Study Project Team, Human Resources, management, employees, and the Board of Trustees, as desired. The meetings and "stakeholder touchpoints" that we recommend ensure understanding of the project parameters, enhance accurate intake and output of information, and improve a collaborative and interactive approach that will result in greater buy-in for study recommendations. This interactive approach, although time-consuming, has resulted in almost 100% implementation success of K&A's studies.

Deliverable B. Orientation Meetings with Employees and Distribution of PDQs

We will facilitate several orientation meetings with employees over the course of several days and distribute our Position Description Questionnaire ("PDQ") to start the classification portion of the study. While these meetings are not mandatory, they form the beginning of the educational process that

continues throughout the study. We will discuss the importance of the employees' involvement in the study and their participation in PDQ completion and job analysis interviews. Project processes will be explained, expectations will be clarified, and elements that are <u>not</u> a part of the study will also be covered. Questions will be answered and a detailed explanation and examples for completing the PDQ will be given.

The Position Description Questionnaire ("PDQ") will be discussed with the Study Project Team and customized as needed to meet the study objectives prior to distributing copies to employees.

Each PDQ will be handed out with the incumbent's current class description attached to the questionnaire so the employee can use this as a tool for completing the questionnaire.

In the past, we have typically conducted these orientation sessions in person, onsite, and at various client locations. We're happy to do so, of course, as the current circumstance around the pandemic permits (i.e., in terms of guidance from state and local government officials). In case we are required to continue conducting business virtually for a period of time, we can provide the District with many technological options to ensure a smooth process, as we have with many of our clients during the last year. Examples include:

➢ Scheduling app: Purchasing a scheduling web application for employee orientation sessions where up to 100 people can attend a session; employees can choose a session date and time and receive a confirmation which populates their calendar, and sends them a meeting reminder; it also generates attendee lists.

➢ Orientations: Providing more flexible options for employee orientation sessions by offering fewer options per day over a higher number of days to accommodate employee schedules; onsite meetings require a larger number of daily sessions over a more limited number of days.

➢ FAQs: Preparing a series of FAQ's for each study which are made available to employees after the orientation sessions.

➢ Recording meetings: Videotaping our employee orientation sessions (we also do this for onsite sessions) for employees who cannot attend a session; or simply recording a video-conference orientation session that employees could watch later.

➢ Chat lines: Training our staff on the use of communication tools such as chat lines; we intersperse our employee orientation session presentations with multiple points when questions can be asked.

➢ Post-meeting help: Remaining in the orientation session for about 5-10 minutes after it has "officially" ended in the event some employees want to stay behind to ask questions.

➢ Safeguards: For employee interviews, as we generally do, we prepare the schedules of dates and times for each employee and the client coordinates scheduling employees with departments, using agreed upon meeting options for employees. Safeguards are in place to ensure that only the employee/ employees (for group interviews) in that time slot can access the meeting, such as virtual "waiting rooms."

➢ Telephone support: Providing a direct telephone number for the K&A Project Manager to departments in the event there are scheduling or access issues.

➢ Time between meetings: Scheduling 10-15 minutes between meetings, versus on-site back to back meetings; this change results in slightly fewer meetings per day, but provides a less "hurried" nature to the meetings; and because the meetings are not onsite, clients do not need to reserve multiple meeting rooms for multiple days.

Our clients have received these operational changes very positively. We continue to ask our clients for feedback so we can implement continuous improvements. We recognize not all clients have the same technology as we do, which means we must provide viable technology options. While we provide multiple options, the expertise of our associates in asking relevant and probing questions of each study participant to better understand each employee's work is critical to the job evaluation interview process (see more information regarding employee interviews below). Our client-centric approach and methodology does not change with the venue.

Deliverable C. Collection and Review of PDQs

We recommend giving employees in the same classification the option of collaborating on completing a PDQ together, if the employees so choose. At the same time, we will invite employees to complete an individual PDQ if they prefer and if they wish to be interviewed separately. We provide an electronic version of our questionnaire so that employees can more easily complete it. Employees complete the questionnaire and then send it to their supervisor for review, comment, and signature. We typically require a second level of review by the next level of management in the reporting structure. This ensures that all staff have an opportunity to provide information as to what the nature of the job is for each job classification.

Regarding the currently 75 vacant classified classifications plus 8 confidential/management/administrator classifications, we would expect that for those classifications that the District expects to utilize in the future and wants to retain as part of its classification plan, supervisors will complete PDQs so that we have written direction as to what will be expected of these classifications in terms of typical duties and minimum qualification requirements.

Upon receipt of the PDQs in our office, K&A staff will review and analyze the PDQs in detail along with other documentation to obtain an understanding of the duties and responsibilities assigned to each position.

Deliverable D. Interviews with Employees, Supervisors, and Management

Interviews will be scheduled with employees. Because this is a critical step in the information-gathering and educational process, we recommend scheduling interviews with at least a representative sample of employees in each classification that will be included in the study. Typically, we employ the following approach and interview:

> ➢ All employees in single-position classifications;
> ➢ An adequate sampling of employees in multiple-position classifications; and
> ➢ Any employee who requests an interview.

We will offer employees the option to be interviewed in a focus group session with incumbents in the same classification or to request an individual interview if they prefer. We recommend individual interviews only if the employee wants to discuss certain issues (e.g., out of class responsibilities, etc.) in privacy with the consultant.

Interviews will then be held with supervisory and management staff (division managers, department heads, etc.), who will clarify their own responsibilities and confirm the information we have received in the interviews with their staff (we allow more time for these interviews).

The purpose of the interviews is to clarify and supplement the questionnaire data and to respond to potential perception differences regarding roles, tasks, scope, and supervisory responsibilities. The appropriateness of the following will be assessed:

➢ Work being completed and relationships of positions to each other within a division/department as well as across the organization; and

➢ Classification structure and reporting structure.

Deliverable E. Classification Concept and Preliminary Allocation

Prior to developing detailed class descriptions, our job evaluation will result in a classification concept and employee allocation document that will be submitted to the District for review and approval. We will compare changes in business need and operations, as well as any reorganizations, with the established classification system and job families as well as review internal relationships between classifications to define the reasons for, and effects of, the proposed changes.

Our job analysis method is the whole position analysis approach. Objective factors in the whole position job analysis methodology include:

1. Decision making/judgment
2. Difficulty and complexity of work
3. Supervisory responsibilities
4. Non-supervisory responsibilities
5. Minimum qualifications
6. Working conditions/risk factors
7. Contacts

This document will list broad class concepts and highlight where significant changes may be recommended, such as creating or collapsing class series in the same functional area and/or separating or combining classifications assigned to different functional areas. We will review and analyze potential career ladders and promotional opportunities, including clearly delineated and distinguished levels within classification series. We will also review and update established titling guidelines for the studied classifications for appropriate and consistent titling.

A detailed, incumbent-specific allocation list for each position included in the study will be prepared, specifying current and proposed classification title and the impact of our recommendations (reclassification – upgrade or downgrade, title change, or no change).

After we have completed this process, a meeting will be arranged to review any recommended changes to the classification plan with the Study Project Team.

Deliverable F. Draft Class Description Development

After preliminary approval of the class concepts and allocation lists, new and/or updated class descriptions will be developed for each proposed classification, following the format approved by the District.

From the review of the PDQs and employee interviews, we will update duties, responsibilities, and minimum qualifications of each class specification, as necessary. We will develop new class specifications if duties, responsibilities, and minimum qualifications have changed significantly, and/or if we recommend

new classifications/class levels, and/or if operational changes, business needs, or reorganizations, have occurred.

Following EEO Uniform Guidelines, we will review, analyze, and update, as appropriate, knowledge, skills, abilities, education and experience, position definitions, purpose, distinguishing characteristics, supervision received and exercised, position functions and special requirements including licensing and certifications that are required and desirable. We will address relevance and hierarchical consistency of each classification and each class series.

We will also review and update physical demands based on the most typical job functions of each classification in accordance with the ADA.

Finally, we will review each classification's typical job functions and determine exempt vs. non-exempt status in accordance with "white collar" exemptions under the FLSA.

Deliverable G. Facilitation of Draft Class Description Review and Employee Feedback Process

A draft copy of the revised/new class description with allocation recommendation will be submitted to the Project Team and subsequently to each manager, supervisor, and employee, to give each stakeholder group an opportunity to provide comments and concerns regarding any modifications to the classification structure and specifications. Our experience has been that this is one of the most critical phases of the project (as well as one of the most time-consuming). Our proactive and effective communication process at this juncture has always avoided formal appeals, adversarial meetings, or major conflicts at the conclusion of our studies.

We will work with the study's stakeholder groups, including employee representation, to determine the best approach to reviewing the draft classification specifications, and how to provide feedback to us. Supervisors and managers typically receive a copy of their employees' draft class descriptions and will be asked to review their employees' comments and feedback to verify and concur with, or recommend changes to, the information provided.

Significant employee comments will be reviewed with management prior to making any significant changes to the proposed class plan. These discussions will be by email, telephone, or additional direct personal contact with employees, depending upon the extent of the response.

Allocation and/or class description changes will be made as required and the class specifications will be finalized and submitted for approval. All employees who submitted their comments during the review process will be notified in writing regarding the outcome of their concerns.

Deliverable H. Classification Plan and Draft of Interim Report and Final Report

A Draft Interim Report of the Classification Study will be completed and submitted to the Study Project Team for review and comment. The report will contain:

➢ Classification recommendations for each studied position, including documentation regarding study goals and objectives, classification methodology, approach, and process as well as all findings, analysis, and resulting recommendations;

➢ The recommended allocation list, classification title changes, job family and career ladder/career growth issues, reporting relationships, and other factors will all be included;

➢ The recommended classification structure will be in alignment with current business/ operational needs of the District; and

➢ Classification concepts and guidelines as well as methods used to determine appropriate classification and level, methods for logical progression of movement between classifications, distinguishing characteristics and other pertinent information for implementation and continued maintenance of the recommendations will be detailed.

Once we have received the District's comments regarding the Draft Interim Report and have made any necessary changes, a Final Classification Report will be developed.

PHASE II: TOTAL COMPENSATION STUDY

Deliverable A.   List of Comparator Agencies, Benchmark Classifications, and Benefits to be Collected

During the initial meeting with the Study Project Team, we will discuss and agree to the compensation study factors. We will confirm appropriate, logical and defensible comparator agencies that will be included in the external market survey, which will be the foundation for ensuring that the District's salaries for the studied classifications are competitively aligned with the external labor market. We will also confirm those classifications that will be surveyed in the market (i.e., benchmark classifications), with the intention of internally aligning the remaining classifications with those that were surveyed.

Finally, we will determine the list of benefits that the District wants to include in the total compensation data gathering process.

1. Determination of Comparator Agencies

The selection of comparator agencies is a critical step in the study process. We typically use the following factors to identify appropriate comparators and will receive approval before proceeding with the total compensation study.

Our recommended methodology is that we involve management, Human Resources, employee representation, and the Board of Trustees, in the decision-making process of selecting which comparable agencies are included, **PRIOR** to beginning the study. Our experience has shown that this is the most successful approach. The factors that we typically review when selecting and recommending appropriate comparator agencies include:

➢ *Organizational type and structure* – While various organizations may provide overlapping services and employ some staff having similar duties and responsibilities, the role of each organization is somewhat unique, particularly in regard to its relationship to the citizens it serves and level of service expectation. During this iterative process, the District's current/ previous list of comparators, if any, and the advantages/disadvantages of including them or others would be discussed.

➢ *Similarity of population served (e.g., student enrollment), District demographics, District staff, and operational budgets* – These elements provide guidelines in relation to resources required (staff and funding) and available for the provision of services.

➢ *Scope of services and programs provided* – While having an organization that provides all of the services and programs at the same level of student and parent expectation is ideal for comparators, as long as the *majority* of services are provided in a similar manner, sufficient data should be available for analysis. When reviewing this factor, the District's unique services and programs would be evaluated in order to ensure that the majority of

comparators provide the same services. This ensures that each comparator yields a sufficient number of matches for the District's jobs.

➢ *Labor market* – The reality of today's labor market is that many agencies are in competition for the same pool of qualified employees, because large portions of the workforce don't live in the communities they serve, are accustomed to lengthy commutes, and are more likely to consider changing jobs in a larger geographic area than in the past. Therefore, the geographic labor market area (where the District may be recruiting from or losing employees to) is taken into consideration when selecting potential comparator organizations. As part of this analysis, we will determine whether the District has identified agencies that it competes with for qualified talent; those agencies are taken into consideration for purposes of our analysis. It is important to understand and consider the District's competitive landscape and include agencies in the study to whom the District loses talent.

➢ *Cost-of-living* – The price of housing and other cost-of-living related issues are some of the biggest factors in determining labor markets. We review overall cost-of-living of various geographic areas, median house prices, and median household incomes to determine the appropriateness of various potential comparator agencies.

We typically recommend using 10-12 comparator agencies for all survey benchmarks in order to achieve statistical significance but are flexible and can easily use a different approach based on the District's preferences.

2. Determination of Benchmark Classifications

In the same collaborative manner as described in Step 1 above, we will work with the District's stakeholders to select those classifications that will be surveyed.

"Benchmark classes" are ordinarily chosen to reflect a broad spectrum of class levels. In addition, those that are selected normally include classes that are most likely to be found in other similar agencies, and therefore provide a sufficient valid data sample for analysis. Internal relationships will be determined between the benchmarked and non-benchmarked classifications and internal equity alignments will be made for salary recommendation purposes.

Due to the fact that the labor market typically yields reliable data, we recommend using approximately 60-65% of all classifications as benchmarks but we are happy to use a different model.

3. Determination of Salary and Benefits Data to Be Collected

In addition to base salaries, benefit data elements for a total compensation study normally include at least the following (which are generally available to all staff in a specific job classification):

➢ **Monthly Salary** – The top of the normal, published salary range. All figures are presented on a monthly or annual basis. We normalize the salary data to reflect number of hours in the work week and/or roll-up of retirement or other benefits in base salaries.

➢ **Employee Retirement** – This includes two figures: the amount of the employee's State or other public or private retirement contribution that is contributed by the agency and the amount of the agency's Social Security contribution.

➢ **Retiree Healthcare** – Given that healthcare costs are rising and retiree healthcare and liabilities increasing for many public agencies, we collect this information to capture the costs.

➢ **Insurance** – This typically includes Health, Dental, Vision, and other insurance coverage.
➢ **Leave** – Other than sick leave, which is usage-based, leave is the amount of days off for which the organization is obligated. We will discuss with the District whether leave days/hours should be converted to direct salary cost in dollars or represented in days/hours.
   ❖ **Vacation:** The number of vacation days available to all employees after five years of employment.
   ❖ **Holidays:** The number of holidays (including floating) available to the employee on an annual basis.
   ❖ **Administrative/Personal Leave:** Administrative leave is normally the number of days available to management staff to compensate for the lack of payment for overtime. Personal leave may be available to other groups of employees to augment vacation or other time off.
➢ **Deferred Compensation** – We report any employer contribution made on the employee's behalf, whether dollar amount or percentage of salary, that does not require an employee-matching contribution. We can also report employer contributions that do require an employee match and would do so as a separate report.
➢ **Other** – This category includes any other benefits that are available to all employees within a classification and not already specifically detailed.

Deliverable B. Data from Comparators and Preliminary Analysis of Data

K&A does not collect market compensation data by merely sending out a written questionnaire. We find that such questionnaires are often delegated to the individual in the department with the least experience in the organization and given a low priority. Our experienced compensation analysts conduct all of the data collection and analysis to ensure validity of the data and quality control. This approach also ensures that we compare job description to job description and not just job titles, therefore ensuring true "matches" of at least 70%, which is the percentage we use to determine whether to include a comparator classification or not.

As mentioned above in the Classification methodology, our job analysis method is the whole position analysis approach.

We typically collect classification descriptions, organization charts, salary schedules, personnel policies, budgets, master plans, operational information, MOUs, and other information via website, by telephone, or by an onsite interview. With the prior knowledge from the data gathered directly from each comparator agency and our experience in the public sector human resources field, our compensation analysts make preliminary "matches" and then schedules appointments by telephone, or sometimes in person, with knowledgeable individuals to answer specific questions. We find that information collected using these methods has a very high validity rate and allows us to substantiate the data for employees, management, and governing bodies.

Data will be entered into spreadsheet format designed for ease of interpretation and use. The information will be presented in a format that will identify the comparator positions used for each classification comparison. Information will be calculated based upon both average and median figures allowing the District to make informed compensation decisions. Other elements of the compensation survey report are agencies surveyed; comparable class titles; salary range maximum/control point; number of observations; and percent of the District's salary range is above/below the market values.

In addition, we will include any type of statistical representation and analysis that the District desires such as 60th, 70th, or any other percentiles per the District's compensation philosophy.

Benefits data will be displayed in an easy-to-read format. You will receive three sets of spreadsheets per classification, one with base pay, one with the benefits detail, and one with total compensation statistical data. In addition, we are often asked to collect "other" benefits (as listed in the benefits section above), which we typically report on a separate spreadsheet.

Deliverable C. Draft Compensation Findings/Additional Analysis/Study Project Team Meetings

As part of our transparent approach and communication strategy to ensure organizational buy-in to the study, we share the market survey with the organization. We first distribute our draft findings to the Study Project Team. After their preliminary review, K&A will meet with the Study Project Team and other stakeholders (including Human Resources, management, employees, and their representatives) to clarify data, to receive requests for reanalysis of certain comparators, and to answer questions and address concerns. This provides an opportunity for the Study Project Team and other stakeholders to review and question any of our recommended benchmark comparator matches. If questions arise, we conduct follow-up analysis to reconfirm our original analysis and/or make corrections as appropriate.

Deliverable D.   Analysis of Internal Relationships and Alignment

To determine internal equity for all studied positions, considerable attention will be given to this phase of the project. It is necessary to develop an internal position hierarchy based on the organizational value of each classification. Again, we utilize the <u>whole position analysis methodology</u> as described earlier.

By reviewing those factors, we will make recommendations regarding vertical salary differentials between classes in a class series, for example, as well as across departments. This analysis will be integrated with the results of the compensation survey and the District's existing compensation plan.

The ultimate goal of this critical step in the process is to address any potential internal equity issues and concerns with the current compensation system, including compaction issues between certain classifications. We will create a sound and logical compensation structure for the various levels within each class series, so that career ladders are not only reflected in the classification system but also in the compensation system, with pay differentials between levels that allow employees to progress on a clear path of career growth and development. Career ladders will be looked at vertically, as well as horizontally, to reflect the District's classification structure that was developed during the classification phase of the study.

Deliverable E. Compensation Structure and Implementation Plan

Depending on data developed as a result of the internal analysis, we will review and make recommenda-tions regarding internal alignment and the salary structure (set of salary ranges, salary differentials, steps within ranges, and/or alternative compensation plans) within which the classes are allocated, based upon the District's preferred compensation model. In addition, we will develop externally competitive benefit comparisons for all classifications. We will also assist the District in developing a compensation philosophy and practices relative to the surveyed public jurisdictions, if desired. Finally, we will develop a proposed implementation plan based on the study results and recommendations.

We will conduct a competitive pay analysis using the market data gathered to assist in the determination of external pay equity and the recommendation of a new base compensation structure, if desired. We

will conduct a comparative analysis to illustrate the relationships between current pay practices and the newly determined market conditions and develop solutions to address pay equity issues, analyze the financial impact of addressing pay equity issues, and create a market adjustment implementation strategy supporting District goals, objectives, and budget considerations.

Draft recommendations will be discussed with the Study Project Team and management for discussions and decisions on overall pay philosophy and the practicality of acceptance and prior to developing an Interim Report.

Deliverable F. Final Report and Guidelines for Implementation

Volume II (Draft Interim Report of the Compensation Study) will be completed and submitted to the Study Project Team for review and comment. The report will provide detailed compensation findings, documentation, and recommendations. The report will include:

- An executive summary of the compensation study results;
- A set of all market data spreadsheets;
- A proposed Salary Range Placement document;
- A procedure to address employees whose base pay exceeds the maximum of their newly assigned pay range;
- Implementation issues and cost projections surrounding our recommendations; and
- A guide for rules, policies and procedures for the District in implementing, managing and maintaining the compensation system, as appropriate.

Once all of the District's questions/concerns are addressed and discussed, a Final Classification and Compensation Report will be created and submitted in the District's preferred format. The Final Report will incorporate any appropriate revisions identified and submitted during the review of the draft report.

Deliverable G. Formal Appeals Process

Should the District have an formal appeals process regarding the allocation of positions to classifications and of classifications to salary ranges, this proposal does not cover time regarding a formal appeal process. Should our on-site participation be desired, our stated composite hourly rate will be honored. As mentioned above, however, our internal process usually addresses any of these issues.

Deliverable H. Final Presentation

Our proposal includes multiple meetings and weekly oral and written status/progress updates to the Study Project Team. Regarding the involvement of the Board of Trustees, etc., we recommend at least one initial meeting to confirm the comparator agencies to be included in the study, one interim study session (to discuss the initial findings of the compensation study), and one final presentation of our Final Report. Of course, we are flexible regarding having more or less interaction with the Board, based on the District's preferences.

❖ **Expectations of District Support:**

In order to conduct this study in the most timely and cost-effective manner, we ask for support in the following areas:
- Timely provision of written documentation, such as current class specifications, union contracts, organizational charts, budget documents, requests for audits, past studies, etc.;

➢ Assistance in the notification and scheduling of orientation and other meetings and the provision of adequate interview space and resources;

➢ Assistance in the compilation of current descriptions with the PDQ; collecting and forwarding questionnaires; and in ensuring that materials are complete and returned in a timely manner;

➢ Assistance in scheduling study project team, bargaining unit, management, employee audit, and other meetings; and

➢ Meeting agreed-upon timelines.

In terms of time commitment for District staff, we understand that the District hires an outside consultant to conduct and coordinate the entire effort. Therefore, it is our goal to reduce the time commitment of District staff as much as possible and to only request assistance in the coordination of some of the steps in the process, such as scheduling employee orientation meetings, duplicating PDQs, scheduling employee interviews/desk audits, disseminating information, and in general, being a channel of communication between our firm and employees.

❖ Communication with the District:

Our typical communication model includes at least weekly or biweekly written status updates to keep the District informed on where we are during each phase of the project.

In addition, the study includes a significant number of meetings with the Study Project Team, human resources, management, employees, employee representation, and the Board of Trustees, as desired. The meetings and "stakeholder touch-points" that we recommend ensure understanding of the project parameters, enhance accurate intake and output of information, and foster a collaborative and interactive approach that will result in greater buy-in for study recommendations. This interactive approach, although time-consuming, has resulted in almost 100% implementation success of K&A's studies.

❖ Post-Implementation Consultation and Support:

We are committed to providing the District with the highest-quality product and service. Providing ongoing consultation and support after study implementation is a service that is included in our professional fees and a continued relationship-building aspect of our client relationship that we highly value.

We often find that clients will call or email with follow-up questions and to discuss certain aspects of the study, ask why decisions and recommendations were made, and other important components of the study. We consider post-implementation support as part of our customer service.

Should the District request any additional onsite meetings and/or training after implementation of the study and/or other specific, identifiable work efforts, such as position reclassification studies, creating new class descriptions, or conducting annual surveys, we would honor our composite hourly rate for actual hours spent at the District. However, from experience, we expect that most follow-up support will be conducted via telephone and email and this is absolutely included in our "Not To Exceed Fee" for this project.

❖ Stakeholder Engagement:

The meetings and communications with stakeholders that we recommend ensure understanding of the project parameters, enhance accurate intake and output of information, and encourage a collaborative

and interactive approach that will result in greater buy-in for study recommendations. This interactive approach, although time-consuming, has resulted in almost 100% implementation success of K&A's studies.

We believe in an interactive and collaborative process with the whole organization and in a high level of stakeholder contact and interaction to ensure organizational buy-in of the study throughout the entire process. Following are the major milestones at which we touch base with Human Resources, employees, managers, employee representation, and other stakeholders, as appropriate:

➤ Initial study kick-off and employee/management orientation meetings;
➤ PDQ completion and review;
➤ Employee and management interviews;
➤ Employee, management, and Human Resources review of draft class descriptions;
➤ Contact with employees and management to address final classification issues;
➤ Stakeholder input regarding a list of appropriate comparator agencies, benchmark classifications, and benefits to be collected;
➤ District stakeholder review of compensation study data and contact with them to address any challenges to the market comparables we identified for each classification;
➤ Stakeholder input on internal salary relationship analysis and recommendations; and
➤ Stakeholder input regarding final compensation plans and structure recommendations.

These steps will ensure that the study results in a product that is accepted and trusted by all levels within the organization. Beyond sound mechanics, our approach includes sufficient communication steps to ensure that the study methodology is understood and the results are regarded as expert, impartial, and fair.

TIME REQUIREMENTS

Our professional experience is that classification and total compensation studies of this scope and for this size organization take approximately six to nine months to complete, allowing for adequate PDQ completion, interview time, classification description review and/or development, compensation data collection and analysis, review steps by the District, the development of final reports, any appeals, and presentations.

The following is a suggested timeline (which can be modified based on the District's needs):

Deliverable	PHASE I: Comprehensive Classification Study	Week #
A.	Meetings with Study Project Team and Management Staff and Initial Documentation Review	Week 1
B.	Orientation Meetings with Employees and Distribution of PDQ	Week 2
C.	Collection and Review of PDQs	Week 8
D.	Interviews with Employees, Supervisors, and Management	Week 12
E.	Classification Concept & Preliminary Allocation	Week 16
F	Draft Class Description Development	Week 26
G	Facilitation of Draft Class Description Review and Employee Feedback Process	Week 30
H.	Classification Plan and Draft of Interim Report and Final Report	Week 36
Deliverable	PHASE II: Total Compensation Study	Week #
A.	List of Comparator Agencies, Benchmark Classifications, and Benefits to be Collected	Week 8
B.	Data from Comparators and Preliminary Analysis of Data	Week 30
C.	Draft Compensation Findings/Additional Analysis/Study Project Team Meetings	Week 33
D.	Analysis of Internal Relationships and Alignment	Week 34
E.	Compensation Structure and Implementation Plan	Week 35
F.	Final Report and Guidelines for Implementation	Week 36
G.	Formal Appeals Process *	As Needed
H.	Final Presentation	As Scheduled

COST PROPOSAL

We have often found our process requires a very high level of time commitment, which sometimes results in a higher proposal cost. We believe that our methodology and implementation success rate is attributable to the significantly greater level of contact we have with employees, employee representation, management, and the governing body. The time we commit to working with the employees (orientations and briefings, meetings with employees via personal interviews, sharing of compensation survey data, informal appeal process, etc.) results in significantly greater buy-in throughout the process and no formal appeals at the end of the study.

In fact, our firm has only had a handful of formal appeals to any of our studies in our 37 years in business. It has been our experience that the money and time invested in stakeholder communication throughout the study are money and time saved during implementation. Numerous times our firm has been hired after an agency has gone through an unsuccessful study whose results were rejected or appealed and whose implementation was very controversial. The result was a divided organization with hostility and animosity between employees/employee representation and management. Whenever our firm was hired after such an unfortunate experience, study stakeholders were amazed at our open and all-inclusive process, our efforts to elicit equal stakeholder input, and our development of recommendations that were accepted as fair and reasonable and understood by management, employees, and the governing body. Our success rate is also attributable to the fact that we have 37 years of experience working with employees of all types of backgrounds, educational levels, and work experiences, and we are accustomed to successfully communicating with and educating them throughout the process. It is imperative that all employees eventually buy into the study results and recommendations, whether they have been through a process like this before or whether this is the first time for them.

Our clients always provide feedback that our process was professional, comprehensive, understandable, timely, and inclusive. Employees, although not necessarily always happy with our recommendations, have always indicated that we listened to their issues and concerns, were available for discussion, and able to provide documentation and data to support our recommendations. Although time consuming, we also drive the process to ensure that timelines are met and schedules are maintained.

For purposes for this cost proposal, we assume that, due to COVID-19, all meetings and presentations will be conducted virtually and no onsite travel will occur. We have several technological solutions that can easily facilitate the entire process. Of course, if the travel situation should change, we are more than happy to travel onsite to District offices, as needed, and adjust our cost proposal accordingly.

Due to COVID-19, K&A and all of our clients have become accustomed to conducting all of our organizational, classification, and compensation studies virtually. From the experience of the last year-and-a-half, we have learned that studies can be conducted successfully by using virtual and remote technologies. We have also learned that this represents a significant cost savings for our clients, both in terms of consultant travel time and travel expenses, as well as less disruption and reduced non-productivity for the client's workforce. We have several technological solutions that can easily facilitate the entire process (see proposal narrative above). Conducting meetings and orientations virtually means that the client's employees do not have to spend time traveling from one location to another and will not be pulled away from their workstations for lengthy periods of time. They can simply click on a link or call

in from a phone to participate. This approach also represents significantly less logistical planning on part of the client in order to reserve meeting rooms and making space available for large employee groups, as well as multiple consultants coming onsite to conduct interviews within a condensed period of time. Conducting orientations and interviews virtually provides us with much more flexibility in scheduling and accommodating multiple different shifts and schedules among a large workforce.

In addition, K&A strives to be as "green" an organization as possible and we are certainly concerned about our carbon footprint. We find that multiple trips to client sites that can sometimes involve multiple consultants flying on planes and/or driving cars, is not as environmentally conscious as we would like to be. Considering the effectiveness of virtual meetings, especially when meetings are only one hour or one-and-a-half hours at a time, onsite travel does appear to create a larger footprint than necessary. This can especially be true for final presentations to leadership teams that are often less than 60 minutes long.

The cost proposal below includes two options depending on scope of work to provide the District with a cost comparison based on the number of classifications, number of employees, and number of comparator agencies surveyed for the compensation study. Of course, the District may select any combination thereof and we are open to negotiating another option if it better serves the District. We hope to be able to negotiate a scope of work and cost option that best serves the District's needs.

Deliver-ables	Phase 1: Classification Study	Option 1: Hours	Option 2: Hours
A.	Meetings with Study Project Team and Management Staff and Initial Documentation Review	20	20
B.	Orientation Meetings with Employees and Distribution of PDQ	24	24
C.	Collection and Review of PDQs *Option 1: Assumes 1 individual or group PDQ for each of the 126 filled classifications, plus 1 PDQ for up to 30 vacant classifications, plus 10% of approximately 220 employees submitting individual PDQs (for a total of approximately 180 PDQs)* *Option 2: Assumes 1 individual or group PDQ for each of the 126 filled classifications, plus 1 PDQ for up to 50 vacant classifications, plus 20% of approximately 220 employees submitting individual PDQs (for a total of approximately 220 PDQs)*	65	78
D.	Interviews with Employees, Supervisors, and Management *Option 1: Assumes 1 individual or group interview for each of the 126 filled classifications, plus 10% of approximately 220 employees requesting individual interviews, plus additional interview time to discuss vacant classifications that will be retained (for a total of approximately 150 interviews)* *Option 2: Assumes 1 individual or group interview for each of the 126 filled classifications, plus 20% of approximately 220 employees requesting individual interviews, plus additional interview time to discuss vacant classifications that will be retained (for a total of approximately 170 interviews)*	130	140
E.	Classification Concept & Preliminary Allocation	90	90
F.	Draft Class Description Development *Option 1: Assumes that a number of the 83 vacant classes can be consolidated or are no longer needed and that some of the current*	300	350

Deliverables		Option 1	Option 2
	classifications can be consolidated into broader classifications (estimate up to 120 class descriptions will be developed) **Option 3:** *Assumes that fewer classifications will be consolidated and more currently vacant classifications will be retained (estimate up to 140 class descriptions will be developed)*		
G.	Facilitation of Draft Class Description Review and Employee Feedback Process	90	105
H.	Classification Plan and Draft of Interim Report and Final Report	16	20
	Total Professional Hours – Classification	**735**	**827**
	Combined professional and clerical composite rate: **$170/Hour**	**$124,950**	**$140,590**

Deliverables	PHASE II: Total Compensation Study	Option 1: Hours	Option 2: Hours
A.	List of Comparator Agencies, Benchmark Classifications, and Benefits to be Collected	15	15
B.	Data from Comparators and Preliminary Analysis of Data **Option 1:** *up to 78 benchmarks (assuming up to 120 classifications will be developed in Phase I, 65% of those classes); 10 comparators; and total compensation (salaries plus benefits)* **Option 2:** *up to 91 benchmarks (assuming up to 140 classifications will be developed in Phase I,65% of those classes); 12 comparators; and total compensation (salaries plus benefits)*	250	340
C.	Draft Compensation Findings/Additional Analysis/Study Project Team Meetings	45	60
D.	Analysis of Internal Relationships and Alignment	12	12
E.	Compensation Structure and Implementation Plan	16	16
F.	Final Report and Guidelines for Implementation	16	20
G.	Formal Appeals Process *	0	0
H.	Final Presentation	8	10
	Anticipated hours for additional unscheduled meetings and phone calls	12	16
	Total Professional Hours – Compensation	**374**	**489**
	Combined professional and clerical composite rate: **$170/Hour**	**$63,580**	**$83,130**
	Expenses are **included** in the composite hourly rate:	**N/A**	**N/A**
	Expenses include but are not limited to duplicating documents, binding reports, phone, supplies, postage, parking, meals, etc.		
	TOTAL PROJECT COST NOT TO EXCEED:	**$188,530**	**$223,720**
	*Additional consulting will be honored at composite rate ($170/hr)		

CONTRACTUAL CONSIDERATIONS

We will be pleased to sign the District's professional services agreement for a Classification and Total Compensation Study. We respectfully request that the District will allow for a period of negotiation of certain terms in the professional services contract related to liability, indemnity, insurance, and other terms. We have found that we have always come to an agreement with all of our clients in the past and appreciate the District's flexibility in reviewing certain terms in a collaborative fashion between our legal counsels.

Thank you!

It is our practice to provide the coverage below in lieu of the District contract insurance language. We therefore propose to replace the insurance language in the RFP's sample agreement with coverage language provided by Gallagher as follows (we attach our Memorandum of Insurance for your review as well):

Gallagher shall at all times during the term of this Agreement and for a period of two (2) years thereafter, obtain and maintain in force the following minimum insurance coverages and limits at its own expense:

- Commercial General Liability (CGL) insurance on an ISO form number CG 00 01 (or equivalent) covering claims for bodily injury, death, personal injury, or property damage occurring or arising out of the performance of this Agreement, including coverage for premises, products, and completed operations, on an occurrence basis, with limits no less than $2,000,000 per occurrence;

- Workers Compensation insurance with statutory limits, as required by the state in which the work takes place, and Employer's Liability insurance with limits no less than $1,000,000 per accident for bodily injury or disease. Insurer will be licensed to do business in the state in which the work takes place;

- Automobile Liability insurance on an ISO form number CA 00 01 covering all hired and non-owned automobiles with limit of $1,000,000 per accident for bodily injury and property damage;

- Umbrella Liability insurance providing excess coverage over all limits and coverages with a limits no less than $10,000,000 per occurrence or in the aggregate;

- Errors & Omissions Liability insurance, including extended reporting conditions of two (2) years with limits of no less than $5,000,000 per claim, or $10,000,000 in the aggregate;

- Cyber Liability, Technology Errors & Omissions, and Network Security & Privacy Liability insurance, including extended reporting conditions of two (2) years with limits no less than $2,000,000 per claim and in the aggregate, inclusive of defense cost; and

- Crime insurance covering third-party crime and employee dishonesty with limits of no less than $1,000,000 per claim and in the aggregate.

- All commercial insurance policies shall be written with insurers that have a minimum AM Best rating of no less than A-VI, and licensed to do business in the state of operation. Any cancelled or non-renewed policy will be replaced with no coverage gap, and a Certificate of Insurance evidencing the coverages set forth in this section shall be provided to Client upon request.

Signature Page

Koff & Associates intends to adhere to all of the provisions described in RFP above.

This proposal is valid for 90 days.

Respectfully submitted,

By: **KOFF & ASSOCIATES**
       State of California

Georg S. Krammer   **December 22, 2021**
Managing Director, Compensation and Rewards Consulting

AFS 2669-KOFF and Associates

Final Audit Report   2022-03-21

Created:	2022-03-18
By:	Ana Villagrana (avillagr@yccd.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARGPmYTZEZD5UFjgszW_FyyLOLIU4ivog

"AFS 2669-KOFF and Associates" History

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2022-03-18 - 7:06:35 PM GMT

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2022-03-21 - 7:32:17 PM GMT

Adobe Sign

TEMPORARY EMPLOYEES CHEAT SHEET

All temporary employees must be vetted through HR prior to starting work and placement on the next available Board agenda.

Vetting includes the applicant submitting a Temporary application (hard copy) or through PeopleAdmin and an EEO statement. Once the application and supporting documentation have been sent to HR and reviewed for minimum qualifications, the employee's name may be placed on the next available Personnel Consent Agenda.

If an employee has met the minimum qualifications for the position applied, and the name has been placed on the next available PCA, the Temporary Employment confirmation and all supporting documentation must be forwarded to HR by the Payroll deadline each month for processing and the setting up in Colleague. All required documents can be found at the following link: https://www.yccd.edu/central-services/hr/employment-opportunities/temporary-positions

Temporary employees fall under three categories:

Professional Experts – the following information is required:

- o What specialized knowledge/skills do they bring to the position?
- o What is the project they will work on?
- o What is the duration of the project? Provide specific dates when at all possible.
- o Provide a description of duties and, the job description

Short-Term – the following information is required:

- o Provide a description of duties and, the job description
- o What is the duration of the project? Provide specific dates when at all possible.
- o Board approval – anyone hired as a short-term employee MUST be board approved at a regular meeting, prior to starting work.
- o Employees should not work more than 75% of the fiscal year

Substitute – the following information is required:

- o Is there a current recruitment for the vacancy?
  - ▪ Employee may work a total of 90-days during the recruitment
- o Is an employee temporarily absent from duty?
  - ▪ If so, who is the employee?
- o Job description

Temporary Employees are paid on the 10th of each month. An employee will have access to their timesheet by the end of the month and is required to enter time worked by the deadline set by Fiscal Services.

CHEAT SHEET – TELEWORK PROGRAM

All classified employees are eligible to <u>apply</u> for the pilot program – but not all will be appropriately situated to <u>participate</u>. The terms of the pilot program (accessible on the District website) apply with the following exceptions and clarifications:

- ☐ Each application must be considered individually.

- ☐ Applications can only be denied based on our determination of operational and/or business need.

- ☐ If we are going to deny on the basis that the employee cannot perform their work from home, we are required, under normal circumstances, to have a discussion with that employee to get their perspectives.

- ☐ If an application is denied, the appropriate administrator will provide the employee the reasons for denial.

- ☐ Certain probationary employees and employees with unsatisfactory performance are ineligible to participate in the program. Talk to HR prior to denying based on unsatisfactory performance.

- ☐ Multiple requests in an area may require modification of existing agreements.

Evidence: ACCJC Standard III.D

Financial Information on the [District's Website](#):
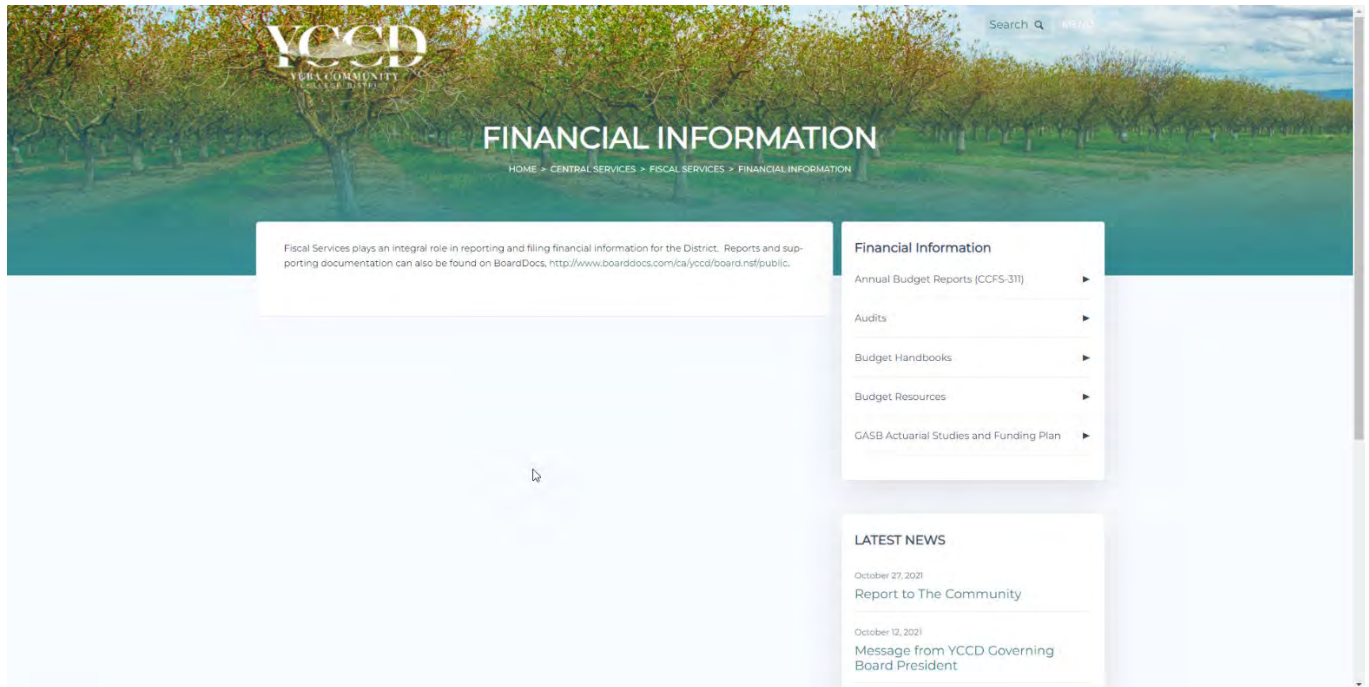
Financial Reports Sample from Colleague:

```
04/22/22                          Yuba Community College District
1                              Annual Budget Report Ending 06/30/22                              Page:

Fiscal Year: 2022                        Options - All Statuses
                                                                              BUDGET.OFFICER: Unassigned

GL Account                 YTD Encumbrances    MTD Actual     YTD Actual    Annual Budget      Available %
Avail
----------------------------------------- ---------------- ---------------- ---------------- ---------------- ---------------- ------
-

    LOCATION: 0 - ALL LOCATIONS              0.00         0.00    54,925,971.12-  64,825,834.00-   9,899,862.88-  15.27
    LOCATION: 1 - Yuba College         232,440.59         0.00     1,238,793.96   1,854,385.00      383,150.45   20.66
    LOCATION: 2 - Sutter Co Educational Fa  17,988.68     0.00        47,434.34     102,837.00       37,413.98   36.38
    LOCATION: 4 - Colusa County OutreachFa   2,869.76     0.00        43,778.25      63,766.00       17,117.99   26.85
    LOCATION: 5 - Woodland Community Colle   46,245.53    0.00       586,718.18     871,302.00      238,338.29   27.35
    LOCATION: 6 - Clear Lake Campus         28,590.05     0.00       186,141.27     268,430.00       53,698.68   20.00
    LOCATION: 8 - District Office          404,670.19     0.00    15,933,767.43  19,497,808.00    3,159,370.38   16.20
    LOCATION: 9 - Beale AFB Center              0.00      0.00             0.00       3,000.00        3,000.00  100.00

    ====================================================================================================
    BUDGET.OFFICER: Unassigned             732,804.80     0.00    36,889,337.69-  42,164,306.00-   6,007,773.11-  14.25
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Evidence of Financial Information disseminated district-wide: DC3

YCCD
YUBA COMMUNITY
COLLEGE DISTRICT

Agenda Item Details

Meeting   Aug 31, 2021 - District Consultation & Coordination Council (DC3) Meeting

Category   3. Review Draft Board Agenda

Subject   3.01 Review of September 9, 2021 Regular Board Meeting DRAFT Agenda

Type   Discussion, Information

Purpose: Awareness and opportunity for discussion of proposed Board actions and identification of major issues or controversy of any proposed Board Action.

The Draft September 9, 2021, Regular Board Meeting agenda is attached.

Process: Call for issues to discuss. Identify next Steps.

    September 9 2021 DRAFT Regular Board Meeting Agenda.pdf (236 KB)

Evidence of Financial Information disseminated district-wide: Board's Subcommittee: Finance Committee

YCCD
YUBA COMMUNITY
COLLEGE DISTRICT

Agenda Item Details

Meeting	Sep 01, 2021 - Finance Committee Meeting
Category	7. Action Items
Subject	7.02 2021-22 Proposed Budget for Adoption
Type	Action
Recommended Action	It is recommended that the Board's Finance Committee review and approve the Proposed Budget for Adoption for Fiscal Year 2021-22 and the GANN Limit Appropriation as presented including a recommendation to spend Education Protection Act (EPA) funds on the expenses specified in this item and recommends approval to the full Governing Board following a public hearing.

Background:

The California Code of Regulations, Title V, Section 58305 requires that "on or before the first day of July each year, each community college district shall file a tentative budget with the County Superintendent of Schools." The budget shall indicate the time and location at which the governing board of the district will hold the public hearing required and subsequent adoption by the Board pursuant to California Code of Regulations, Title V, Section 58300 on or before the 15th day of September of each year.

Status and Analysis:

Governor Gavin Newsom signed on June 28[th], 2021, the 2021 Budget Bill Act and various pieces of related legislation that were passed by the Legislature to implement the budget for Fiscal Year 2021-22. The Governor also signed several educational trailer bills as part of the budget package for 2021-22. The enacted budget for FY2021-22 authorized $262.5 billion in expenditures for the total state funds, consisting of approximately $196.4 billion from the General Fund, $61.2 billion from special funds, and $4.9 billion from bond funds. The enacted budget relied on the Department of Finance (DOF) revenue estimates, which were somewhat lower than estimates made by the Legislative Analyst's Office (LAO). If revenues continue to outperform expectations, Proposition 98 funding requirements for FY2021-22 could increase and would be reflected in later budget measures. However, even with the lower estimates, California Community Colleges continue to receive a fair amount of increase in the budget act with an overall funding increase of more than $3.5 billion over 2020-21 levels through a combination of ongoing and one-time funds. The increase to Proposition 98 funding occurred due to one-time windfall from FY2020-21 as state's actual revenues receipts were higher than the budget projections.

Major features of the State's budget with impacts to the California Community Colleges (CCC's) are summarized below:
- Paying down cash deferrals of $1.5B (one-time funding)
- COLA of 5.07% for the Student-Centered Funding Formula
- Extension of hold harmless provision for one additional year
- 0.5% Growth funding
- COLA for select categorical programs
- Support for Faculty
- Basic Needs & Affordability
- Deferred Maintenance
- Guided Pathways
- Online infrastructure

The Yuba Community College District board's Finance Committee adopted revised Fiscal Planning Principles on September 4, 2019, that were utilized in building the FY2021-22 proposed budget.

The budget assumptions for the Fiscal Year 2021-22 proposed budget are listed below:
- Revenues based on COLA of 5.07%, lottery revenue projections based on enrollment declines, and a deficit factor applied for higher than optimal property tax estimates.
- Expenditures based on COLA applied to salary schedules, step and column adjustments, CalPERS/CalSTRS increases associated with COLA and step and column adjustments, unemployment benefits increase as well as software licensing cost increases.

Under the Education Protection Act (EPA), the district is expected to receive $9,913,455 or a final appropriated amount as a part of State Apportionment allocation. The district recommends using EPA funds to support instructional expenses.

The Chancellor's Cabinet and the District Consultation Council (DC3) met late August to review the final budget recommended for adoption.

Reference Materials:
- California Community Colleges Budget At-A-Glance Summary
- California Community Colleges Joint Analysis on the Budget Act
- State of California Budget Summary
- Yuba Community College District Proposed Budget for Adoption presentation
- 2021-22 Adopted Budget Summary Sheets
- 2021-22 GANN Limit Worksheet
- 2021-22 Budget Handbook

For Board Consideration / Discussion:
How does this action achieve the District/College Mission, Vision, and Values and Support Student Learning?

A balanced adopted budget places the District in a strong financial position to continue offering viable programs, services, and facilities for students to complete degree requirements.

| California Community Colleges Memo_ 2021-22 Budget Agreement_ At- A-Glance Summary.pdf (200 KB) |

| Joint Analysis Enacted Budget_2021-22.pdf (2,861 KB) | CA State Budget 2021-22.pdf (43,941 KB) |

| Copy of 2021-22 GANN LIMIT WORKSHEET.pdf (108 KB) | 2021-2022 Budget Handbook.pdf (5,855 KB) |

| 2021-22 Adopted Budget Summary Sheets Revised.pdf (258 KB) |

| 2021-22 Proposed Budget for Adoption - Revised.pdf (918 KB) |

| 2021-22 Proposed Budget for Adoption - Revised.pptx (976 KB) |

Motion & Voting

It is recommended that the Board's Finance Committee review and approve the Proposed Budget for Adoption for Fiscal Year 2021-22 and the GANN Limit Appropriation as presented including a recommendation to spend Education Protection Act (EPA) funds on the expenses specified in this item and recommends approval to the full Governing Board following a public hearing.

Motion by David Wheeler, second by Jesse Ortiz.
Final Resolution: Motion Carries
Aye: Richard Teagarden, David Wheeler, Jesse Ortiz

Evidence of Financial Information disseminated district-wide: Governing Board

Agenda Item Details

Meeting	Sep 09, 2021 - Regular Board Meeting
Category	8. Action
Subject	8.01 2021-22 Final Budget Public Hearing and Adoption
Type	Action
Recommended Action	The Board's Finance Committee recommends that the Governing Board review and approve the Proposed Budget for Adoption for Fiscal Year 2021-22 and the GANN Limit Appropriation as presented including a recommendation to spend Education Protection Act (EPA) funds on the expenses specified in this item following a public hearing.

Background:

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Under the Education Protection Act (EPA), the district is expected to receive $9,913,455 or a final appropriated amount as a part of State Apportionment allocation. The district recommends using EPA funds to support instructional expenses.

The Chancellor's Cabinet and the District Consultation Council (DC3) met late August and the Finance Committee met early September to review the final budget recommended for adoption.

Reference Materials:
- California Community Colleges Budget At-A-Glance Summary
- California Community Colleges Joint Analysis on the Budget Act
- State of California Budget Summary
- Yuba Community College District Proposed Budget for Adoption presentation
- 2021-22 Adopted Budget Summary Sheets - revised
- 2021-22 GANN Limit Worksheet
- 2021-22 Budget Handbook v2

For Board Consideration / Discussion:
How does this action achieve the District/College Mission, Vision, and Values and Support Student Learning?

California Community Colleges Memo_2021-22 Agreement_At-A Glance Summary.pdf (182 KB)

Joint Analysis Enacted Budget_2021-22.pdf (2,969 KB)   CA State Budget 2021-22.pdf (46,088 KB)

Copy of 2021-22 GANN LIMIT WORKSHEET.pdf (108 KB)

2021-22 Adopted Budget Summary Sheets Revised.pdf (258 KB)

2021-22 Proposed Budget for Adoption - Revised.pdf (915 KB)

2021-22 Proposed Budget for Adoption - Revised.pptx (976 KB)

2021-2022 Budget Handbook V2.pdf (2,879 KB)

Motion & Voting

The Board's Finance Committee recommends that the Governing Board review and approve the Proposed Budget for Adoption for Fiscal Year 2021-22 and the GANN Limit Appropriation as presented including a recommendation to spend Education Protection Act (EPA) funds on the expenses specified in this item following a public hearing.

Motion by Jesse Ortiz, second by Juan Delgado.
Final Resolution: Motion Carries
Aye: Richard Teagarden, David Wheeler, Susan Alves, Jesse Ortiz, Dennise Burbank, Bill Roderick, Juan Delgado

PROPOSED BUDGET FOR ADOPTION
FISCAL YEAR 2021-22

Presented by:

Kuldeep Kaur

Vice Chancellor, Administrative Services

Yuba Community College District

OUTLINE

- State Budget Development Calendar

- State Budget Overview

- California Community Colleges Budget Overview and its' impact to Yuba CCD Budget

- District Budget Development Calendar

- Fiscal Planning Principles

- District Budget Overview

November - LAO Fiscal Outlook

January - Governor's Budget Proposal

Assembly and Senate Budget Committee Hearings

Mid-May – Governor's May Revision

Legislative Conference Committee

June 15 – Legislature to pass the budget

July 1 - State Enacted Budget
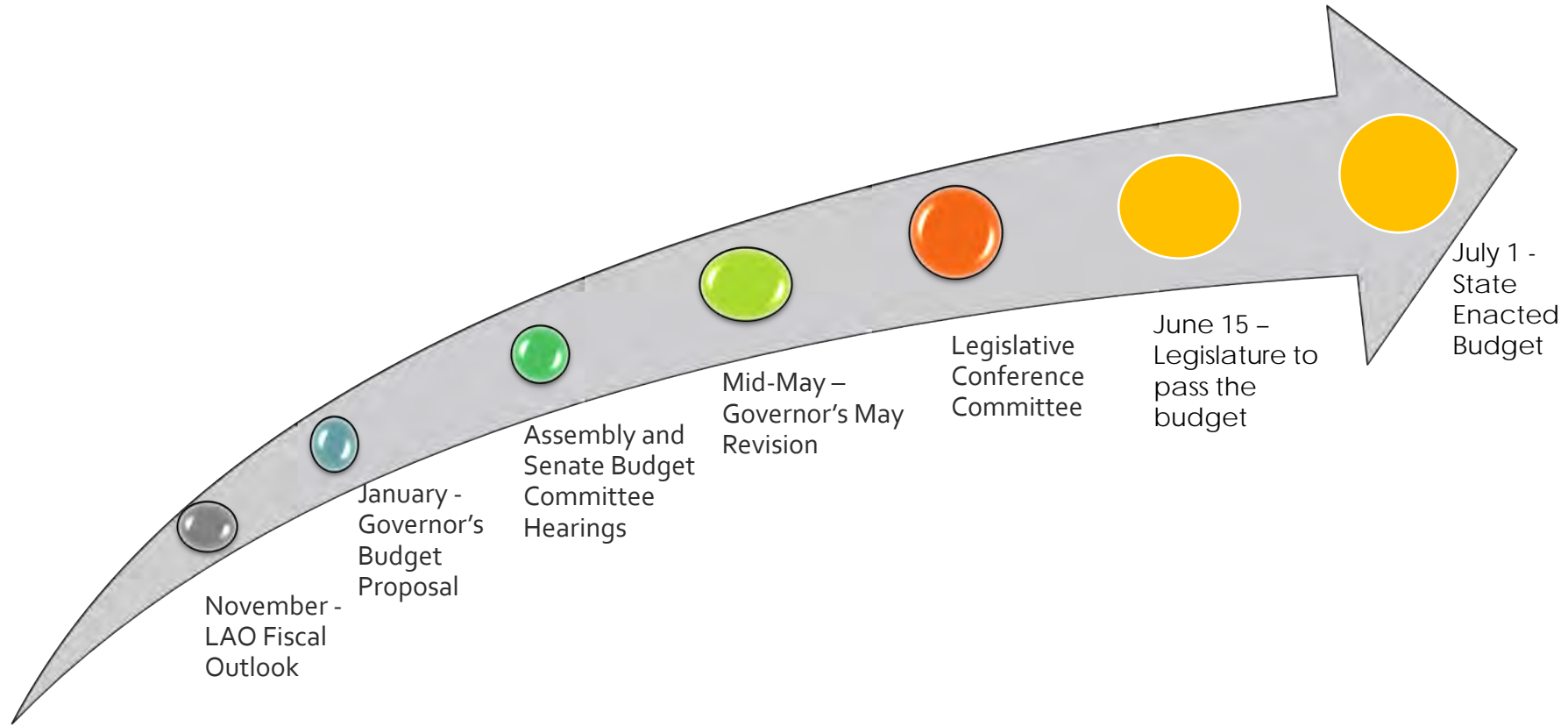
STATE'S BUDGET DEVELOPMENT PROCESS
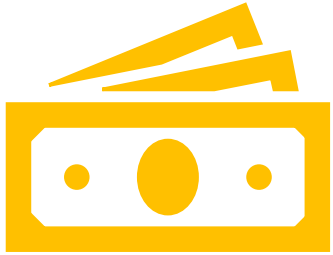
STATE
BUDGET
OVERVIEW

- State's primary revenues higher than projections
  - Personal Income Tax
  - Sales and Use Tax
  - Corporate Tax

- State Budget focuses on maintaining reserves for next economic downturn:
  - $15.8 billion in Prop 2 Budget Stabilization Account (Rainy Day Fund)
  - $4.5 billion in the Public School System Stabilization Account
  - $4 billion in the State's Operating Reserve
  - $900 million in the Safety Net Reserve
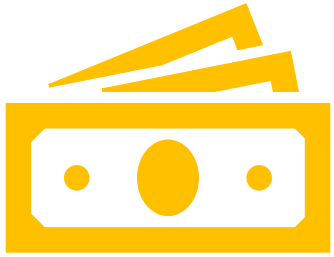
STATE BUDGET OVERVIEW CONT'D

- State Budget Cautions and Risks
  - Committing surplus funding from 2020-21 as one-time
  - Stock market decline will result in significant decline to state's revenue increases
  - Anticipated $2.8 billion deficit in 2023-24 and $4.4 billion deficit in 2024-25
  - Projected Property Tax Increase of 7.08%

- GANN Limit
  - Caps the amount of revenues from tax proceeds that can be appropriated by the state, which serves to constrain state spending.

  - These limits are based on the amount of appropriations in the 1978-79 "base" year, as adjusted each year for population growth and cost-of-living factors.

  - The Constitution requires the state to split excess tax revenue above the limit between taxpayers and K-12/ Community Colleges.
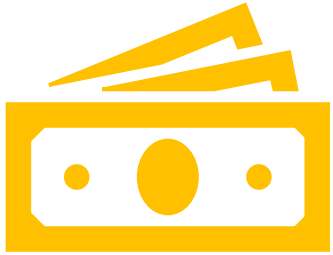
STATE BUDGET OVERVIEW CONT'D

- State Budget Priorities
  - $8.1 billion in Golden State Stimulus Program
  - $1.5 billion in grants to small businesses and non-profit entities
  - Support for low-income K-12 students
  - Additional university slots and expansion of Cal Grant
  - Investments in homelessness and anti-poverty programs
  - Infrastructure funding: education facilities, transportation, affordable housing, and broadband access

CALIFORNIA COMMUNITY COLLEGES BUDGET

- TABLE 1: Estimate of the Proposition 98 Minimum Guarantee (in Millions)

Minimum Guarantee	2019-20	2020-21	2021-22	Change from 2020-21	Percent Change
General Fund	$54.48	$67.69	$66.37	($1.31)	(1.9%)
Local Property Tax	$24.84	$25.74	$27.36	$1.62	6.3%
Totals	$79.32	$93.43	$93.73	$0.31	0.3%

- TABLE 2: California Community Colleges Proposition 98 Funding By Source (in Millions)

Source	2019-20	2020-21	2021-22	Change from 2020-21	Percent Change
General Fund	$5.36	$6.59	$6.33	($0.25)	(3.9%)
Local Property Tax	$3.22	$3.32	$3.53	$0.21	6.3%
Totals	$8.58	$9.91	9.86	($0.47)	(0.5%)

CALIFORNIA COMMUNITY COLLEGES BUDGET & IMPACT TO YUBA CCD

Funding	California Community Colleges (CCCs)	Impact to Yuba CCD
COLA: 5.07% to SCFF	$371.2M	Est. $3.48M
Growth: .50%	$23.8M	N/A
FT Faculty Funding	$100M	Est. $687K
Student Equity and Achievement Program	$23.8M	Est. $182K
Strong Workforce	$42.4M	Est. $235K
COLA for Categorical Programs	$29.2M	Est. $534K
Physical/Plant & Inst'l Equip	$511M	Est. $3.3M

CALIFORNIA COMMUNITY COLLEGES BUDGET & IMPACT TO YUBA CCD

Funding	California Community Colleges (CCCs)	Impact to Yuba CCD
Increase PT Faculty Office Hours	$10M Ongoing and $90M One-Time	TBD
Retention and Enrollment	$80M One-Time	TBD
Basic needs for food insecurity	$100M One-Time	TBD
Integrated Technology (CENIC, Canvas, CCC Registry, library platform)	$23.6M	TBD

CALIFORNIA COMMUNITY COLLEGES BUDGET & IMPACT TO YUBA CCD

Funding	California Community Colleges (CCCs)	Impact to Yuba CCD
Guided Pathways Implementation	$50M One-Time	TBD
Student Mental Health	$30M	TBD
Basic Needs Center	$30M	TBD
EEO Best Practices	$20M One-Time	TBD
Workforce investment initiatives	$20M One-Time	TBD
Culturally Competent PD	$20M One-Time	TBD
Dreamer Resource Liaisons	$5.8M	TBD

CALIFORNIA COMMUNITY COLLEGES BUDGET & IMPACT TO YUBA CCD

Funding	California Community Colleges (CCCs)	Impact to Yuba CCD
Math, Engineering, Science Achievement (MESA)	$5.8M	TBD
LGBTQ+ support	$10M One-Time	TBD
Common Course Numbering	$10M One-Time	TBD
Competency-based education	$10M One-Time	TBD
Rising Scholars Network	$10M	TBD
Student Housing	$9M	TBD

DISTRICT'S BUDGET DEVELOPMENT CALENDAR

November – LAO Fiscal Outlook

January
-ACCCA/ACBO Budget Workshop

March – June
- Tentative Budget prepared & vetted through governance

June
– Tentative Budget approved by YCCD Board (using Governor's May Revision)

July thru September – Proposed Budget prepared & vetted through governance (using State's final budget)

Proposed Budget for Adoption approved by YCCD Board
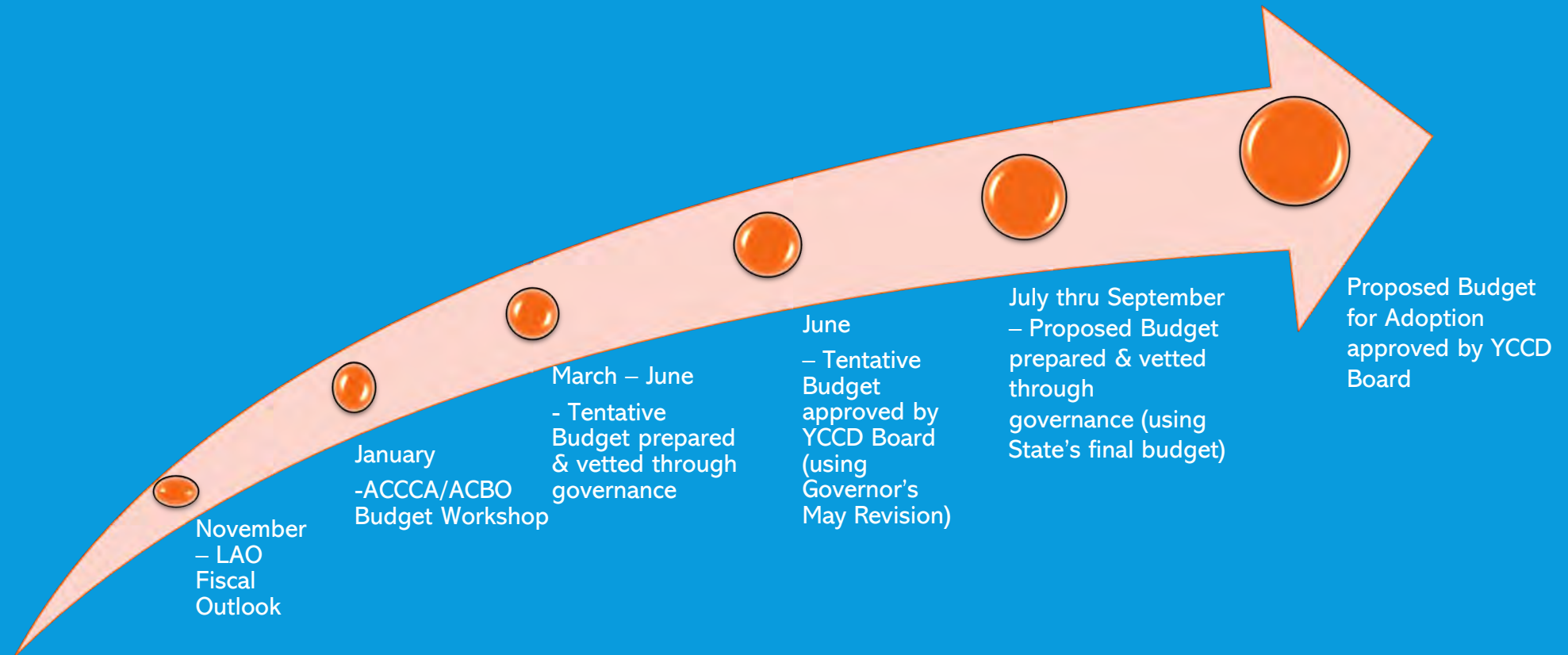
FISCAL PLANNING PRINCIPLES

- Resources allocated to strategic priorities
  - Student enrollment goals aligned with elements of the Student Centered Funding Formula (SCFF)
  - Unrestricted budget evaluation with elements of the SCFF

- Sound Fiscal Management Principles
  - Ongoing Revenues = Ongoing Expenditures
  - One -Time Revenues = One - Time Expenditures
  - Total cost considered for new or continued commitments
  - Adequate Fund Balance (avoid short-term borrowing)
  - Revenue analysis for short or long term commitments
  - Minimize or avoid "structural deficits"
  - Optimize enrollments through Strategic Enrollment Management (SEM)
  - Multi-Year budget projections based on trend analysis and industry standards

- Transparency
  - Develop budgets through transparent and inclusive processes

DISTRICT'S ENROLLMENT TRENDS

Yuba Community College District ResFTES History By Academic Year
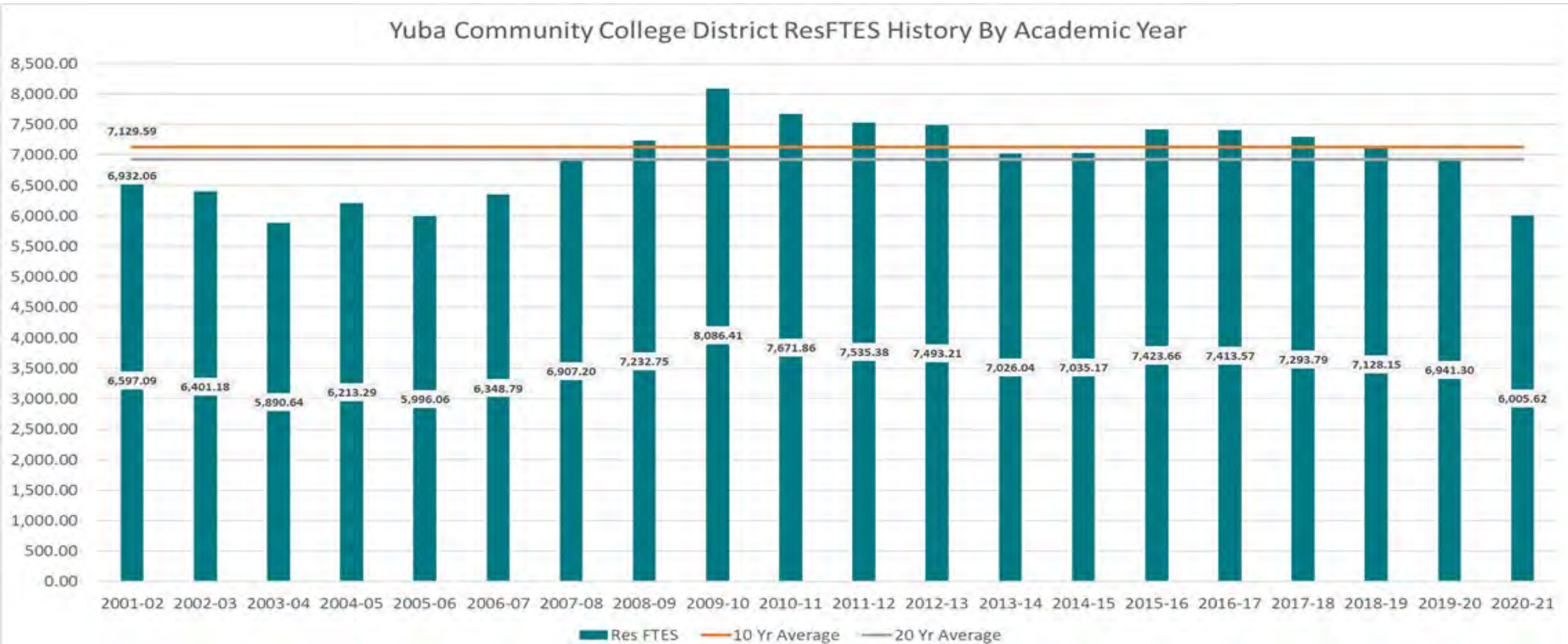
OVERVIEW OF DISTRICT'S FINANCIAL STATUS

Attainable Scenario

Fiscal Year	2021-22	2022-23	2023-24	2024-25	2025-26
FTES Funded Level	7,626	7,626	6,500	6,750	7,000
FTES Reported or Actual	6,200	6,345	6,500	6,750	7,000

In Millions

	2021-22	2022-23	2023-24	2024-25	2025-26
Revenues	$64.85	$65.44	$64.14	$63.41	$64.23
Expenditures	$63.05	$63.83	$65.21	$66.47	$67.31
Surplus/Deficit	**$1.80**	**$1.61**	**($1.07)**	**($3.06)**	**($3.08)**

OVERVIEW OF DISTRICT'S FINANCIAL STATUS

	Best Case Scenario (Pre-Pandemic Enrollments)				
Fiscal Year	2021-22	2022-23	2023-24	2024-25	2025-26
FTES Funded Level	7,626	7,626	7,000	7,000	7,000
FTES Reported or Actual	6,200	6,500	7,000	7,000	7,000
In Millions	In Millions				
Revenues	$64.85	$65.44	$64.40	$64.47	$64.90
Expenditures	$63.05	$64.08	$65.46	$66.72	$67.46
Surplus/Deficit	**$1.80**	**$1.36**	**($1.06)**	**($2.25)**	**($2.56)**

CALPERS/CALSTRS

Fiscal Year	STRS	PERS
2014-15	1,536,440	1,233,459
2015-16	3,149,383	1,332,224
2016-17	3,485,744	1,590,823
2017-18	4,263,734	1,829,105
2018-19	6,187,325	3,177,487
2019-20	5,761,092	2,577,098
2020-21	3,113,363	2,715,157
2021-22	3,346,865	2,918,793
2022-23	3,413,802	3,020,951

District Contributions
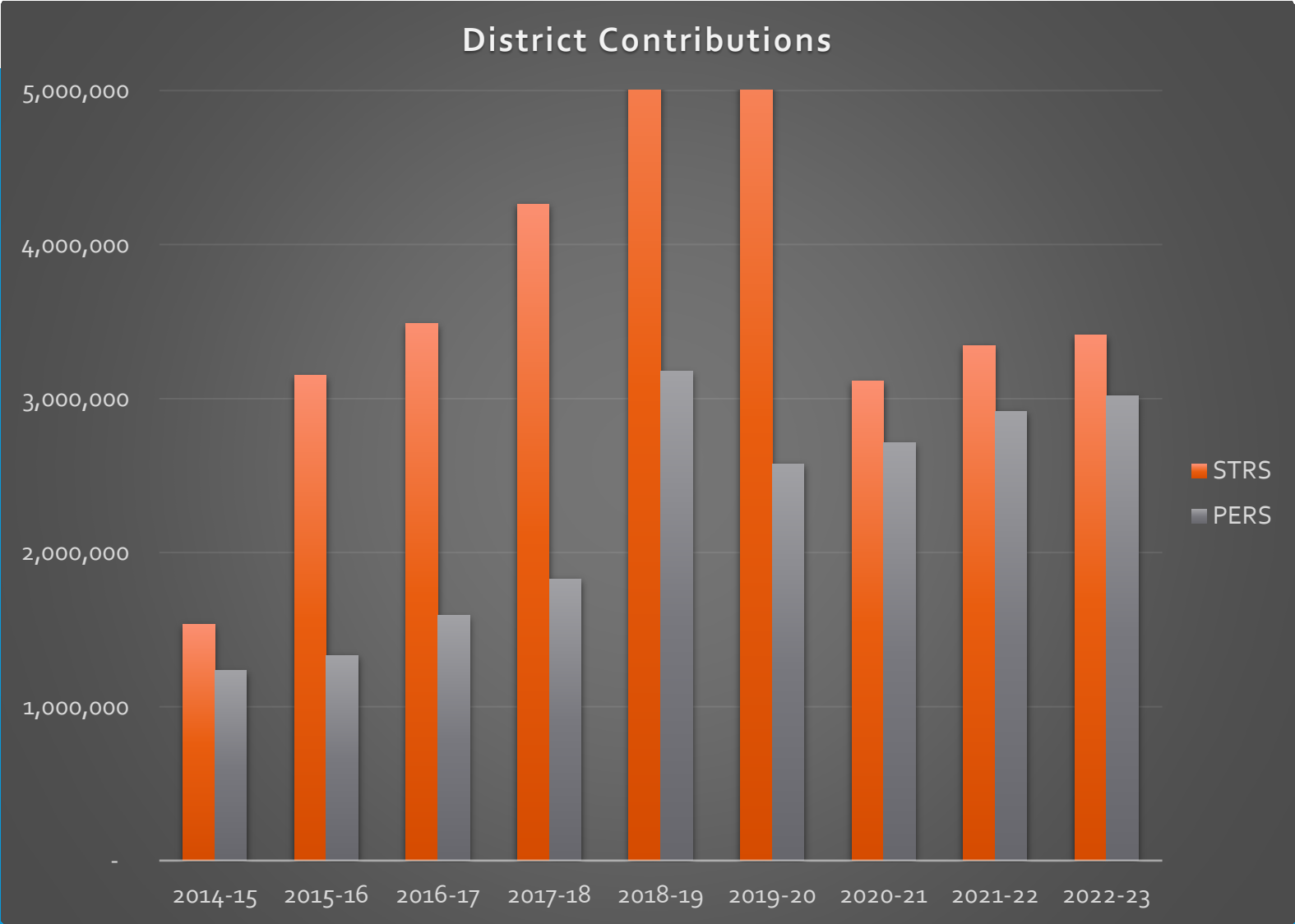
Fiscal Year	STRS	PERS
2014-15	8.88	11.77
2015-16	10.73	11.85
2016-17	12.58	13.05
2017-18	14.43	16.60
2018-19	16.30	18.10
2019-20	17.10	19.70
2020-21	18.40	22.70
2021-22	17.90	24.70
2022-23	17.90	25.60

DISTRICT'S PROPERTY TAX TRENDS
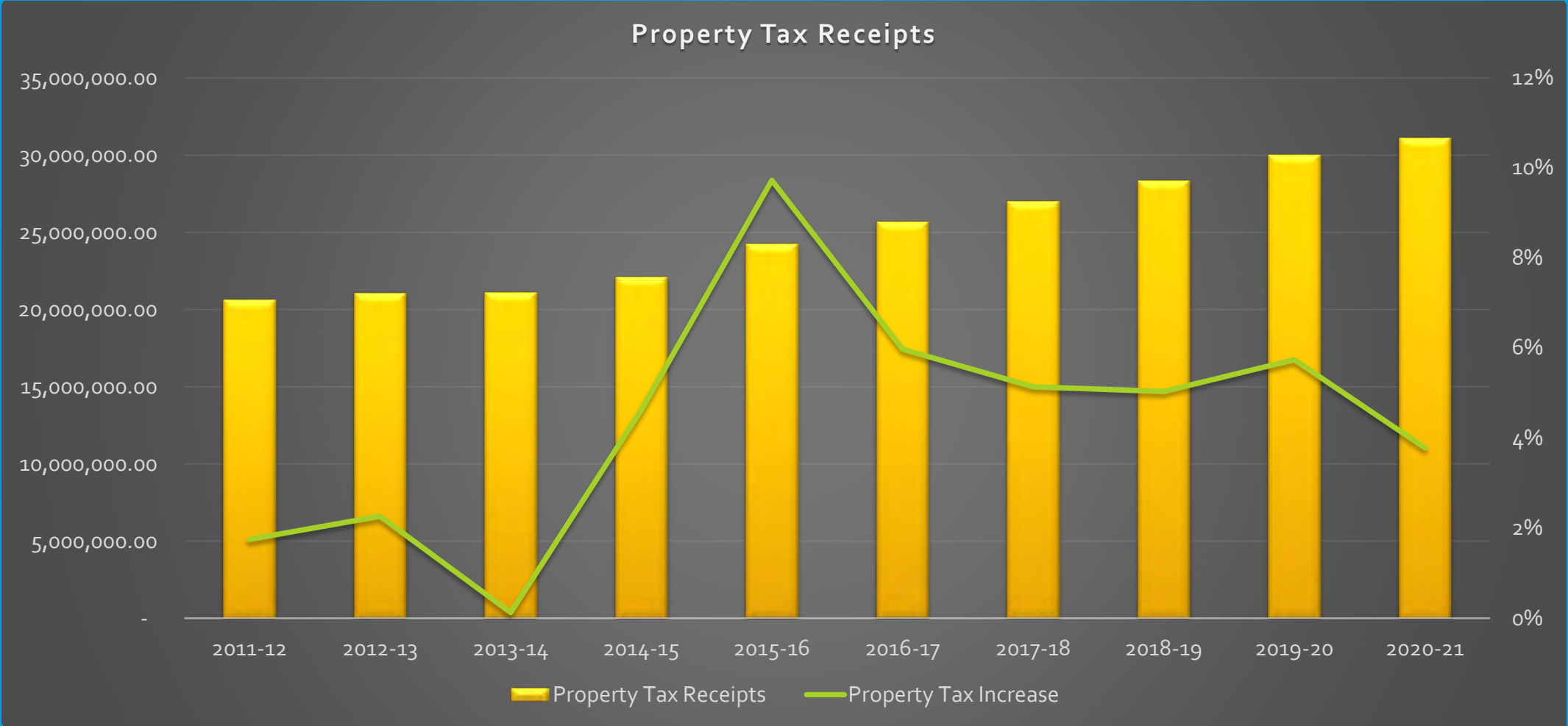
UNFUNDED LIABILITIES/TECHNOLOGY/FACILITIES NEEDS

Unfunded Liabilities

➢ Retiree Health Benefits Liability: $54M

   ➢ Funds set aside for this liability:
      ➢ Approx. $6M invested in Irrevocable Trust
      ➢ $5M in Fund 69

➢ Solar Loan Balance: $14.7M

➢ Central Plant Loan Balance: $3.16M

Facilities Needs

➢ $74.19M Scheduled Maintenance Repairs (per 5-year scheduled maintenance plan)

➢ $80M Facilities Modernization Costs

Technology Needs

➢ $4.31M (for a 5-year replacement cycle - $861K Annual replacement cost unfunded)

Unfunded Needs = $219.36M

DISTRICT'S BUDGET PLANNING ASSUMPTIONS

Revenue Assumptions:

- COLA: 5.07%

- Lottery Revenue reduced due to enrollment declines

- Deficit Factor applied for Department of Finance Property Tax Estimates

Expenditure Assumptions:

- 5.07% COLA applied to salary schedules (based on negotiated CBAs)

- Step/Column Adjustments

- 0% Health Benefits (w/the exception of Kaiser)

- PERS/STRS Increases associated with COLA, Step/Column and PERS/STRS increases

- Unemployment Insurance Increases

- Software License increases

GENERAL FUND UNRESTRICTED – FUND 11

- Projected Beginning Balance $ 17,860,995

- Ongoing Revenues $ 64,854,334

- Ongoing Expenditures $ 63,052,362

- One-Time Expenditures $ 9,869,162

- Ending/Designated Fund Balance $9,793,806 (13.43%)

Unfunded Needs = $219.36M

Yuba Community College District

2021-22 General Fund Adopted Budget

Unrestricted Fund 11 (One-Time Expenses Proposed)

Board Approved One-Time Expenses at Tentative Budget:

Retiree Health Benefits Fund 69	$5,082,787

Proposed Adopted Budget One-Time Priorities:

50% Surplus Set-Aside for Irrevocable Retiree Health Benefits Trust Fund	$3,286,375
Funding Set Aside for addressing enrollment challenges:	
Marketing and Outreach	$500,000
Enrollment Efficiencies	$500,000
Technology and Maintenance	$500,000
Total Proposed One-Time Expenses	**$4,786,375**
Total One-Time Expenses (including board approved line-items)	**$9,869,162**

Yuba Community College District
2021-22 General Fund Budget
Sub fund 11A - Board Designated

Designated Fund Balance

Minimum Reserve Balance

Board Policy - 8%   5,833,722

                                                                                              $5,833,722

Contingencies   2,005,342

                                                                                              $2,005,342

Strategic Priorities:

- Website Redesign   500,000
- Auto Awarding   150,000
- California Virtual Campus - Online Education Initiative (OEI)   850,000
- Other Initiatives   254,742

                                                                                              $1,754,742

Restricted

Innovation Fund (2021-22)   200,000

                                                                                              $200,000

Total Designated Fund Balance $9,793,806

GENERAL FUND UNRESTRICTED – FUND 11

Questions

Evidence of Cabinet Agenda and Minutes on the resource allocation process

Chancellor's goal to assess Student Centered Funding Formula

Board Budget Planning Guidelines

Principles of Fiscal Planning

(Reviewed April 3, May 1, June 4, July 31, and September 4, 2019 - Board Finance Committee) The Yuba Community College District Fiscal Plan incorporates the following principles of fiscal planning as reviewed and affirmed by the Board's Finance Committee on August 1, 2018: Principles are reviewed each year as part of the budget development process.

- Responsible stewardship of available resources will serve as the foundation for sound management and sustainability
- Resources are allocated to strategic priorities established by the Governing Board
- Ongoing expenditures will be funded by ongoing revenues and one-time expenditures will be funded by one-time revenues
- Total "cost of ownership" considered for new or continued commitments
- Maintain adequate fund balance to avoid short-term borrowing
- Revenue analysis is completed prior to making short or long-term commitments
- Minimize or altogether avoid "structural deficits"
- Develop college and District Services budgets through transparent and inclusive processes
- Ensure fiscal stability and viability by optimizing enrollments and integrating Strategic Enrollment Management (SEM) into the Districts Financial Planning, budgeting and allocation processes
- Ensure College student enrollment goals align with the mission and core elements of the Student- Centered Funding Formula (SCFF)
- Evaluate the Colleges Unrestricted General Fund budgets based on the elements of the SCFF, using the data to inform resource allocations.
- Ensure multi-year projections rely on trend analysis, incorporate industry standards and includes the funding elements of the SCFF.

Chancellor/District Goals-Established July 2020

- Complete technology and professional develop program to shift courses/services to distance education: by Dec 2020
- Continue (complete) implementation of Colleges Guided Pathways and AB 705 workplans, includes enrollment management plan and research/monitoring plans: by June 2021
- Revise Strategic Plan to align with Guided Pathways implementation - includes addressing comprehensive future of education (21st Century Academy), enrollment management plan and research/monitoring plans: by June 2021
- Assess Resource Allocation by college/department/program against SCFF framework and develop plan to align allocation to SCFF framework: by June 2021
- Develop/implement SB577 Teacher Credentialing Partnership programs across region: by June 2021
- Develop/implement Foundation Board Development Plan: by August 2021
- Design/implement Professional Development programs from HR Master Plan: by June 2021
- Resolve Security / Parking Plan: by June 2021

Professional Development Days January 18-21, 2022

Tuesday, January 18

LCC/WCC	District	
8:00-11:00 Mental Health Awareness and Suicide Prevention. Zoom. Note: This is a 6-hour workshop. It takes place on Tuesday and Wednesday and also requires 2 hours of online pre-work. For faculty and staff.	9:00 AM Travel Paperwork. Zoom. Offered by District. For faculty and staff. 9:00 AM Sexual Harassment Training (non-Management). Zoom. Offered by District. For faculty and staff. 10:00 AM Zoom Conversion. Zoom. Offered by District. For faculty and staff. 11:00 Chief Technology Officer Update. Zoom. Offered by District. For faculty and staff. 12:00 Vaccine Proof and Tracing. Zoom. Offered by District. For faculty and staff.	
11:00 AM. Transitioning Back to the Classroom. Zoom. With Betsy Allen. Primarily for faculty.	1:00-4:00 EEO training. Zoom. For faculty and staff.	1:00 Information Security. Zoom. For faculty and staff. 2:00 Adobe Sign. Zoom. For faculty and staff. 3:00 Agreement for Services training. Zoom. For staff.
5:30 PM Part-time Faculty Updates. Zoom. 6:30 PM Part-time Faculty Orientation. Zoom.		

Wednesday, January 19

LCC/WCC	
8:00-11:00 Mental Health Awareness and Suicide Prevention.(Day 2) Zoom. Note: This is a 6-hour workshop. It takes place on Tuesday and Wednesday and also requires 2 hours of online pre-work. For faculty and staff.	9:00 -10:00 AM Guide to Plagiarism. Zoom. Noel Bruening. For faculty. 10:00 AM-noon Infusing Equity into the Curriculum, Part 2: Inclusive and Responsive Education. Hybrid. Faculty panel followed by breakout sessions. For faculty.
12:00 – 1:00 OER Office Hour. Library. Dena Martin. For faculty.	
1:00-3:00 eLearning Studio Greenscreen and Learning Glass. Room 827. Betsy Allen. For faculty.	1:00-2:00 Follow the Money: The Student-Centered Funding Formula and WCC. Hybrid. Kasey Gardner and Christopher Howerton. For faculty and staff. 2:00-3:00 Eagles to Aggies. Zoom. 3:00-4:00. Lessons Learned from Teaching In Person during a Pandemic Hybrid. Faculty Round Table. For faculty. 4:00-5:00 YCCD Town Hall. Zoom. For everyone.

Thursday, January 20

WCC campus—UPDATE: Gina Garcia's keynote is virtual. Implicit Bias Workshop is postponed to March 18 9 AM to noon.

9:00-noon Becoming a Hispanic-serving Institution. Zoom. For faculty and staff.
Dr. Garcia, author of Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities (Johns Hopkins University Press), will discuss what it means to become an institution that effectively serves Latinx, low income, first generation college students. Using the book as a foundation, Dr. Garcia provides evidence of how HSIs are unique, based on empirical data collected with the three HSIs in her study, and challenges audience members to think about how becoming an HSI is an individual process for each college and university.
Discussion
Following the keynote, Dr. Garcia will engage with participants in a discussion about how to put ideas from the book into practice. She will provide tangible ways for practitioners at HSIs to become a HSI and practical tools for faculty to use in their classroom practices and pedagogies. The focus will be on how a two-year rural community college can use the theoretical concepts from the book.

Noon-2:00 Community lunch and Scavenger Hunt, Drone Flights, and Maker Space Open House. For faculty and staff. Please RSVP for sack lunch that you can take outside or back to your office.

Postponed to March 18 9 am – Noon: Don't Be Complicit with What's Implicit: A Critical Conversation on Bias. Kawami Craig and Crystal Fry. For faculty and staff.
The "Don't Be Complicit with What's Implicit: A Critical Conversation on Implicit Bias" workshop fosters conversation and encourages participants to examine and navigate their own biases. Bias is universal, preprogrammed, and exists everywhere including community colleges. Despite our best intentions it can, and often does, have negative consequences on others, especially students. This interactive experience highlights faculty and staff responsibility to identify and combat their own bias, and provides a brave space, tools, and practices to do so.

5:00-8:00PM Back-To-School night Meeting at Lake County Campus. Zoom. For LCC faculty and staff.

Friday, January 21

LCC/WCC

9:00-10:00 AM. WCC Basic Needs Services Refresher. Zoom. For faculty and staff.

Noon to 1:00 Covid Q&A with Magda Padilla, WCC's Covid Contract Tracer. Zoom. Come find out how the vaccine and testing policy will work Spring semester. For faculty and staff.

3:00-4:00PM HR Drop-In. Zoom. For faculty and staff.
Have a question for HR? Our team will be available to answer questions and direct you to the resources that can help.

3:00-4:00PM IT Drop-In Help. Zoom. For faculty and staff.
Need help with technology, the IT staff will be available to answer basic questions and direct you to the resources that are available. Please drop in and let us help you.

2:00-4:00 Time reserved for full-time faculty to meet with part-time faculty.

CONVOCATION AGENDA

Monday 8/9

	TITLE	ZOOM LINK
8:00		
9:00		
10:00		
11:00		
12:00		
1:00	**INFO Security by Mike Wieber**	https://cccconfer.zoom.us/j/94538901176
2:00		
3:00		

Tuesday 8/10

	TITLE	ZOOM LINK
8:00		
9:00		
10:00		
11:00	**Makerspace Update by Dena Martin**	https://cccconfer.zoom.us/j/91349853218
12:00	**Questions about Covid by Colleen Reed (**If you can't make this session, call (530) 358-2701 or stop by room 770 at WCC Mon-Wed)	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09
1:00	**INFO Security By Mike Wieber**	https://cccconfer.zoom.us/j/94896834757
2:00		
3:00	**OER by Dena Martin**	https://cccconfer.zoom.us/j/99038789944

Wednesday Fall Convocation at Yolo County Office of Education

Thursday 8/12

	TITLE	ZOOM LINK
9:00	**Applying the Learning Sciences to Your Course by Betsy Allen**	https://cccconfer.zoom.us/j/98629801617
10:00 0	**Are my students learning, Part 1**	https://cccconfer.zoom.us/j/93218160621
11:00	**Here we Grow again by Aurora Cazares**	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09
12:00	**P2P demo in room 629 (12-2)**	
1:00	**Student Panel by Shannon Reed** **P2P demo in room 629 (12-2)**	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09
2:00	**The Epic Solution to Dealing with Anxiety by Aurora Cazares**	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09
3:15	**Credit for Prior Learning, Let's Ensure our Students Get Credit for What they Already Know!**	https://cccconfer.zoom.us/j/94474473884
4:00	**Division meetings Happy Hour**	Look for an email from your Dean
5:00	**Part-time faculty Un-Dinner**	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09

Friday 8/13

	TITLE	ZOOM LINK
9:00	**How do I Infuse Expertise into my Online Course by Betsy Allen**	https://cccconfer.zoom.us/j/95321025993
10:00	**eLumen curriculum training by Nili Kirschner**	https://cccconfer.zoom.us/j/94410223061
11:00	**Preparing for eLumen 2.0-SLOs and Program Review by Nili and Lisceth**	https://cccconfer.zoom.us/j94410223061
12:00	**Sabbatical session by Renee and Kevin**	https://cccconfer.zoom.us/j/94501490489
1:00	**Grading and Syllabus Equity by Claire Eberhardt**	https://cccconfer.zoom.us/j/98328625419
2:00	**Scaffolding active learning by Shannon Reed**	https://cccconfer.zoom.us/j/3386042675?pwd=UjczUkN3bGFTMW9EaXNoN3Z1OWdSZz09
3:00		
4:00		
5:00		

BOARD POLICIES & ADMINISTRATIVE PROCEDURES HANDBOOK

YCCD

YUBA COMMUNITY
COLLEGE DISTRICT

Contents

The Review Process

Policies that go to the Board for adoption/revision are first vetted through a review process.

Steps to Review:

1. The process begins with an idea to revise an existing board policy/procedure or recommend a new board policy/procedure. Recommendations for revisions or new documents are most often initiated by the Community College League of California (CCLC) legal updates and by way of the five-year comprehensive review cycle; but, also come from other external or internal requests that can be considered during the annual review period. Revisions to Board policy/procedure fall into two revision categories[1]: 1) Minor Changes; and 2) Substantive Changes.

2. Responsible executives are consulted for operational applicability and feasibility (are we doing what we say we're doing and is what we're doing in alignment with all applicable laws, regulations, mandates, etc.).

Policies & Procedures
Review Process*

An idea - CCLC/5-year Review

Subject Matter Area Executive

Cabinet/DSET and Constituent Group Review

Board Policy Committee Review

YCCD Board of Trustees

*This process is not inclusive of 10+1 BP/AP Review

3. The responsible executive creates a draft and the Chancellor's Cabinet and/or the District Services Executive Committee reviews the recommendations based on the revision category (minor or substantive changes). Feedback is solicited from constituent groups (DC3, DCAS, etc.). See attachment 1 and attachment 2 for an overview of the review and approval processes.

4. Final edits are made by the subject matter area executive, and when appropriate, incorporating constituent feedback.

5. Final drafts:
   a. Board Policies: Final drafts of Board Policies are forwarded to the Executive Assistant to the Board of Trustees and placed on the next appropriate Board Policy Committee agenda for review and recommended action. New Board Policies are sent to the Policy Committee for two readings prior to recommendation for action. New Board Policies are then placed on a Regular Board Meeting agenda as an action item (consent). Board Policies with substantive changes are sent to the Policy Committee for one reading and action; Board Policies with substantive changes are placed on a Regular Board Meeting agenda as an action item (consent). Board Policies with no changes or minor changes are presented to the Board's Policy Committee as information, updated in BoardDocs and communicated via the District Newsletter.
   b. Administrative Procedures: Final revisions/recommendations to Administrative Procedures are updated in BoardDocs at the time the responsible executive makes the changes. The subject matter area executive forwards a list of APs updated in their area to the Executive Assistant to the Board of Trustees for inclusion on the appropriate Board Policy Committee agenda as information. Additionally, the subject matter area executive ensures the same list is provided to the Executive Assistant to the Chancellor for inclusion in the District Newsletter.

6. The Board is the final decision-maker in approving adoption of Board policies. Administrative Procedures are presented as information items to the Board and may be revised based on Board input prior to implementation.
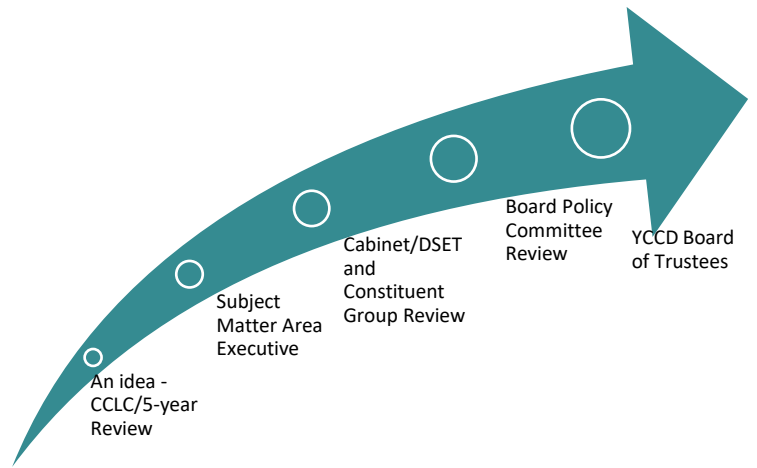
IMPORTANT NOTES:

- Policies and procedures may be referred to the originating party for additional work with constituency groups or other parties prior to going to the Board.
- Constituents have opportunities, either directly or through committee representation, to provide input in each step of the process.
- When there is an urgent need, the Chancellor may bypass the review process described above. At the earliest opportunity, the policy/procedure will go through the regular participatory process to allow constituents to provide feedback.

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[1] Definition of "minor" and "substantive" changes is found in Board Policy 2410: Board Policies and Administrative Procedures

Policies and Procedures Become Official When…

The Board acknowledges the participatory process through which Board policies are developed, reviewed, and revised. The Board is the final decision-maker in approving adoption of, as well as substantial changes to Board Policies. Policy adoption requires 1st and 2nd readings by the Board's Policy Committee, followed by a majority vote of the whole Board (4 votes). Additional opportunities for public input are available at YCCD Board meetings, because each policy considered is done so as an open session Board Agenda Action item. **The effective date of a given policy is the date of the Board meeting when the policy is adopted.** Minor[2] and legal revisions to Board Policies become effective at the time the responsible executive makes the change. Board Policies with minor or legal revisions are reported to the Board's Policy Committee as information. Revisions are then updated in BoardDocs and communicated District-wide via the District Newsletter.

Procedure implementation requires Chancellor approval. Procedures follow the same review process as policy, including that of constituent review and feedback, but they do not require Board action. Instead, they are presented to the Chancellor for implementation and later provided to the Board at an open session Policy Committee and Regular Board meeting agenda as an information item. The effective date of the Procedure is the date when the Procedure is implemented by the Chancellor (utilizing either the date the last constituency group reviews/approves or the date that the information item is on the Board agenda) Per AP 2410 The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgement, be inconsistent with the Board's own policies.

Continuous Review Cycle - Annual and Comprehensive Five-Year Chapter Reviews

Purpose and References

The YCCD Board Policy and Administrative Procedure Continuous Review Cycle provides for:

- a bi-annual review of legal update revisions provided by the CCLC in fall and spring necessitated by changes to Federal/State statutes and/or regulations, as well as accreditation standards, as well as an opportunity to address any other pressing revisions; and,

- a comprehensive five-year review cycle for all BPs and APs by chapter.

The annual and comprehensive reviews are conducted concurrently and scheduled to create a realistic and efficient workflow for reviewing groups. The need for timely and continuous review of BPs and APs is driven by YCCD's commitment to fulfilling the District's/colleges missions in service to students, maintaining legal and regulatory compliance, providing clarity regarding District policies, and coinciding with accreditation standards.

Related Accreditation Standards I.B.7, I.C.5, and IV.C.7

- I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

- I.C.5: The institution regularly reviews its institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

- IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Review Cycle – Annual and Comprehensive Chapter Reviews

Goal 1: Annual Review of policies/procedures incorporating biannual legal update revisions issued in fall and spring by the CCLC.

Goal 2: Five-year comprehensive review cycle of all policies/procedures. Providing the five-year comprehensive chapter review schedule, as pictured below, allows all interested parties an opportunity to make plans to participate in the review process.

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2 Definition of "minor" and "substantive" changes is found in Board Policy 2410: Board Policies and Administrative Procedures

Biannual Legal Update Review

	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul
Annual				Step 1. Fall Update → Leaders			Step 2. Fall Update → Constituents			Step 3. Fall Update → Board		
	Step 2. Spring Update → Constituents			Step 3. Spring Update → Board					Step 1. Spring Update → Leaders			

Fall CCLC Update Provided   Spring CCLC Update Provided

Five-Year Cycle of Comprehensive Chapter Reviews

(2020/21 – 2025/26 Academic Years)

Board Policies	Administrative Procedures	Leadership Review (Subject matter areas)	Cabinet/Constituent Review	Board Policy Committee Review and Board Consideration
Chapter 1: The District	**Chapter 1: The District**	Summer 2020 Chancellor's Office	N/A	Fall 2020
Chapter 2: Board of Trustees	**Chapter 2: Board of Trustees**			
Chapter 3: General Institution	**Chapter 3: General Institution**	Spring 2021	Summer 2021	Fall 2021
Chapter 4: Academic Affairs*	**Chapter 4: Academic Affairs***	10+1 Policies and Procedure review based on calendar adopted by DCAS*		
Chapter 5: Student Services*	**Chapter 5: Student Services***	Spring 2022	Summer 2022	Fall 2022
Chapter 6: Business & Fiscal Affairs	**Chapter 6: Business and Fiscal Affairs**	Spring 2023	Summer 2023	Fall 2023
Chapter 7: Human Resources	**Chapter 7: Human Resources**	Spring 2024	Summer 2024	Fall 2024
Final Review	**Final Review**	Spring 2025	Spring 2025	Spring 2025

The continuous review cycle allows for:

- ✓ An annual review for legal updates and pressing revisions
- ✓ a five-year comprehensive chapter review of all documents
- ✓ Balances workload among groups
- ✓ Completion of the five-year comprehensive chapter review and provide an additional year for research in year six if needed.

10+1 Policy and Procedure Review Process

The District College Academic Senate (DCAS) Committee serves as the forum for addressing those academic and professional matters, as outline in Board Policy 2510, Participation in Local Decision Making, that require collaboration among the two colleges and the District. DCAS has mutually agreed on the process for 10+1 policies and procedures as outlined in Attachment 4. The process is regularly reviewed and revised as needed by DCAS.

Board Policies and Administrative Procedures requiring mutual agreement will be brought to DCAS to confirm the language, then to the Academic Senates for approval. The BP/AP then comes back to DCAS for final approval. The Office of the Vice Chancellor of Education and Planning (VCEP) will provide the initial draft.

For Board Policies and Administrative Procedures which fall under the primary responsibility of the Senate, draft language will be initiated in the Senates. The VCEP office will provide the initial draft language and links to reference documents. One Academic Senate will take the lead to draft the language, send it to the other Academic Senate President for input from that senate, and the bring the language to DCAS to go through the Category 2 process (see Attachment 4). In line with BP 2410, if the Board designee (Chancellor) does not agree with the senates' recommendation then a reply will be given in writing.

One or both Academic Senates may originate new or proposed changes to Board Policies and Administrative Procedures. The initiating senate will bring to DCAS to announce and request that The VCEP office supply the legal language as references for senates. The VCEP office will provide a Word document that includes any required, recommended, or suggested language from the CCLC Policy & Procedure Service in "markup" format.

Board Policies under the 10+1 with substantive changes, once approved by DCAS, are then to the Board's Policy Committee for recommended adoption to the Governing Board. Once the Governing Board has adopted the recommended revisions, the Board Policy is then updated in BoardDocs and the change communicated via the District Newsletter.

Policy and Procedure Formatting Standards

When developing or revising YCCD Board Policies and Administrative Procedures, the following formatting standards are utilized to ensure consistency in the process.

Font and Text Size

All Board Policies and Administrative Procedures are written using Verdana font size 12 or 14 to ensure maximum clarity and legibility on electronic devices and projection monitors.

Formatting Proposed Revisions

When moving a BP or AP to "Draft" format for revisions, the following formatting standards are utilized to provide the accurate information to those responsible for reviewing.

Summary of Changes/Legend Box

All BPs and APs under review/revision will include the following "Summary of Changes/Legend" box at the top of the document.

Summary of Changes: Insert a summary of the proposed revisions or legal updates

Legend:
Green font = local/permissible changes
Red font = legally required changes
Blue font = active link

Summary of Changes

The summary of changes will include a brief overview of the proposed revisions, legal changes, etc. If the BP or AP is new, the summary will include if the policy or procedure is "legally required", "legally advised", "optional" or "good practice".

Legend

The legend assists the constituent bodies in determining if the proposed revisions are changes to local practice, legally required changes, or changes to a legal reference (hyperlink).

Policy and Procedure Retention/Archiving Standards

The YCCD Policy and Procedure Manual is location within the YCCD Governing Board eGovernance site at http://www.boarddocs.com/ca/yccd/Board.nsf/Public. Policies/Procedures are created in a book; books are divided into sections; multiple policies/procedures are stored within each section organized by chapter. Policy books can be organized in three status categories

Status Categories

Active

Active policies and procedures are organized in books. The authoritative versions of current Board Policies and Administrative Procedure are found in this area under the books "Board Policies" and "Administrative Procedures".

Books titled "BP History" and "AP History" are not utilized in under this status category.

Draft

Board Policies and Administrative Procedures under review or up for revision are located under the "Draft" status category and located in the appropriate book (i.e. Board Policies or Administrative Procedures). These are Board Policies and Administrative Procedures that are in working document format utilized for the review and revision process.

The "BP History" and "AP History" books are not utilized under this status category.

Retired

The retired status category is utilized in two ways: (1) BP/AP version history (revisions made and new version approved/adopted); and (2) retention of BP/AP no longer in circulation (permanently retired).

Version History

Board Policy and Administrative Procedure version history documents are located in the "BP History" and "AP History" books under the "Retired" status category.

To create a new version of a BP/AP, first create a "new" policy (or procedure) in the appropriate book and chapter in the "Retired" status category. Name the "new" policy or procedure as follows:

> Example: AP 4050 – Version History

Once the "shell" policy or procedure is created, save the working draft of the revised policy or procedure as a PDF and attach it to the "shell" policy under Public Content. The name of the working draft (showing all revisions) should be:

Example: AP 4050 – Version History (Date Revisions Made)

Versions are added to this status category as revisions are made.

Retired Policies and Procedures

Retired policies and procedures are those that are no longer in circulation. It is imperative these retired policies and procedures are retained for future reference.

When an AP or BP is retired and has "version history", the version history remains in the BP/AP History book policy/procedure shell. A note is included in the "Public Content" section of the item stating the BP/AP has been "retired" and where the final version is located.

The status of the Active AP/BP is then changed to "Retired" and the AP/BP is automatically moved to the "Retired" status category. The AP/BP is no longer active or authoritative, but available for future reference when needed.

Resources – Where can policies be found?

The YCCD Chancellor's Office maintains and regularly updates YCCD Board policies and procedures. All documents are posted on the YCCD eGovernance Site at https://go.boarddocs.com/ca/yccd/Board.nsf/Public

There are seven (7) sections of YCCD policies and procedures:

Section 1000 – The District	Section 4000 – Academic Affairs	Section 7000 – Human resources
Section 2000 – Board of Trustees	Section 5000 – Student Services	
Section 3000 – General Institution	Section 6000 – Business and Fiscal Affairs	

Online Policy and Procedure Help

BoardDocs, the YCCD eGovernance site where policies and procedures are housed, provides assistance on multiple topics related to the management of policies and procedures. Documents contain step-by-step instructions and are cross linked to related topics. The BoardDocs Online Help System is found here: BoardDocs Online Help System

Additional Resources

The Community College League of California (CCLC) Policy & Procedure Service provides subscribers with templates that are drafted by and have undergone CCLC legal counsel review. These drafts include source citations to accreditation standards, legal references, etc. Subject Area Matter Executives may contact their Executive Assistant or the Chancellor's Office to request a CCLC template document.

Selected Multi-College District Policies and Procedures Websites

Chabot-Las Positas	http://www.clpccd.org/board/activebps-aps.php
Coast	http://www.cccd.edu/boardoftrustees/BoardPolicies/Pages/default.aspx
Contra Costa	http://www.4cd.edu/gb/pol_proc.aspx
Foothill-DeAnza	https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5
Kern	https://go.boarddocs.com/ca/kccd/Board.nsf/Public
Los Rios	https://losrios.edu/about-us/board-of-trustees/policies-and-regulations
North Orange	https://nocccd.edu/policies-and-procedures
Peralta	https://web.peralta.edu/trustees/bps-aps/
Rancho Santiago	https://www.rsccd.edu/Trustees/Pages/policies-and-regulations.aspx
San Bernardino	http://www.sbccd.org/Board_of_Trustees/Policies_,-a-,_Procedures
San Diego	https://go.boarddocs.com/ca/sdccd/Board.nsf/Public
San Jose/Evergreen	http://www.sjeccd.edu/discover-sjeccd/board-of-trustees/board-policies
State Center	https://www.scccd.edu/about/board-of-trustees/policies-and-regulations.html
Ventura	https://www.vcccd.edu/board-of-trustees/policies-and-procedures
West Valley/Mission	https://wvm.edu/trustees/pages/default.aspx#Tab3
Yosemite	https://www.yosemite.edu/trustees/boardpolicy

Attachment 1 – Board Policy Update and Communication Process

Board Policy Update and Approval & Communication Process

NOTE: Board Policy 2410 delegates authority to the Chancellor to do minor editing, to include spelling, grammar, title changes, and to use professional judgement to determine if recommended edits shall be considered minor or substantive.

Administrative Procedure
Review/Revision/Approval & Communication

Chancellor's Office

Twice Annual Legal Review Updates/ 5-Year Comprehensive Review & Updates

District Executives Review

10+1 Procedures

None/Minor Changes

Substantive Changes/ New Procedures

None/Minor Changes

Substantive Changes/ New Procedures

DCAS

DCAS

Update BoardDocs

Cabinet

Communication via District Newsletter

Cabinet

Communication via District Newsletter

DC3

Governing Board (Information) Spring/Fall

DC3

Governing Board (Information) Spring/Fall

Update BoardDocs

Update BoardDocs

Communication via District Newsletter

Communication via District Newsletter

Attachment 3 – Sample AP with Formatting Standards

Book	Administrative Procedures
Section	Chapter 3: General Institution
Title	Institutional Code of Ethics
Code	AP 3050 (DRAFT)
Status	Up for Review
Legal	ACCJC Accreditation Standard III.A.13
Adopted	July 21, 2004
Last Revised	December 1, 2006
Last Reviewed	August 29, 2011
Primary	Chancellor
Next Review	October 1, 2019

Summary of Changes: The Accreditation Standard requires districts to uphold a written code of professional ethics for all of its personnel, including consequences for violation. Suggested language for violation of the code of professional ethics is provided below. At the request of DC3, an introduction describing YCCD's commitment to ethical behavior, a definition of ethics and expectations for ethical behavior is included for consideration.

Legend:
Green font = local/permissible changes
Red font = legally required changes
Blue font = active link

The Yuba Community College District recognizes its responsibility and obligation to the community, students, and staff to act with honesty, integrity, and professionalism in the performance of the operations necessary to achieve its established mission. Professionalism includes avoiding abusive conduct or bullying those with whom you interact. All Yuba Community College District employees share the responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students.

Definition of Ethics
Ethical behavior is often defined as "right" or "good" behavior as measured against common accepted rules of conduct for a society or for a profession. The ethical person is often described in absolute terms as one who is fair, honest, straightforward, trustworthy, dispassionate, and unprejudiced. If, however, one is inconsistently fair or honest, one loses credibility and is perceived to be unethical. The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office.

Expectations for Ethical Behavior
Employees of the Yuba Community College District shall be committed to the principles of honesty and equity and professionalism. They shall not seek to abridge for any purpose the freedoms of other employees or students. At the same time, they shall not willingly permit the right and privileges of any members of the District community to override the best interests of the public served by the District.

**DCAS Process for Updating
10+1 Board Policies and Administrative Procedures
Updated 12/19/2019**

- **Category 1 BP/APs:**

  o **Definition:** BP/APs requiring relatively minor changes in regulatory language or those in the regular review cycle requiring no revisions; the Academic Senate President/VP is pre-authorized to approve Category 1 revisions without going back to Senate.

  o **Review Process:**
    - The Office of the Vice Chancellor of Education and Planning (VCEP) will email the list of BP/AP(s) proposed as Category 1 to the Academic Senate Leadership for review.
    - The Academic Senate Leadership will consult with their respective senate to determine if broader discussion is needed.
    - The Academic Senate Leadership will electronically notify the Office of the VCEP of those BP/APs that will remain Category 1 and those that need to be moved to Category 2.
    - The Office of the VCEP will send the draft Category 1 BP/APs to DCAS for electronic approval.

- **Category 2 BP/APs:**

  o **Definition:** New BP/APs and those requiring significant revisions that warrant broader discussion with constituent groups.

  o **Introducing Draft Language:**

    - **BP/APs Requiring Mutual Agreement:** The Office of the VCEP will provide the initial draft to DCAS to confirm the draft language before sending it through the Category 2 approval process.

    - **Primary Responsibility of Senate:** The initial review will be initiated in the Senates. The VCEP Office will provide the initial draft language and links to reference documents. One Academic Senate will take the lead to draft the language, send it to the other Academic Senate President for input from that senate, and then bring the language to DCAS to go through the Category 2 process.

    - **Proposing Revisions/New:** One or both Academic Senates may originate a new or proposed change to Board Policies and Procedures. The initiating senate will announce to DCAS that it is proposing revisions. The Office of the VCEP will provide legal references and a Word document that includes any required, recommended, or suggested language from the Community College League of California (CCLC) in "markup" format.

  o **Review Process:**

Agenda Item Details

Meeting	Apr 05, 2022 - District Consultation & Coordination Council (DC3) Meeting
Category	6. Standing Agenda Items
Subject	6.01 Review Status of BPs and APs
Access	Public
Type	Information

Public Content

Background: The District Consultation and Coordination Council (DC3) is a district-wide standing council composed of executive staff and representative faculty, staff and students from across the District. The Council serves as a venue for participatory decision-making processes and as a forum for discussion with the Chancellors on various matters. DC3 makes recommendations to the Chancellor on the Board Policies and Administrative Procedures that are not academic and professional matters which are the purview of the District Colleges and Academic Senates Committee.

Purpose: Board Policies and Administrative Procedures are updated regularly consistent with BP 2410 wherein the District's policies and procedures are reviewed every five years. In addition, the District receives legal updates from the Community College League of California (CCLC). The Chancellor's Office tracks changes to the District's policies and procedures. The attached document indicates the adoption and review date for each policy and procedure and is included for DC3's information.

Link to BP/AP Status: BP/AP Tracking Chart

Administrative Content

Executive Content

General Library Item

Name	Board Policy Review Calendar
Release Date	October 9, 2018
Expire date	
Access	Public

Public Content

Board Policy Review Calendar - as of 10.09.2018.pdf (68 KB)

20181204 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (356 KB)

20190206 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (202 KB)

20190305 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (209 KB)

20190430 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (350 KB)

20190604 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (200 KB)

20190702 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (237 KB)

20191001 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (219 KB)

20191105 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (200 KB)

20200204 - DC3 Board Policy_Administrative Procedure Tracking - Final.pdf (217 KB)

20200901_DC3 Board Policy and Administrative Procedure Tracking - Final.pdf (322 KB)

20210202_DC3 Board Policy and Administrative Procedure Tracking - Final.pdf (154 KB)

20210302 DC3 Board Policy_Administrative Procedure Tracking.pdf (218 KB)

20210504 DC3 Board Policy_Adminsitrative Procedure Tracking.pdf (218 KB)

20210803 DC3 Board Policy_Administrative Procedure Tracking.pdf (213 KB)

20210831 DC3 Board Policy_Administrative Procedure Tracking.pdf (174 KB)

20211102 DC3 Board Policy_Administrative Procedure Tracking.pdf (214 KB)

20220302 BP AP Tracking.pdf (204 KB)

Administrative Content

Executive Content

Last Modified by Kathryn Wilkins on February 25, 2022

Board Policy Educaton and Orientation Calendar

January	April	July	October
BP 7340 - Leaves	BP 6300 - Fiscal Management	BP 2010 - Board Membership	BP 2436 - Delegation of Authority to Chancellor
BP 6400 - Audits	BP 6307 - Debt Issuance and Management	BP 2100 - Board Elections	BP 2210 - Officers
BP 2510 - Participation in Local Decision-Making	BP 6320 - Investments	BP 2200 - Board Duties and Responsibilities	BP 2220 - Committees of the Board
BP 2610 - Presentation of Initial Collective Bargaining Proposals	BP 6330 - Purchasing	BP 2730 - Health Benefits	BP 2305 - Annual Organizational Meeting
BP 2440 - Selection and Evaluation of College Presidents	BP 6340 - Bids and Contracts	BP 2710 - Conflict of Interest	
BP 2444 - Selection and Evlauation of District and College Executive, Management and Supervisory Staff	BP 6341 - Informal Bidding Procedure - Uniform Public Construction Cost Accounting Procedures (UPCCAP)		
BP 3420 - Equal Employment Opportunity	BP 6342 - Uniform Public Construction Cost Accounting Procedures (UPCCAP)		

February	May	August	November
BP 7120 - Recruitment and Hiring	BP 1200 - District Mission	BP 2715 - Code of Ethics	BP 2310 - Regular Meetings of the Board
BP 7140 - Collective Bargaining	BP 2351 - Reports to the Board	BP 2716 - Political Activity	BP 2315 - Closed Sessions
BP 7210 - Academic Employees	BP 4020 - Program and Curriculum Development	BP 2735 - Board Member Travel	BP 2320 - Special and Emergency Meetings
BP 7230 - Classified Employees	BP 4025 - Philosophy and Criteria for Associate Degree and General Education		BP 2330 - Quorum and Voting
BP 7240 - Confidential Employees	BP 4050 - Articulation		BP 2340 - Agendas
BP 7250 - Educational Administrators	BP 4100 - Graduation Requirements for Degrees and Certificates		BP 2720 - Communications Among Board Members
BP 7260 - Classified Supervisors and Managers			BP 2740 - Board Education

March	June	September	December
BP 2745 - Board Self-Evaluation	BP 4220 - Standards of Scholarship	BP 3200 - Accreditation	BP 4010 - Academic Calendar
BP 3810 - Claims against the District	BP 4225 - Course Repetition	BP 3225 - Institutional Effectiveness	BP 5010 - Admissions
BP 6200 - Budget Preparation	BP 4260 - Prerequisites and Corerequisites	BP 2430 - Chancellor	BP 5015 - Residence Determination
BP 6250 - Budget Management	BP 4240 - Academic Renewal	BP 2435 - Evaluation of Chancellor	BP 5020 - Non-Resident Tuition
	BP 2725 - Board Member Compensation		BP 5030 - Fees

New Trutsee Orientation Session Topics

Session #0
September - October
Topics: Introductions, Conduct of Board, State of Colleges and Accreditation Status.

Session #1
November
Topics: Introductions, In-Processing (HR/Payroll/Benefits/Form 700/Code of Ethics/Contact Information)

Session #2
December
Topics: Roles - Board/CEO
Brown Act and Ethics overview, Conduct of Board, Board Meeting Schedule, Conduct of Board meetings, Board Education.

Session #3
March
Topics: State of the Colleges and Accreditation Status, CA CC System Orientation, YCCD Governance Orientation, Labor Relations.

Session #4
May
Topics: Budget Primer, College Finances, Audit Findings & Work Progress, Existing Litigation, Board's Self-Evaluation Process.

Session #5
July
Topics: District Strategic Planning, State of the Colleges and Accreditation Status, Colleges Programs and Services, College/Campus Tour, Accreditation Standards and Board's Role.

Developed 5/10/2018

YCCD YUBA COMMUNITY COLLEGE DISTRICT **2021-2022 Charter**	**District Technology Committee**

Committee Purpose:

The purpose of the YCCD Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the district and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the Yuba Community College District.

In specific, the Committee serves the following purposes:

1. Develop and recommend district policies, procedures and standards that:

    a. Address the acquisition and use of technology.

    b. Ensure the security and business continuity of our business critical systems.

    c. Ensure compliance with state and federal laws.

2. Develop and regularly review the District Strategic Technology Plan that

    - is evaluated annually to ensure that it incorporates best practices in our use of technology across the district and for each college
    - supports the success of all students through the development of instructional technologies, including the delivery of instructional media
    - advises the district administration about the information technology needs and concerns of students, faculty and staff
    - aligns with state recommendations
    - aligns with the "spirit of intent" of the state's allocation of resources
    - aligns with the work of the colleges' planning / budget committees
    - aligns with the colleges' Education Master Plans
    - is consistent with the district's mission, goals and resources
    - addresses licensing responsibility, system and data security, training and education, etc.

3. Promote the use of technology to increase efficiency of district operations and to support teaching and enhance student learning.

4. Review technology-related recommendations from the colleges for cost effectiveness and district-wide compatibility.

5. Identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the district and colleges.

6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.

7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.

8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.

9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the district and colleges.

10. Assure bi-directional communication between colleges and IT with regard to technology.

11. Establish and oversee technology focus workgroups as needed.

Special Guidelines, Parameters, and/or Resources:

1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.

2. Decision Making:

   a. For items that do not fall under Academic Senate purview, decisions require a unanimous minus one vote. In the case where two or more do not agree, a minority report will be sent with the recommendation.

   b. The District Technology Committee will obtain agreement of both academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.

3. Quorum - A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.

Meeting Schedule: Once a month

How Work Is Communicated:

The Technology Plan, standards, and procedures will be posted to the District website for sharing with all district staff.

Recommendations go to:

The following bodies as appropriate:
1. Chancellor's Cabinet
2. DCAS for academic or professional matters (10+1)
3. DC3 for information
4. College Councils for recommendations and information to the Presidents
5. The appropriate team or committee for issues for further study and/or action

*   **Academic Senate Purview** (Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senates of the District, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senates. In accordance with Title 5 regulations, the primary function of Yuba College's and Woodland Community College's Academic Senates, as representatives of the faculty, is to make recommendations to the administration of its respective college and to the Board with respect to academic and professional matters (the "10+1").

A. The Board has affirmed that it will rely primarily upon the advice and judgment of the Academic Senates in the following matters (items 1-3 of the "10+1"):

   1. Curriculum, including establishing prerequisites and placing courses within disciplines;
   2. Degree and certificate requirements;
   3. Grading policies.

In these matters, the recommendations of the Senate(s) will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the Academic Senate(s), shall promptly communicate its reasons in writing to the Academic Senate(s).

B. The Board has also affirmed that the Board, or such representatives as it may designate, and the representatives of the Academic Senates shall have the obligation to reach mutual agreement by written resolution, regulation, or Board policy for the following matters (items 4-10 of the 10+1):

   4. Educational / program development;
   5. Standards or policies regarding student preparation and success;
   6. District and college governance structures, as related to faculty roles;
   7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
   8. Policies for faculty professional development activities;
   9. Processes for program review;
   10. Processes for institutional planning and budget development.

In these matters, either party has the right to initiate communication. The Board or its designee shall make its requests to the Chair(s) of the Academic Senate(s); the Senate(s) may make their requests directly to the Board or to the Board's designee.

Proposals shall be presented in as complete and timely a manner possible and shall be transmitted in writing from one party to the other. In ordinary circumstances there should be no more than a three week interval between the transmission of positions. All final agreements will be put in writing and made part of the District's records.

When mutual agreement in these matters cannot be reached, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In such cases, the final determination and rationale will be communicated to the Senates in writing.

C. The Senate chairs or designees shall be allowed to review the Board agenda prior to the Board meeting. Further, Senate chairs or designees shall be accorded an opportunity on the Board's regular agenda to address the Board regarding its concerns. The Board shall consider and respond to such views and recommendations.

Adopted by DCAS: 2/15/2018

DISTRICT TECHNOLOGY COMMITTEE

Membership

Committee Member Position	Term	Member
Chief Technology Officer	Ongoing by Position	Devin Crosby
Academic Senate Representative, WCC	2020-2023	Julie Brown TBD 9/25
Academic Senate Representative, YC	2019-2022	John Thoo
College Vice President or designee, WCC	Ongoing by Position	Elizabeth Allen
College Vice President or designee, YC	Ongoing by Position	Jeremy Brown
DSPS Representative, WCC or YC	2021-2024	TBD
Student Representative, WCC or LCC	2021-2022	TBD
Student Representative, YC	2021-2022	TBD
DE Faculty Representative, WCC	2019-2022	Nili Kirschner
DE Faculty Representative, YC	2020-2023	Kyle Mathis
Enterprise Hardware Supervisor	Ongoing by Position	Jason Musselman
Enterprise Software Supervisor	Ongoing by Position	Sonja Horn (Interim)

Resource Member Position	Term	Member
Recorder, Executive Assistant to the Vice Chancellor	Ongoing by Position	Renee Hamilton
Academic Support Services	As Needed	TBD
Course Scheduler	As Needed	Kristi Page
Vice President of Student Services, WCC	As Needed	Adela Esquivel-Swinson
Vice President of Student Services, YC	As Needed	Dwayne Hunt
Others	As Needed	

Adopted by DCAS: 2/15/2018
Membership updated: 5/2/2022

Adopted: 2/15/2018

Yuba Community College District
Integrated Planning Model

8/20/2020

Long-Range Planning

Annual Planning

College EMP
(3-year cycle)

District Governance Assessment
(3-year cycle)

~~District Strategic Enrollment Management Plan~~
~~(3-year cycle)~~

- ~~Data~~
- ~~SWOT Analysis~~
- ~~Academic Portfolio by College and Center~~
- ~~Districtwide Initiatives~~
- ~~Enrollment Projections~~
- ~~Enrollment District and College Targets (annual update)~~

District Strategic Plan
(6-year cycle)

Strategic Academic Program and Services Review and Prioritization
(6-year cycle)

District Facilities Plan
(3-year cycle/long-range plan)

District Human Resource Plan (3-year cycle)

District Strategic Enrollment Management Plan
(3-year cycle)

~~College EMP~~
~~(3-year cycle)~~

District Security Plan
(3-year cycle)

District Technology Plan
(3-year cycle/long-range plan)

Student Success

- September — Review Grant Priorities & Calendar
- September — Annual Updates Completed
- October — Divisions Prioritize
- November — Facilities/ M&O IT & HR Consulted
- Faculty Hiring Priorities
- Common List Agreed Upon
- President Reviews
- Chancellor Authorizes
- December — Budget Development Process Begins
- January — Requests Prioritized By College
- February — Review/ Update Staffing Plan
- Final Version Presented to DC3
- March — Chancellor Finalizes Budget
- April — Institutional Effectiveness Review
- May — Board of Trustees Approval
- June — Board Annual Planning Retreat
- July – August — Annual Planning Assumptions Defined

FACULTY HIRING TRACK

Budget Track

Key:
- Administrators (Blue)
- Board (Teal)
- Districtwide (Green/Blue)
- Executive (Yellow)
- Faculty (Green)
- Faculty/Administrators (Pink)
- Governance (Purple)
- Resource Experts (Orange)

1. Do you have access to at least one computer at home?

○ Yes

○ No

○ Sometimes

2. Do you have access to high-speed internet a home?

○ Yes

○ No

○ Sometimes

3. Where do you most commonly access the internet to complete coursework?

☐ Home

☐ Campus/ School library / Computer lab

☐ Public library

☐ Coffee Shop or local eatery

☐ Family or friend with reliable internet

4. Which of the following technologies/internet tools do you use for personal use (e.g. to connect with friends/family, or for hobbies, extracurricular activities/relaxation) Select all that apply

☐ Home personal computer

☐ Laptop computer

☐ Smartphone

☐ Tablet (iPad, Samsung Note, Kindle)

5. Outside of class, how do you regularly communicate with your teachers?

☐ Canvas

☐ E-mail

☐ Face - to - face

☐ Telephone call

6. If campus was to close due to COVID-19 concerns, would you have a way to access online instruction through Canvas and web conferencing tools?

○ Yes

○ No

Faculty taking online training

Last	First	Where	When	Instructor	Primary College in YCCD	Column1
Aggrey	Jessica	YCCD	18-Apr	Betsy	WCC	
Allen	Elizabeth	YCCD	Dec. 2017	Julie	WCC	
Allen	Yvonne	YCCD	18-Apr	Betsy	WCC	
Anderson	Heidi	@ONE	Fall 2017		WCC	
Andrews	Dean	Los Rios/ @ONE	18-May		WCC	Is also POCR trained for Los Rios
Andrews	Dean	YCCD	Aug-19	Betsy	WCC	
Arambula	Raul	YCCD	Dec 7 2020	Betsy	WCC	
Askeland	Kevin	YCCD	Aug-21	Candice	WCCDual Enrollment	
Asmus	Brandi	At/one	Fall, 2016		WCC	
Atkins	Tonya	YCCD	18-Apr	Betsy		
Bahneman	Donna	YCCD	Dec 7 2020	Betsy	WCC	
Banez	Josephine	YCCD	June, 2017			
Barbieri	Tracia	YCCD	Nov-20	Betsy	WCC	
Barela	Eva	YCCD	May-20	Betsy	WCC	
Barela	Eva	YCCD	Nov-20	Betsy	WCC	
Barksdale	Dante	YCCD	Dec. 2017	Julie		
Barr	Adarian	YCCD	May-20	Betsy	WCC	
Bassi	Surinder	YCCD	May-20	Betsy	WCC	
Bayne	David	YCCD	Dec. 2017	Julie	WCC	
Benda	William	YCCD	May-20	Betsy	WCC	
Bernabei	Alex	YCCD	Feb-19	Betsy	WCC	
Blacklock	Julie	At/one	Fall, 2016			
Blair-Medeiros	Michelle	YCCD	June, 2017			
Blake	Cheryl	YCCD	June, 2017			
Boice	Renee	YCCD	Fall 2017	Kyra		
Boles-Cravea	Kimberly	YCCD	18-Apr	Betsy	WCC	
Bonner	Jill	YCCD	May-20	Betsy	WCC	
Boswell	David	YCCD	Aug-21	Candice	WCCDual Enrollment	
Boyd	Halsey	YCCD	May-20	Betsy	WCC	
Brown	Julie	At/one	Fall, 2016		WCC	
Bruening	Noel	YCCD	June, 2017		WCC	
Buckley	Alison	YCCD	March, 2017		WCC	
Burns	Erick	At/one	Fall, 2016		YC	
Cabreros	Robert	YCCD	Feb-19	Betsy	WCC	
Castro	Raven	YCCD	Aug-21	Candice	WCCDual Enrollment	
Cavanagh	Dawn	YCCD	Jun-18	Betsy	YC	
Challender	Michael	YCCD	May-20	Betsy	WCC	
Charter	Amber	YCCD	Dec 7 2020	Betsy	WCC	
Cherney	David	YCCD	May-20	Betsy	WCC	
Chong	Eun	YCCD	May-20	Betsy	WCC	
Churchill	Jabez	YCCD	Dec 7 2020	Betsy	WCC	
Cisneros	Claudio	YCCD	Nov-20	Betsy	WCC	
Clark	Matthew	YCCD	Dec 7 2020	Betsy	WCC	
Coughlin	Kali	YCCD	May-20	Betsy	WCC	
Crain	Danielle	YCCD	Dec-21	Betsy	WCC	
Crawford	Danielle	YCCD	May-20	Betsy	WCC	
Cuellar-Marroquin	Angela	YCCD	Oct-20	Betsy	WCC	
Cunningham	Sarah	YCCD	Nov-20	Betsy	WCC	
Dagrossa	Pamela	YCCD	Feb-19	Betsy	WCC	
Daly	Laurie	@ONE	Fall 2017		WCC	
Delgadillo	Ximena	YCCD	May-20	Betsy	WCC	
Deniz	Leslie	YCCD	May-20	Betsy	WCC	
DePasquale	Christine	YCCD	May-20	Betsy	WCC	
Devi Vadivelu	Kalpana	YCCD	May-20	Betsy	WCC	
Dicus	Michelle	YCCD	May-20	Betsy	WCC	
Dilly	Paul	YCCD	May-20	Betsy	WCC	
Dobusch	Andrew	YCCD	May-20	Betsy	WCC	
Dudman	Matthew	Solano	18-Nov		WCC	and additional CSU QOLT training
Easley	Kevin	Sierra College	Fall 2015		WCC	
Eder	Kai	YCCD	18-Apr	Betsy	WCC	
Eifler	Tristan	YCCD	May-20	Betsy	WCC	
Engstrom	Karina	YCCD	May-20	Betsy	WCC	
Eskandari	Vahid	YCCD	May-20	Betsy	WCC	
Felver	Lewis	YCCD	March, 2017		WCC	
Ferns	Kevin	YCCD	March, 2017		WCC	

Ferns	Kevin	At/one	Fall, 2016		WCC	
Fix	Andrew	YCCD	Dec 7 2020	Betsy	WCC	
Flores	Jenny	Equivalent	Jan-18	YC DEC		
Foster	Vicki	YCCD	May-20	Betsy	WCC	
Frederick	Casey	YCCD	18-Apr	Betsy	WCC	
Frederking	Shawn	YCCD	18-Mar	Betsy	YC	
Gander	Therese	YCCD	Dec 7 2020	Betsy	WCC	
Garay	Ernesto	YCCD	20-May	Betsy	WCC	
Garcia	Lynette	U of Phoenix	May-12			
Gardner	Noah	YCCD	Oct-20	Betsy	WCC	
Gassman	Gregory	YCCD	May-20	Betsy	WCC	
Gear	Billy	YCCD	March, 2017		WCC	
Gilbreath	Timothy	YCCD	June, 2017			
Giles	January	YCCD	Aug-21	Candice	WCCDual Enrollment	
Gill	Rajan	YCCD	Dec. 2017	Julie		
Gillepie	Brian	Online Network	De 2017	Online Network	WCC	Certificate from @ONE
Guiffrida	Mike	YCCD	May-20	Betsy	WCC	
Hamkar	Behzad	Sierra	2014 with refresh summer 2020	Email from Sierra DE		
Hamner	John	YCCD	Dec 7 2020	Betsy	WCC	
Haney	Benjamin	YCCD	Dec 7 2020	Betsy	WCC	
Hanson	Jennifer	At/one	Fall, 2016		WCC	
Harding	Matthew	Sac City	Sep-18		Certificate from SCC	
Harrison	Liberty	YCCD	Jun-18	Betsy	YC	
Heras	April	YCCD	20-Feb	Betsy	WCC	
Hernandez	Ismael	YCCD	Aug-21	Candice	WCCDual Enrollment	
Hicks	Gregory	YCCD	Nov-20	Betsy	WCC	
Hillenbrand	Collin	ARC	May-19		Certificate from ARC	
Hillix	Allison	YCCD	Dec 7 2020	Betsy	WCC	
Holdereed	Glenn	YCCD	March, 2017		WCC	
Holderreed	Glenn	YCCD	19-Sep	Betsy	WCC	
Hopson-Donoho	Katrina	YCCD	Jun-18	Betsy	YC	
Hoskins	Mercedes (Merci)	YCCD	19-Sep	Betsy	WCC	
Howard	Michael	At/one	Fall, 2016		YC	
Howard	Michael	YCCD	Dec 7 2020	Betsy	WCC	
Howerton	Christopher	At/one	Summer 2016		WCC	
Jacinto	Charlene	YCCD	Aug-19	Betsy	WCC	
Jahanshahloo	Hoda	Sierra	Aug-20		Email from Sierra DE	
Jaime	Stephanie	YCCD	Dec-21	Betsy	WCC	
Jardine	Christian	ARC	May-18		Certificate from ARC	
Johal	Rajdeep	YCCD	Dec. 2017	Julie	WCC	
Johansen	Trine	YCCD	Feb-19	Betsy	WCC	
Johnson	Traci	YCCD	20-Feb	Betsy	WCC	
Jones	Gina	YCCD	Fall 2017	Kyra	WCC	
Jukes	Brian	YCCD	Dec. 2017	Julie		
Kaplan	Lisa	YCCD	Nov-20	Betsy	WCC	
Keriotis	Ingrid	Equivalent	18-Jan	YC DEC		
Kirsch	Daniel	YCCD	June, 2017			
Kirschner	Nili	YCCD	March, 2017		WCC	
Klein	Rachel	YCCD	20-Feb	Betsy	WCC	
Kosmitski	Corinne	YCCD	May-20	Betsy	WCC	
Kowalske	Kristen	YCCD	May-20	Betsy	WCC	
Krapf	Trevor	YCCD	June, 2017			
Kratochivil	Monica	At/one	Fall, 2016		YC	
Langan	Pamela	YCCD	Jun-18	Betsy	YC	
Lanier	Shawn	YCCD	20-May	Betsy	WCC	
Larsen	Ingrid	YCCD	Feb-19	Betsy	WCC	
Larson	Michael	YCCD	Dec. 2017	Julie		
Leaf	Kaitlin	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Lee	Anette	YCCD	Dec. 2017	Julie	WCC	
Lengyel	Kimberly	YCCD	May-20	Betsy	WCC	
Leonardo	Whitney	YCCD	Aug-21	Candice	WCCDual Enrollment	
Levitt	Timothy	YCCD	Dec 7 2020	Betsy	Maybe YC dual enrollment?	
Levy	Stacia	YCCD	18-Mar	Betsy	WCC	
Lewis	Ed	YCCD	May-20	Betsy	WCC	
Mabry	Jeff	YCCD	18-Apr	Betsy		
MacKechnie	Ruth	YCCD	May-20	Betsy	WCC	
Madrid	Griselda	YCCD	Jun-18	Betsy	YC	

Maguire	Daniel	YCCD	18-Apr	Betsy	WCC	
Main	Mickie	At/one	Fall, 2016		WCC	
Mangney	Laney	YCCD	Dec. 2017	Julie	WCC	
Marquez	Annie	@One	Dec. 2018		WCC	
Martin	Dena	YCCD	18-Apr	Betsy	WCC	
Masuda	Akiko	YCCD	Aug-19	Betsy	WCC	
Mathis	Kyle	YCCD	June, 2017			
McCabe	Jennifer	Online Network	4-May-20		WCC- extended term and com	Badge
McCullough	Natalie	YCCD	Aug-21	Candice	WCCDual Enrollment	
McGill-Cameron	Donna	At/one	Fall, 2016			
McQueen	Nathan	ARC	Spring 2019		Certificate from ARC	
Megan	Riedel	YCCD	Jun-18	Betsy	YC	
Mehlert	Carrie	YCCD	Jun-18	Betsy	YC	
Mello	Kyra	At/one	Fall, 2016		YC	
Metz	Ariane	YCCD	May-20	Betsy	WCC	
Miller	Casey	YCCD	June, 2017			
Miller	Donyale	YCCD	Jun-18	Betsy	YC	
Miller	Andrew	YCCD	Feb-19	Betsy	WCC	
Miller	Ryan	YCCD	Dec 7 2020	Betsy	WCC	
Mohrmann	Peter	YCCD	May-20	Betsy	WCC	
Monahan	Colleen	Cerro Coso	2005			
Montiel	Jaime	YCCD	May-20	Betsy	WCC	
Mora	Patricia	YCCD	Nov-20	Betsy	WCC	
Moreno	Melissa	YCCD	18-Apr	Betsy	WCC	
Moreno	Melissa	YCCD	Feb-19	Betsy	WCC	
Morgan	Heidi	Mendocino CC	Fall 2016			
Morioka	Jeremy	YCCD	Dec 7 2020	Betsy	WCC	
Morrissey-Myatt	Jennifer	YCCD	May-20	Betsy	WCC	
Mueller	Tina	YCCD	Feb-19	Betsy	YC	
Mullin	Jeanine	YCCD	May-20	Betsy	WCC	
Murphy	Charlynne	YCCD	20-May	Betsy	WCC	
Nasiri	Melekeh	YCCD	Dec 7 2020	Betsy	WCC	
Niyati	Fatemeh	YCCD	May-20	Betsy	WCC	
Nucum	Dinah	YCCD	Aug-19	Betsy	WCC	
Nunley	Allen	YCCD	Feb-19	Betsy	WCC	
Oesau	Kathryn	YCCD	March, 2017		YC	
O'Leefe-Schwering	Georganna	At/one	Fall, 2016			
Orpustan-Love	Denise	YCCD	Dec 7 2020	Betsy	WCC	
Paez	Alex	ARC	May-19		Certificate from ARC	
Palumbo	Natasha	Sierra	Mar-19	Suzanne Daven	Sierra College Certificate	
Papin	Michael	YCCD	19-Sep	Betsy	WCC	
Parker	Brian	YCCD	Nov-20	Betsy	WCC	
Passerini	Kristina	YCCD	Dec. 2017	Julie	WCC	Sac City Online Training
Penner	Elfriede	YCCD	Dec 7 2020	Betsy	WCC	
Pittenger	Joshua	YCCD	Nov-20	Betsy	YC	
Pleskaczewski	Ann-Marie	YCCD	Dec 7 2020	Betsy	WCC	
Ponticelli	Jan	YCCD	Dec. 2017	Julie		
Poorjahanshah	Homer	YCCD	Dec 7 2020	Betsy	WCC	
Porter	Cherri	ARC	May-16		WCC	
Post	Thea	YCCD	March, 2017		YC	
Prather	Douglass	YCCD	May-20	Betsy	WCC	
Pritchard	Dorothy	YCCD	Dec 7 2020	Betsy	WCC	
Pyzer	Jennifer	YCCD	June, 2017			
Pyzer	Joel	YCCD	20-Feb	Betsy	WCC	
Ramirez	Joanna	YCCD	Feb-19	Betsy	WCC	
Ramos	Maria	YCCD	Fall 2017	Kyra		
Ramsey	Tina	At/one	Fall, 2016		YC	
Reynolds	Stephanie	At/one	Fall, 2016		YC	
Richards	Loretta	At/one	Fall, 2016			
Rios	Manuel	Sierra	Aug-20		Email from Sierra DE	
Robinson	Ralph	At/one	Fall, 2016		WCC	
robinsone	Elaine	YCCD	March, 2017		YC	
Rochin	Nikki	At/one	Fall, 2016		YC	
Rodriguez	Jesus	YCCD	18-Mar	Betsy	WCC	
Rodriguez	Tomas	YCCD	Jun-18	Betsy	YC	
Rogers	Kristina	At/one	Fall, 2016		WCC	
Rojas	Evelyn	Sierra	Fall 2016		WCC	

Ross-Ibarra	Claudia	YCCD	Fall 2017	Kyra	WCC	
Ross-Ibarra	Claudia	YCCD	20-Feb	Betsy	WCC	
Ruiz	Aracely	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Rumsey	James (Jim)	YCCD	19-Sep	Betsy	WCC	
Russell	Matthew	YCCD	Aug-21	Candice	WCCDual Enrollment	
Samin	Ahmad	YCCD	Dec 7 2020	Betsy	WCC	
Sasano	Todd	YCCD	March, 2017		WCC	
Schrettner	Laura	YCCD	March, 2017		YC	
Selee	Douglas	YCCD	Feb-19	Betsy	WCC	
Shah	Jaya	YCCD	Feb-19	Betsy	WCC	
Sharlow	Mary	YCCD	Dec. 2017	Julie	WCC	aka Mary Wilson
Shaukat	Abrar	YCCD	June, 2017			
Sheldon	Shara	YCCD	Spring 2020	Sac City OTLA	Certificate from Sac City College	
Shima	Todd	YCCD	May-20	Betsy	WCC	
Silsby	Stanley	YCCD	Aug-19	Betsy	WCC	
Smith	Clark	At/one	Fall, 2016		YC	
Snyder	Roxanne	Cerro Coso	2005			
Sorenson	Daniel	TMCC	2016-2017	DEC Approved		
Sparks	Genevieve	Sac State	Summer 2020		Certificate from Sac State	
Spaulding	Hallie	YCCD	June, 2017			
Spears	Estelita	YCCD	20-Oct	Betsy	WCC	
Stafford-Banks	Candice	YCCD	18-Mar	Betsy	WCC	
Stemmann	Karsten	At/one	Fall, 2016		YC	
Stewart	Tiffany	YCCD	May-20	Betsy	WCC	
Stoddard	Robert	YCCD	Feb-19	Betsy	YC	
Stone	Douglas	YCCD	18-Apr	Betsy	WCC	
Stong	Brittney	At/one	Fall, 2016			
Strode	Catherine	YCCD	May-20	Betsy	WCC	
Sughrue	Wesley	YCCD	20-Feb	Betsy	WCC	
Tadashi	Matsuoka	YCCD	Fall 2017	Kyra		
Tamse	Cay	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Tanabe	Jenine	YCCD	June, 2017			
Teixeira	Katharina	YCCD	Jun-18	Betsy	YC	
Terrell	Toby	At/one	Fall, 2016			
Tittle	Matthew	YCCD	19-Sep	Betsy	WCC	
Tomlinson	John	YCCD	20-Feb	Betsy	WCC	
Torres	Jolene	YCCD	18-Mar	Betsy	WCC	
Touchman	Stephanie	YCCD	May-20	Betsy	WCC	
Trimble	Jeremy	YCCD	June, 2017		WCC	
Turney	Nicholas	YCCD	May-20	Betsy	WCC	
Ueda	Aya	YCCD	Dec. 2017	Julie		
Utter	Robert	Sierra	Summer 2020		Email from Sierra DE	
Valdes	Carola	YCCD	May-20	Betsy	WCC	
Vargas	Mayra	YCCD	Fall 2017	Kyra		
Velasco	Ariana	YCCD	20-Feb	Betsy	WCC	
Villegas	Rene	YCCD	Fall 2017	Kyra		
Vizzusi	Brian	Sierra				
Vogelsang	Dale	Equivalent	18-Jan	YC DEC		
Wagner	james	At/one	Fall, 2016		YC	
Walden	Ashley	YCCD	June, 2017			
Walker	Heidi	YCCD	18-Apr	Betsy		
Weiper	Tyler	YCCD	20-Oct	Betsy	WCC	
Weiss	Elizabeth	YCCD	May-20	Betsy	WCC	
Wilkinson	Cheryl	YCCD	Dec. 2017	Julie		
Williams	Tracy	YCCD	18-Apr	Betsy	WCC	
Williams	Tara	YCCD	Aug-19	Betsy	WCC	
Willis	Nikolas	YCCD	Aug-21	Candice	WCCDual Enrollment	
Willson	Angela	At/one	Fall, 2016		YC	
Wilson	Stephanie	YCCD	18-Mar	Betsy		
Wylie	Steven	YCCD	Dec. 2017	Julie	WCC	
Yocham	Amand	YCCD	March, 2017			
Young	Mary	YCCD	Nov-20	Betsy	WCC	
Yu	Eric	YCCD	May-20	Betsy	WCC	
Zermeno	Angelica	YCCD	May-20	Betsy	WCC	

Faculty completing online training

Last	First	Where	When	Instructor	Primary College in YCCD	Column1
Asmus	Brandi	At/one	Fall, 2016		WCC	
Blacklock	Julie	At/one	Fall, 2016			
Brown	Julie	At/one	Fall, 2016		WCC	
Buckley	Alison	YCCD	March, 2017		WCC	
Burns	Erick	At/one	Fall, 2016		YC	
Felver	Lewis	YCCD	March, 2017		WCC	
Ferns	Kevin	YCCD	March, 2017		WCC	
Ferns	Kevin	At/one	Fall, 2016		WCC	
Gear	Billy	YCCD	March, 2017		WCC	
Hanson	Jennifer	At/one	Fall, 2016		WCC	
Holdereed	Glenn	YCCD	March, 2017		WCC	
Howard	Michael	At/one	Fall, 2016		YC	
Howerton	Christopher	At/one	Summer 2016		WCC	
Kirschner	Nili	YCCD	March, 2017		WCC	
Kratochivil	Monica	At/one	Fall, 2016		YC	
Main	Mickie	At/one	Fall, 2016		WCC	
McGill-Cameron	Donna	At/one	Fall, 2016			
Mello	Kyra	At/one	Fall, 2016		YC	
Morgan	Heidi	Mendocino CC	Fall 2016			
Oesau	Kathryn	YCCD	March, 2017		YC	
O'Leefe-Schwering	Georganna	At/one	Fall, 2016			
Post	Thea	YCCD	March, 2017		YC	
Ramsey	Tina	At/one	Fall, 2016		YC	
Reynolds	Stephanie	At/one	Fall, 2016		YC	
Richards	Loretta	At/one	Fall, 2016			
Robinson	Ralph	At/one	Fall, 2016		WCC	
robinsone	Elaine	YCCD	March, 2017		YC	
Rochin	Nikki	At/one	Fall, 2016		YC	
Rogers	Kristina	At/one	Fall, 2016		WCC	
Sasano	Todd	YCCD	March, 2017		WCC	
Schrettner	Laura	YCCD	March, 2017		YC	
Smith	Clark	At/one	Fall, 2016		YC	
Stemmann	Karsten	At/one	Fall, 2016		YC	
Stong	Brittney	At/one	Fall, 2016			
Terrell	Toby	At/one	Fall, 2016			
Wagner	james	At/one	Fall, 2016		YC	
Willson	Angela	At/one	Fall, 2016		YC	
Yocham	Amand	YCCD	March, 2017			
Easley	Kevin	Sierra College	Fall 2015		WCC	
Banez	Josephine	YCCD	June, 2017			
Blair-Medeiros	Michelle	YCCD	June, 2017			
Blake	Cheryl	YCCD	June, 2017			
Bruening	Noel	YCCD	June, 2017		WCC	
Gilbreath	Timothy	YCCD	June, 2017			
Kirsch	Daniel	YCCD	June, 2017			
Krapf	Trevor	YCCD	June, 2017			
Mathis	Kyle	YCCD	June, 2017			
Miller	Casey	YCCD	June, 2017			
Pyzer	Jennifer	YCCD	June, 2017			
Shaukat	Abrar	YCCD	June, 2017			
Spaulding	Hallie	YCCD	June, 2017			
Tanabe	Jenine	YCCD	June, 2017			
Trimble	Jeremy	YCCD	June, 2017		WCC	
Walden	Ashley	YCCD	June, 2017			
Snyder	Roxanne	Cerro Coso	2005			
Monahan	Colleen	Cerro Coso	2005			
Garcia	Lynette	U of Phoenix	May-12			
Anderson	Heidi	@ONE	Fall 2017		WCC	

Daly	Laurie	@ONE	Fall 2017		WCC	
Sorenson	Daniel	TMCC	2016-2017	DEC Approved		
Boice	Renee	YCCD	Fall 2017	Kyra		
Jones	Gina	YCCD	Fall 2017	Kyra	WCC	
Tadashi	Matsuoka	YCCD	Fall 2017	Kyra		
Ramos	Maria	YCCD	Fall 2017	Kyra		
Ross-Ibarra	Claudia	YCCD	Fall 2017	Kyra	WCC	
Vargas	Mayra	YCCD	Fall 2017	Kyra		
Villegas	Rene	YCCD	Fall 2017	Kyra		
Allen	Elizabeth	YCCD	Dec. 2017	Julie	WCC	
Barksdale	Dante	YCCD	Dec. 2017	Julie		
Bayne	David	YCCD	Dec. 2017	Julie	WCC	
Gill	Rajan	YCCD	Dec. 2017	Julie		
Johal	Rajdeep	YCCD	Dec. 2017	Julie	WCC	
Jukes	Brian	YCCD	Dec. 2017	Julie		
Larson	Michael	YCCD	Dec. 2017	Julie		
Lee	Anette	YCCD	Dec. 2017	Julie	WCC	
Mangney	Laney	YCCD	Dec. 2017	Julie	WCC	
Passerini	Kristina	YCCD	Dec. 2017	Julie	WCC	Sac City Online Training
Ponticelli	Jan	YCCD	Dec. 2017	Julie		
Sharlow	Mary	YCCD	Dec. 2017	Julie	WCC	aka Mary Wilson
Ueda	Aya	YCCD	Dec. 2017	Julie		
Wilkinson	Cheryl	YCCD	Dec. 2017	Julie		
Wylie	Steven	YCCD	Dec. 2017	Julie	WCC	
Flores	Jenny	Equivalent	Jan-18	YC DEC		
Keriotis	Ingrid	Equivalent	18-Jan	YC DEC		
Vogelsang	Dale	Equivalent	18-Jan	YC DEC		
Rodriguez	Jesus	YCCD	18-Mar	Betsy	WCC	
Wilson	Stephanie	YCCD	18-Mar	Betsy		
Torres	Jolene	YCCD	18-Mar	Betsy	WCC	
Stafford-Banks	Candice	YCCD	18-Mar	Betsy	WCC	
Levy	Stacia	YCCD	18-Mar	Betsy	WCC	
Frederking	Shawn	YCCD	18-Mar	Betsy	YC	
Aggrey	Jessica	YCCD	18-Apr	Betsy	WCC	
Allen	Yvonne	YCCD	18-Apr	Betsy	WCC	
Atkins	Tonya	YCCD	18-Apr	Betsy		
Boles-Cravea	Kimberly	YCCD	18-Apr	Betsy	WCC	
Eder	Kai	YCCD	18-Apr	Betsy	WCC	
Frederick	Casey	YCCD	18-Apr	Betsy	WCC	
Mabry	Jeff	YCCD	18-Apr	Betsy		
Maguire	Daniel	YCCD	18-Apr	Betsy	WCC	
Martin	Dena	YCCD	18-Apr	Betsy	WCC	
Moreno	Melissa	YCCD	18-Apr	Betsy	WCC	
Stone	Douglas	YCCD	18-Apr	Betsy	WCC	
Walker	Heidi	YCCD	18-Apr	Betsy		
Williams	Tracy	YCCD	18-Apr	Betsy	WCC	
Mehlert	Carrie	YCCD	Jun-18	Betsy	YC	
Cavanagh	Dawn	YCCD	Jun-18	Betsy	YC	
Miller	Donyale	YCCD	Jun-18	Betsy	YC	
Madrid	Griselda	YCCD	Jun-18	Betsy	YC	
Teixeira	Katharina	YCCD	Jun-18	Betsy	YC	
Hopson-Donoho	Katrina	YCCD	Jun-18	Betsy	YC	
Harrison	Liberty	YCCD	Jun-18	Betsy	YC	
Megan	Riedel	YCCD	Jun-18	Betsy	YC	
Langan	Pamela	YCCD	Jun-18	Betsy	YC	
Rodriguez	Tomas	YCCD	Jun-18	Betsy	YC	

Andrews	Dean	Los Rios/ @ONE	18-May		WCC	Is also POCR trained for Los Rios
Marquez	Annie	@One	Dec. 2018		WCC	
Bernabei	Alex	YCCD	Feb-19	Betsy	WCC	
Nunley	Allen	YCCD	Feb-19	Betsy	WCC	
Miller	Andrew	YCCD	Feb-19	Betsy	WCC	
Selee	Douglas	YCCD	Feb-19	Betsy	WCC	
Larsen	Ingrid	YCCD	Feb-19	Betsy	WCC	
Shah	Jaya	YCCD	Feb-19	Betsy	WCC	
Ramirez	Joanna	YCCD	Feb-19	Betsy	WCC	
Moreno	Melissa	YCCD	Feb-19	Betsy	WCC	
Dagrossa	Pamela	YCCD	Feb-19	Betsy	WCC	
Cabreros	Robert	YCCD	Feb-19	Betsy	WCC	
Stoddard	Robert	YCCD	Feb-19	Betsy	YC	
Mueller	Tina	YCCD	Feb-19	Betsy	YC	
Johansen	Trine	YCCD	Feb-19	Betsy	WCC	
Andrews	Dean	YCCD	Aug-19	Betsy	WCC	
Jacinto	Charlene	YCCD	Aug-19	Betsy	WCC	
Masuda	Akiko	YCCD	Aug-19	Betsy	WCC	
Nucum	Dinah	YCCD	Aug-19	Betsy	WCC	
Silsby	Stanley	YCCD	Aug-19	Betsy	WCC	
Williams	Tara	YCCD	Aug-19	Betsy	WCC	
Holderreed	Glenn	YCCD	19-Sep	Betsy	WCC	
Hoskins	Mercedes (Merci)	YCCD	19-Sep	Betsy	WCC	
Papin	Michael	YCCD	19-Sep	Betsy	WCC	
Rumsey	James (Jim)	YCCD	19-Sep	Betsy	WCC	
Tittle	Matthew	YCCD	19-Sep	Betsy	WCC	
Velasco	Ariana	YCCD	20-Feb	Betsy	WCC	
Heras	April	YCCD	20-Feb	Betsy	WCC	
Johnson	Traci	YCCD	20-Feb	Betsy	WCC	
Klein	Rachel	YCCD	20-Feb	Betsy	WCC	
Pyzer	Joel	YCCD	20-Feb	Betsy	WCC	
Ross-Ibarra	Claudia	YCCD	20-Feb	Betsy	WCC	
Sughrue	Wesley	YCCD	20-Feb	Betsy	WCC	
Tomlinson	John	YCCD	20-Feb	Betsy	WCC	
Dudman	Matthew	Solano	18-Nov		WCC	and additional CSU QOLT training
Porter	Cherri	ARC	May-16		WCC	
Rojas	Evelyn	Sierra	Fall 2016		WCC	
Yu	Eric	YCCD	May-20	Betsy	WCC	
Valdes	Carola	YCCD	May-20	Betsy	WCC	
Touchman	Stephanie	YCCD	May-20	Betsy	WCC	
Mullin	Jeanine	YCCD	May-20	Betsy	WCC	
Montiel	Jaime	YCCD	May-20	Betsy	WCC	
Mohrmann	Peter	YCCD	May-20	Betsy	WCC	
Lanier	Shawn	YCCD	20-May	Betsy	WCC	
Kowalske	Kristen	YCCD	May-20	Betsy	WCC	
Garay	Ernesto	YCCD	20-May	Betsy	WCC	
Eskandari	Vahid	YCCD	May-20	Betsy	WCC	
Dicus	Michelle	YCCD	May-20	Betsy	WCC	
Dilly	Paul	YCCD	May-20	Betsy	WCC	
Deniz	Leslie	YCCD	May-20	Betsy	WCC	
Crawford	Danielle	YCCD	May-20	Betsy	WCC	
Coughlin	Kali	YCCD	May-20	Betsy	WCC	
Cherney	David	YCCD	May-20	Betsy	WCC	
Bonner	Jill	YCCD	May-20	Betsy	WCC	
Barr	Adarian	YCCD	May-20	Betsy	WCC	
Barela	Eva	YCCD	May-20	Betsy	WCC	

Bassi	Surinder	YCCD	May-20	Betsy	WCC	
Benda	William	YCCD	May-20	Betsy	WCC	
Challender	Michael	YCCD	May-20	Betsy	WCC	
Chong	Eun	YCCD	May-20	Betsy	WCC	
Delgadillo	Ximena	YCCD	May-20	Betsy	WCC	
DePasquale	Christine	YCCD	May-20	Betsy	WCC	
Dobusch	Andrew	YCCD	May-20	Betsy	WCC	
Eifler	Tristan	YCCD	May-20	Betsy	WCC	
Engstrom	Karina	YCCD	May-20	Betsy	WCC	
Foster	Vicki	YCCD	May-20	Betsy	WCC	
Gassman	Gregory	YCCD	May-20	Betsy	WCC	
Guiffrida	Mike	YCCD	May-20	Betsy	WCC	
Kosmitski	Corinne	YCCD	May-20	Betsy	WCC	
Lengyel	Kimberly	YCCD	May-20	Betsy	WCC	
Lewis	Ed	YCCD	May-20	Betsy	WCC	
MacKechnie	Ruth	YCCD	May-20	Betsy	WCC	
Metz	Ariane	YCCD	May-20	Betsy	WCC	
Morrissey-Myatt	Jennifer	YCCD	May-20	Betsy	WCC	
Murphy	Charlynne	YCCD	20-May	Betsy	WCC	
Niyati	Fatemeh	YCCD	May-20	Betsy	WCC	
Prather	Douglass	YCCD	May-20	Betsy	WCC	
Shima	Todd	YCCD	May-20	Betsy	WCC	
Stewart	Tiffany	YCCD	May-20	Betsy	WCC	
Turney	Nicholas	YCCD	May-20	Betsy	WCC	
Devi Vadivelu	Kalpana	YCCD	May-20	Betsy	WCC	
Strode	Catherine	YCCD	May-20	Betsy	WCC	
Weiss	Elizabeth	YCCD	May-20	Betsy	WCC	
Boyd	Halsey	YCCD	May-20	Betsy	WCC	
Zermeno	Angelica	YCCD	May-20	Betsy	WCC	
Vizzusi	Brian	Sierra				
McCabe	Jennifer	Online Network	4-May-20		WCC- extended term and com	Badge
Ruiz	Aracely	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Rios	Manuel	Sierra	Aug-20		Email from Sierra DE	
Jahanshahloo	Hoda	Sierra	Aug-20		Email from Sierra DE	
Paez	Alex	ARC	May-19		Certificate from ARC	
Cuellar-Marroquin	Angela	YCCD	Oct-20	Betsy	WCC	
Gardner	Noah	YCCD	Oct-20	Betsy	WCC	
Spears	Estelita	YCCD	20-Oct	Betsy	WCC	
Weiper	Tyler	YCCD	20-Oct	Betsy	WCC	
Leaf	Kaitlin	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Tamse	Cay	YCCD	Jul-20	Betsy	WCC- extended term and completed	
Hamkar	Behzad	Sierra	2014 with refresh summer 2020		Email from Sierra DE	
Harding	Matthew	Sac City	Sep-18		Certificate from SCC	
Hillenbrand	Collin	ARC	May-19		Certificate from ARC	
Jardine	Christian	ARC	May-18		Certificate from ARC	
Utter	Robert	Sierra	Summer 2020		Email from Sierra DE	
Sparks	Genevieve	Sac State	Summer 2020		Certificate from Sac State	
McQueen	Nathan	ARC	Spring 2019		Certificate from ARC	
Barbieri	Tracia	YCCD	Nov-20	Betsy	WCC	
Barela	Eva	YCCD	Nov-20	Betsy	WCC	
Cisneros	Claudio	YCCD	Nov-20	Betsy	WCC	
Cunningham	Sarah	YCCD	Nov-20	Betsy	WCC	
Hicks	Gregory	YCCD	Nov-20	Betsy	WCC	
Kaplan	Lisa	YCCD	Nov-20	Betsy	WCC	
Mora	Patricia	YCCD	Nov-20	Betsy	WCC	
Parker	Brian	YCCD	Nov-20	Betsy	WCC	
Pittenger	Joshua	YCCD	Nov-20	Betsy	YC	
Young	Mary	YCCD	Nov-20	Betsy	WCC	

Arambula	Raul	YCCD	Dec 7 2020	Betsy	WCC	
Bahneman	Donna	YCCD	Dec 7 2020	Betsy	WCC	
Charter	Amber	YCCD	Dec 7 2020	Betsy	WCC	
Churchill	Jabez	YCCD	Dec 7 2020	Betsy	WCC	
Clark	Matthew	YCCD	Dec 7 2020	Betsy	WCC	
Gander	Therese	YCCD	Dec 7 2020	Betsy	WCC	
Hamner	John	YCCD	Dec 7 2020	Betsy	WCC	
Haney	Benjamin	YCCD	Dec 7 2020	Betsy	WCC	
Hillix	Allison	YCCD	Dec 7 2020	Betsy	WCC	
Howard	Michael	YCCD	Dec 7 2020	Betsy	WCC	
Levitt	Timothy	YCCD	Dec 7 2020	Betsy	Maybe YC dual enrollment?	
Miller	Ryan	YCCD	Dec 7 2020	Betsy	WCC	
Morioka	Jeremy	YCCD	Dec 7 2020	Betsy	WCC	
Nasiri	Melekeh	YCCD	Dec 7 2020	Betsy	WCC	
Orpustan-Love	Denise	YCCD	Dec 7 2020	Betsy	WCC	
Penner	Elfriede	YCCD	Dec 7 2020	Betsy	WCC	
Poorjahanshah	Homer	YCCD	Dec 7 2020	Betsy	WCC	
Pritchard	Dorothy	YCCD	Dec 7 2020	Betsy	WCC	
Samin	Ahmad	YCCD	Dec 7 2020	Betsy	WCC	
Fix	Andrew	YCCD	Dec 7 2020	Betsy	WCC	
Pleskaczewski	Ann-Marie	YCCD	Dec 7 2020	Betsy	WCC	
Gillepie	Brian	Online Network	De 2017	Online Network	WCC	Certificate from @ONE
Askeland	Kevin	YCCD	Aug-21	Candice	WCCDual Enrollment	
Boswell	David	YCCD	Aug-21	Candice	WCCDual Enrollment	
Castro	Raven	YCCD	Aug-21	Candice	WCCDual Enrollment	
Giles	January	YCCD	Aug-21	Candice	WCCDual Enrollment	
Hernandez	Ismael	YCCD	Aug-21	Candice	WCCDual Enrollment	
McCullough	Natalie	YCCD	Aug-21	Candice	WCCDual Enrollment	
Willis	Nikolas	YCCD	Aug-21	Candice	WCCDual Enrollment	
Sheldon	Shara	YCCD	Spring 2020	Sac City OTLA	Certificate from Sac City College	
Leonardo	Whitney	YCCD	Aug-21	Candice	WCCDual Enrollment	
Russell	Matthew	YCCD	Aug-21	Candice	WCCDual Enrollment	
Crain	Danielle	YCCD	Dec-21	Betsy	WCC	
Jaime	Stephanie	YCCD	Dec-21	Betsy	WCC	
Palumbo	Natasha	Sierra	Mar-19	Suzanne Daven	Certificate from Sierra College	

Notes on Equivalent Training

Los Rios and Sierra trainings cover or exceed our objectives and outcomes
Mendocino and Solano use Intro to Teaching with Canvas trainings
or versions of those (Mendo adds an accessibility module). These
trainings do not meet all of our DE training objectives. We only
accept if instructor has additional online teaching training
covering regular and effective contact, course design, and
accessibility (Title 5 requirements).

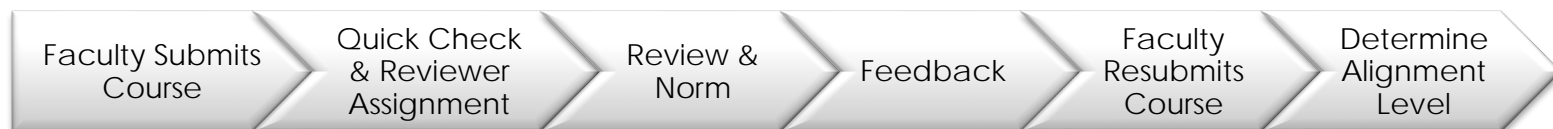| Workshop Date	Title	Attendance
8/12/2021	Are My Students Learning? Part 1	15
8/12/2021	Applying the Learning Sciences to Your Course	14
8/13/2021	How Do I Infuse Expertise into My Online Course?	13
8/13/2021	Syllabus and Grading Equity (Claire Eberhardt)	12
8/30/2021	Preparing for High-Quality Audio Recording at Woodlan's eLearning Studio	3
8/26/2021	Preparing Syllabus for POCR	2
8/27/21	High Quality Audio eLearning Studio	3
9/2/21	Crafting a Welcoming Home Page	3
9/10/21	Authentic Assessments & Rubrics	13
9/14/2021	Canvas Accessibility: Creating an Equitable Learning Environment (CCC Accessibility Center, Liesl Madrona)	8
9/16/21	Course Orientation for POCR	1
9/21/2021	Canvas Accessibility: Creating an Equitable Learning Environment (CCC Accessibility Center, Liesl Madrona)	5
9/28/2021	Canvas Accessibility: Creating an Equitable Learning Environment (CCC Accessibility Center, Liesl Madrona)	4
9/30/21	Modules	3
10/7/21	Completing Your Substantive and Regular Contact Plan	2
10/14/21	Accessible Articles and Websites	1
10/06/21	Are My Students Learning- Idea Share	10
10/06/21	Infusing Expertise into your Online Course- Idea Share	10
12/15/2022	Intro to Online Teaching and Learning (6 week DE Certification Course, 60 hours)	3
1/18/2022	Transitioning Back to the Classroom	21
1/18/2022	ELearning Studio Greenscreen and Learning Glass	4
2/1/2022	Woodland eLearning Studio Orientation	1
02/15/2022	Basic Video Editing with Adobe Premiere (Bryce Parker, DMA and Me), In person	0
02/15/2022	Basic Video Editing with Adobe Premiere (Bryce Parker, DMA and Me), online	2
02/15/2022	Basic Video Editing with Adobe Premiere (Bryce Parker, DMA and Me), In person	0
02/23/2022	Basic Video Editing with Adobe Premiere (Bryce Parker, DMA and Me), online	2
03/21/2022	Accessible Flyers and PDFs for Student Services Professionals	8
	Total	163

POCR Team
Review Timeline

Steps to POCR Alignment

Total Process: 12 weeks from date of submission

Faculty Submits Course	Quick Check & Reviewer Assignment	Review & Norm	Feedback	Faculty Resubmits Course	Determine Alignment Level

Status	Time in Process	Step and description of process
☐	Day 1	**Faculty Submits Course** through the [POCR Canvas course](#). When the faculty adds the DE Coordinator to their self-created POCR course shell, the POCR timeline starts.
☐	Week 1	**Quick Check & Reviewer Assignment** 1. The DE Coordinator (DEC) will acknowledge receipt of course submission within 3 working days. 2. The DEC will do a quick check to make sure the course is ready for review (checking homepage, syllabus and one module). If the course is deemed not yet ready for review, the DEC will contact the faculty by email with suggested resources and contacts to prepare for POCR submission. 3. If ready for review, the DEC will assign two peer reviewers to the course, noting the assignment on the POCR Progress Chart in the DE Course Reviews Sharepoint. Reviewers are notified of their course review assignment when they receive their course invitation through Canvas. POCR Team reviewers should be consistently checking the POCR Progress Chart for assignments as well. Reviewers will have **no** more than two course reviews assigned to them at a time. Whenever possible the DEC will assign courses to reviewer pairs whose membership will remain consistent through the semester and/or academic year to facilitate quicker turnaround times to faculty.
☐	Weeks 2-3	**Review and Norm** 1. Two peer reviewers will independently review the course to determine alignment with CVC Course design standards. The peers will meet toward the end of this timeframe to produce one "normed" review. The peer team will determine who is Lead reviewer for the course. The Lead

Status	Time in Process	Step and description of process
		Reviewer will email the DEC when Norming is complete. The Lead Reviewer will upload a copy of the normed review to the faculty's corresponding folder in the DE Course Review Sharepoint. 2. The DEC will update the POCR Progress Chart to reflect this change in status. 3. The DEC may contact the peer review team during this timeframe to remind them about the two-week turn around. If any member of the review team is unable to complete the review and norm within this timeframe, the DEC may reassign the course to another POCR Reviewer to comply with review process timelines.
☐	End Week 3/Early Week 4	**Feedback** 1. The Lead Reviewer will contact the faculty by YCCD email with the normed POCR review and a letter inviting them to their required POCR results meeting via Zoom. Faculty will have 8 weeks to review their course to meet standards upon receiving their normed peer review by email. The Lead Reviewer will provide a list of course revision resources as well as the link to the Revision Tracking Document by email to the faculty member. 2. The Lead Reviewer may make adjustments to the normed review after consulting with the faculty member. The Lead Reviewer will email a copy of the revised normed review to the faculty member and upload a copy of the revised normed review to the faculty's folder in the DE Course Reviews Sharepoint, if applicable. 3. If the faculty's course was determined to be in alignment with local or CVC standards, the Lead Reviewer will email the DEC with this information. The DEC will adjust the POCR Progress Chart accordingly. If the course is determined to align with CVC standards, the POCR process is complete. If the course aligns with local standards, the POCR process may be complete if the faculty member does not choose to pursue CVC alignment and badging.
☐	Weeks 4-12	**Faculty Resubmits Course** When the faculty has completed course revision work, they will contact their Lead Reviewer by email sometime within this timeframe. If the Lead Reviewer has not heard from the faculty by week 10, the Lead Reviewer will reach out to the faculty member to request course revision completion and the submission of the Revision Tracking Document by email by the end of week 12.
☐	End of Week 12	**Local or CVC Alignment Determined** 1. The Lead Reviewer will use the Revision Tracking Document to confirm that suggested changes from the normed course review have been completed. The Lead Reviewer will indicate Local or CVC alignment on the front of the normed review document (add textbox in upper right corner of first page "Local Alignment," "CVC Alignment," "Incomplete" along with the date) and make adjustments to the review results to indicate the alignment. 2. The Lead Reviewer will upload a copy of the Final Course Review to the DE Course Reviews Sharepoint folder for that faculty and will email a

Status	Time in Process	Step and description of process
		copy to the faculty member. The Lead Reviewer will also email the DEC to confirm the course alignment status.
		3. The DEC will update the POCR Progress Chart to note alignment status. The DEC will notify the academic Deans of faculty/course POCR alignment status on a periodic basis as defined in the DE Handbook.

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How To.../Tutorials (https://wcc.yccd.edu/academics/library/how-to-tutorials/)

Resources for Faculty (https://wcc.yccd.edu/academics/library/faculty/)

What do you need assistance with?

I need help to... Find Information, Cite a Source, Get Assistance, Attend a Success Workshop

1. Find Sources of Information

Access our Library Databases

[(https://contactus.yccd.edu/library/wcc-login)](https://contactus.yccd.edu/library/wcc-login)

Access our Library databases (https://contactus.yccd.edu/library/wcc-login)

Having trouble logging in? If you are a student or Contract Education Teachers email wcclibrary@yccd.edu (mailto:wcclibrary@yccd.edu) for authentication password & instructions, then use this link (http://wcc.yccd.edu/academics/library/research/contract-education-library-resources/)to access the library databases.

Find Books and More Through One Search

Find physical items (like books) and open access materials at the library through the One Search Discovery Catalog (https://caccl-yubaccd.primo.exlibrisgroup.com/discovery/search? vid=01CACCL_YUBACCD:WOODLAND&lang=en).

2. Cite Sources

APA 7th Edition Citations (https://centralaz.edu/wp-content/uploads/2020/04/APA-7th-ed-Citations.pdf)

APA 7th Edition Formatting Checklist (https://docs.google.com/document/d/1XK9oAos1OTe5XtGLB5P9cT-txW9N1u0HpbTkuGYxEuA/edit?usp=sharing)

[MLA 9th (formatting checklist & citation examples) (https://goyccd-my.sharepoint.com/:w:/g/personal/m0297458_yccd_edu/EfNjFWaUkWxJo5KyzoumGcUB_hcNijku4MiHLd5 e=ogDQ1r)](https://goyccd-my.sharepoint.com/:w:/g/personal/m0297458_ycc d_edu/EfNjFWaUkWxJo5KyzoumGcUB_hcNijku4MiHLd5)

[Chicago 16th Edition: Notes & Bibliography System (http://research.pugetsound.edu/ld.php? content_id=23817124)](http://research.pugetsound.edu/ld.php?content_id=23817124)

[Chicago 16th edition: Author-Date System (https://library.bowdoin.edu/research/chicago-author-date.pdf)](https://library.bowdoin.edu/research/chicago-author-date.pdf)

3. Get Assistance

Students at all our campuses have the following options to connect with a librarian for research/information/library assistance:

- [Book an appointment with a librarian (https://wcclibrarian.youcanbook.me/)](https://wcclibrarian.youcanbook.me/) for guaranteed availability
  - You will receive an email with the URL link to meet online (be sure to check spam or other inboxes if you don't see it in your main inbox)
  - Unless you receive additional email communication, you will meet in the [Reference Zoom Room (https://yccd-edu.zoom.us/my/wcclibrarian)](https://yccd-edu.zoom.us/my/wcclibrarian)
- [Ask-A-Librarian (https://wcc.yccd.edu/academics/library/contact-hours/)](https://wcc.yccd.edu/academics/library/contact-hours/) to send an email to a Librarian
- Attend a "live" Academic Success Workshops ([see calendar below](#))
- Access recorded workshops via [Academic Support Services in Canvas. (https://yccd.instructure.com/courses/10278/pages/workshop-navigation-page)](https://yccd.instructure.com/courses/10278/pages/workshop-navigation-page) You can [self enroll into this "course" (https://yccd.instructure.com/enroll/L43XB4)](https://yccd.instructure.com/enroll/L43XB4) to access the workshops.

<!–

- Visit the WCC Library Reference Office (See **Library Contact & Hours Page <** [(https://wcc.yccd.edu/academics/library/contact-hours/)](https://wcc.yccd.edu/academics/library/contact-hours/)for Hours)**** not currently available, please email****
- Call: (530) 661-5740, M-Th 9:00am – 4:00pm **** not currently available, please email****
  - **If no librarian is on duty, we will ask for information to book your appointment with a librarian.**

–>

4. Attend a Success Workshop

How to Attend a Live Workshop Online

At the time of the workshop go to the Academic Success Workshops Zoom Room (https://yccd-edu.zoom.us/my/academicsuccessworkshops)

ACCOMMODATIONS

If you need accommodations to attend a live workshop, please email Dena Martin (mailto:dmartin@yccd.edu) (dmartin@yccd.edu) two weeks prior to the workshop. Some workshop recordings (with captioning) may already be available. See the Academic Support Services Workshop Canvas page (https://yccd.instructure.com/courses/10278/pages/workshop-navigation-page). You can self enroll into this "course" (https://yccd.instructure.com/enroll/L43XB4) to access the workshops.

How to Access Recorded Workshops

Access recorded workshops via Academic Support Services in Canvas. (https://yccd.instructure.com/courses/10278/pages/workshop-navigation-page) You can self enroll into this "course" (https://yccd.instructure.com/enroll/L43XB4) to access the workshops.

Workshop Calendar

Academic Success Workshops

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	Aug 1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 **12pm** Using	24	25	26	27
28	29	30 **12pm** Basic	31 **12pm** Organ **3pm** Makers	Sep 1 **12pm** Maker	2	3

Events shown in time zone: Pacific Time - Los Angeles

Calendar

Select Language	⌄

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Contact Us (http://contactus.yccd.edu/newform?id=WCC)

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2300 E. Gibson Road
Woodland, CA 95776
Phone: (530) 661-5700

SSC Tutoring Center - Summer 2022		
Subjects Tutored	**Tutor's Name**	
ACCT 1	Bevan Laura	
ACCT 2L Prin of Acct-Mgmt	Bevan Laura	
ACCT 3 Comp Accounting	Bevan Laura	
ACCT 6 Indiv Income Taxes	Bevan Laura	
ACCT 10	Bevan, Laura	
ACCT 10A	Bevan, Laura	
BIOL (all courses)	Ross-Ibarra, Claudia (Instructional Associate)	
BCA-15 Bus Comp App-Beg	Bevan, Laura	
BCA 38	Bevan Laura	
CHEM-1A Gen Chem I	Goldstein, Elijah	
COUNS-10 College Success	Goldstein, Elijah	
ECON 1A Macro Economics	Bevan, Laura	
ECON 1B Micro Economics	Bevan, Laura	
GEOG-1 Physical Geography	Goldstein, Elijah	
GNBUS-10 Intro to Business	Bevan, Laura	
GNBUS 18	Bevan, Laura	
GNBUS-30 Bus Comp Apps	Bevan, Laura	
GNBUS-33 Spreadsheet App	Bevan, Laura	
GNBUS-56 Business Math	Bevan, Laura	
GNBUS-57 Princ Social Media	Bevan, Laura	
GNBUS-15 Human Resource Mgmt	Bevan, Laura	
GNBUS-21 Business Comm	Bevan, Laura	
LIBSC-1 Basic Research	Goldstein, Elijah	
MATH-101 Elem Algebra	Goldstein, Elijah	
MATH-1A Calculus I	Goldstein, Elijah	
MATH-1B Calculus II	Goldstein, Elijah	
MATH-1C Multivar Calculus	Goldstein, Elijah	
MATH-2 Differential Equations	Goldstein, Elijah	
MATH-3 Linear Algebra	Goldstein, Elijah	
Math-9	Bevan, Laura	
MATH-20 College Algebra	Goldstein, Elijah	Bevan, Laura

MATH-21 Plane Trig	Goldstein, Elijah	
MATH-3 Linear Algebra	Goldstein, Elijah	
MATH-10 Liberal Arts Math	Bevan, Laura	
MATH-50A Elem Algebra First Half	Goldstein, Elijah	
MATH-50B Elem Algebra 2nd Half	Goldstein, Elijah	
MATH-52 Interm Algebra	Goldstein, Elijah	Bevan, Laura
PHYS-2A General Physics	Provided by NetTutor	
POLSC-1 Intro Amer Govt	Bevan, Laura	
PSYCH-1A Gen Psychology	Goldstein, Elijah	
SPECH-1 Public Speaking	Bevan, Laura	
STAT-1 Intro to Stats	Provided by NetTutor	

SSC Tutoring Center - Spring 2022						
Subjects Tutored	**Tutor's Name**					
ACCT-1	Provided by NetTutor					
ACCT-2	Provided by NetTutor					
ACCT-50	Provided by NetTutor					
ANTHR-1 Intro Biol Anthro	Huffman, Isaac	Williams, Maitea				
ANTHR-2 Cultural Anthro	Huffman, Isaac	Williams, Maitea				
BCA-15 Bus Comp App-Beg	Malm, Molly					
BIOL-1 Prin of Biol	Malm, Molly	Small, Jurnee				
BIOL-10	Malm, Molly					
BIOL-10L General Biology	Malm, Molly	Small, Jurnee				
BIOL-11	Malm, Molly					
BIOL-15 Bioscience	Malm, Molly	Small, Jurnee				
BIOL-4 Human Anatomy	Malm, Molly					
BIOL-5 Human Physiology	Small, Jurnee					
BIOL-6 Microbiology	Malm, Molly					
CHEM-1A Gen Chem I	Murillo, Damian					
CHEM-1B Gen Chem II	Murillo, Damian					
CHEM-2A Intro Chem	Malm, Molly	Murillo, Damian				
CHEM-18A Organic Chem LS	Murillo, Damian					
COUNS-10 College Success	Malm, Molly	Goldstein, Elijah				
ECE-3	Provided by NetTutor					
ENVTC-22 Water Dist Syst II	Fisher, Conner					
ENVTC-23 Water Treat Lev II	Fisher, Conner					
ENVTC-25 Wastewater II	Fisher, Conner					
ETHN-15 Mex Amer Hist	Williams, Maitea					
GEOG-1 Physical Geography	Goldstein, Elijah					
GNBUS-10 Intro to Business	Malm, Molly					
GNBUS-10 Intro to Business	Provided by NetTutor					
GNBUS-13 - Marketing	Provided by NetTutor					
GNBUS-18 Business Law	Provided by NetTutor					
GNBUS-56 Business Math	Laura Bevan					
GEOL-11L Historical Geology	Huffman, Isaac					
HIST-17A US History	Malm, Molly	Huffman, Isaac	Fluetsch, Andi			
HIST-17B US History II	Quintero Pintado, Librado	Small, Jurnee	Huffman, Isaac			
HLTH-1 Health/Life Style	Fisher, Conner					
LEARN-521 Intermediate Academic Skills	Williams, Maitea	Huffman, Isaac	Fisher, Conner			
LIBSC-1 Basic Research	Goldstein, Elijah					
MATH-101 Elem Algebra	Goldstein, Elijah	Murillo, Damian	Meozzi Crawford, Laura	Small, Jurnee	Malm, Molly	Fluetsch, Andi
MATH-1A Calculus I	Goldstein, Elijah	Meozzi Crawford, Laura				
MATH-1B Calculus II	Goldstein, Elijah	Meozzi Crawford, Laura	Murillo, Damian			
MATH-1C Multivar Calculus	Murillo, Damian					
MATH-2 Differential Equations	Goldstein, Elijah					

Course						
MATH-3 Linear Algebra	Provided by NetTutor					
MATH-20 College Algebra	Goldstein, Elijah	Meozzi Crawford, Laura	Fluetsch, Andi			
MATH-21 Plane Trig	Goldstein, Elijah	Meozzi Crawford, Laura				
MATH-3 Linear Algebra	Goldstein, Elijah					
MATH-50A Elem Algebra First Half	Goldstein, Elijah	Fluetsch, Andi				
MATH-50B Elem Algebra 2nd Half	Goldstein, Elijah	Fluetsch, Andi				
MATH-52 Interm Algebra	Goldstein, Elijah	Meozzi Crawford, Laura	Murillo, Damian	Small, Jurnee	Fluetsch, Andi	
MATH-58 Math for Everyday	Williams, Maitea	Fluetsch, Andi				
NUTR-10 Prin of Nutrition	Quintero Pintado, Librado					
PHYS-2A General Physics	Murillo, Damian					
PHYS-3A Gen Physics Lab	Murillo, Damian					
PHYS-4A Mechanics	Murillo, Damian					
PHYS-4B Electromagnetism	Murillo, Damian					
PLSCI-12 Ca Water	Malm, Molly					
PLSCI-20L Plant Science	Fisher, Conner	Malm, Molly				
POLSC-1 Intro Amer Govt	Fisher, Conner	Quintero Pintado, Librado	Malm, Molly	Fluetsch, Andi		
PSYCH-1A Gen Psychology	Goldstein, Elijah	Williams, Maitea	Malm, Molly	Fluetsch, Andi		
PSYCH-33 Pers&Social Adj	Williams, Maitea					
PSYCH-41 Lifespan Development	Malm, Molly	Williams, Maitea				
PSYCH-46 Abnormal Psychology	Murillo, Damian	Williams, Maitea				
SOCIL-1 Intro to Sociology	Huffman, Isaac					
SPAN - 1	Provided by NetTutor					
SPAN - 2	Provided by NetTutor					
SPECH-1 Public Speaking	Fisher, Conner	Quintero Pintado, Librado				
SPECH-6 Small Group Comm	Williams, Maitea					
STAT-1 Intro to Stats	Malm, Molly	Meozzi Crawford, Laura	Fluetsch, Andi			
STAT-100 Statistics Support	Fluetsch, Andi					

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Resources

Access Online Tutoring

Online Tutoring

The WCC Student Success Center offers free online tutoring for reading and writing for all courses, and subject tutoring for math, science and other content courses. See a list of all the subjects we offer tutoring for (https://wcc.yccd.edu/student/success-center/list-of-subjects-tutored/).

To access and use our online tutoring services, log into Canvas and open the Academic Support Services Canvas page (https://yccd.instructure.com/enroll/L43XB4). If you do not have access to Academic Support Canvas you can self-enroll using this link (https://yccd.instructure.com/enroll/L43XB4). Once you are added, you will need to add the Academic Support Services Canvas Shell to your dashboard using this quick video (https://drive.google.com/file/d/1-36xRzFW2BKwj9oDkyltvX1BUUmWVyLh/view?usp=sharing) to show you how.

We now have online booking!

The Student Success Center now has online appointment booking available for all enrolled students from anywhere internet service is available. Using this service, students can now:

- Book your own appointments from off-campus sites

- Cancel appointments at least 24 hours in advance

- See what drop-in hours are available

- Monitor your visit history, including your most recent visits

- Keep track of what materials you have checked out from the SSC

How to book online tutoring

To log in, follow these simple steps:

1. Navigate to **http://wcc.go-redrock.com (http://wcc.go-redrock.com)** in a web browser of your choice (e.g. Chrome, Internet Explorer, or Safari)
2. Log in using your student ID number with the letter (e.g. A0123456) and your WCC password that you use to log in to other WCC and YCCD services
3. Once logged in, you will see the Student Options box in the top left-hand side of the screen, where you can search availability.

> Book your SSC Appointment (http://wcc.go-redrock.com)

You can watch this how-to video for more details on how to use TutorTrac:

Online Booking - Using TutorTrac

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2300 E. Gibson Road
Woodland, CA 95776

Phone: (530) 661-5700

Enrollment Trends

Metric	Term Type	College	Location	Subject	Fund Acctg Method	Modality
Census Enrollment ⌄	Spring ⌄	■ Select all ■ Woodland Communit... ■ Yuba College	All ⌄	All ⌄	All ⌄	All ⌄
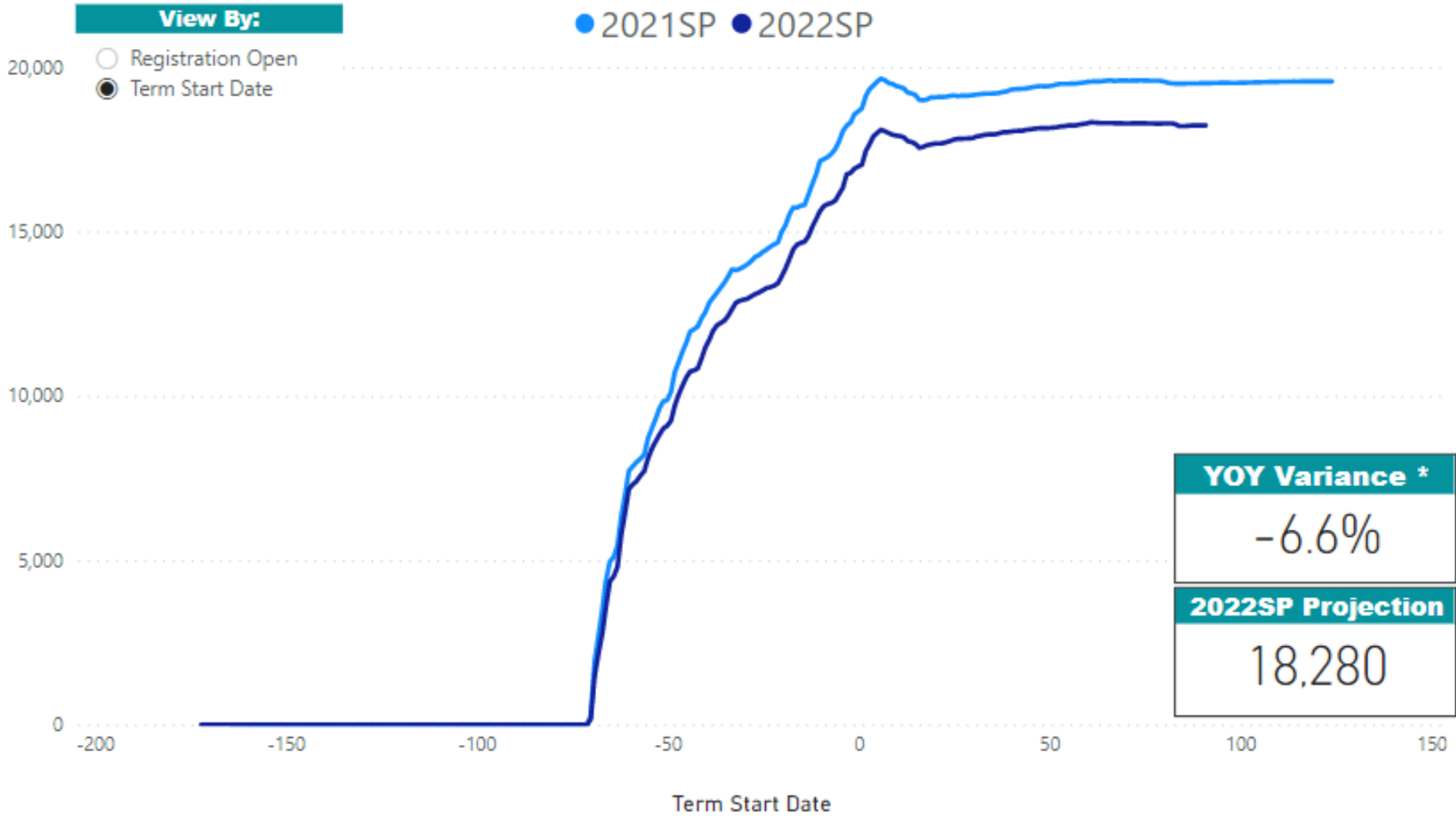
2022SP as of 4/24/2022
2021SP as of 4/25/2021

YCCD - Census Enrollment
● 2021SP ● 2022SP

19,515
18,230

Woodland CC - Census Enrollment
● 2021SP ● 2022SP

YOY Var *
-294
-4.1%

7,253
6,959

Yuba College - Census Enrollment
● 2021SP ● 2022SP

YOY Var *
-991
-8.1%

12,262
11,271

0K   5K   10K

YCCD Census Enrollment for Spring

● 2021SP ● 2022SP

View By:
○ Registration Open
◉ Term Start Date

20,000

15,000

10,000

5,000

0

-200   -150   -100   -50   0   50   100   150

Term Start Date

YOY Variance *
-6.6%

2022SP Projection
18,280

* The percentage change from 2022SP as of 04/24/2022 versus   as of

Last Refreshed: Apr 24, 2022 07:00:08 AM

Yuba

Woodland
Yuba

Location
All

ACCT

ACCT-1

ACCT-1 Principles of Accounting--Financial

4.00 Units	2022SP Last Offered	2022SP Last Ran	E YCCD	N/A CSU	N/A IGETC

Course Description:

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition,

Enrollment

Academic Year	Summer	Fall	Spring
2016-17		76	72
2017-18	13	67	75
2018-19	12	63	65
2019-20		83	48
2020-21		74	59
2021-22		79	54

Top 5 Courses Concurrently Enrolled *

ACCT-1A
GNBUS-18A
GNBUS-10
STAT-1
MATH-9

* Based on last 3 academic years

Term	Section Name	Cancelled	X-List	Start Date	Faculty	Meetings	FTES	FTEF	FTES÷FTEF	Cap	Enrolled	Fill Rate
		N							0.0			0.0%
2016SU	ACCT-1-M2542	Y	N	6/13/16	Myers	MTWTh 8AM-10:05AM	0.00	0.0		40		
2019SU	ACCT-1-M6508	Y	N	6/10/19	Myers	MTWTh 8AM-10:05AM	0.00	0.0		30		
2020SU	ACCT-1-M8422	Y	N	6/15/20	Myers	MTWTh 8AM-10:05AM	0.00	0.0		30		
2021FA	ACCT-1-M2840	Y	N	8/16/21	Myers	MW 6PM-7:50PM	0.00	0.0		30		
2021SP	ACCT-1-D9235	Y	N	1/25/21	Hopson-Donoho	Dist Ed	0.00	0.0		30		
2022FA	ACCT-1-D9110	N	N	8/15/22	Spina			0.13		30		
2022FA	ACCT-1-S4969	N	N	8/15/22	Hopson-Donoho	TTh 6PM-7:50PM		0.13		30		
2022FA	ACCT-1-M4968	N	N	8/15/22	Myers	TTh 8AM-9:50AM		0.13		30		
2022SP	ACCT-1-M2886	Y	N	1/24/22	Spina	MW 2PM-3:50PM		0.00	0.0	30		
2018SU	ACCT-1-M5193	N	N	6/11/18	Myers	MTWTh 8AM-10:05AM	1.63	0.13	12.2	30	12	40.0%

Last Refreshed: Apr 24, 2022 08:30:05 AM

Success by Student Variables

Success and Retention by Ethnicity

● Success ● Retention

Ethnicity	Success	Retention
Asian	82.6%	92.1%
Black	65.5%	85.4%
Hispanic	72.5%	88.6%
Native American	63.8%	82.8%
Pacific Islander	73.7%	88.4%
Two or More	73.3%	87.8%
Unkown	76.8%	89.9%
White	77.5%	89.5%
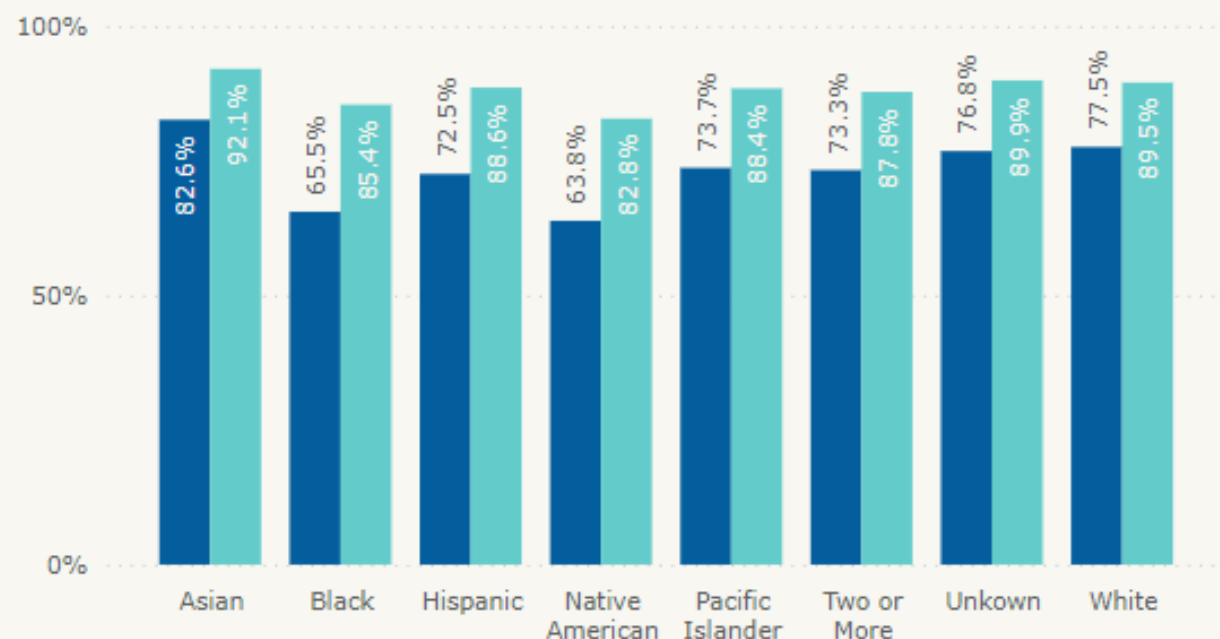
Success and Retention by Gender

● Success ● Retention

Gender	Success	Retention
Female	76.4%	89.3%
Male	74.0%	89.2%
Unreported	77.7%	88.6%
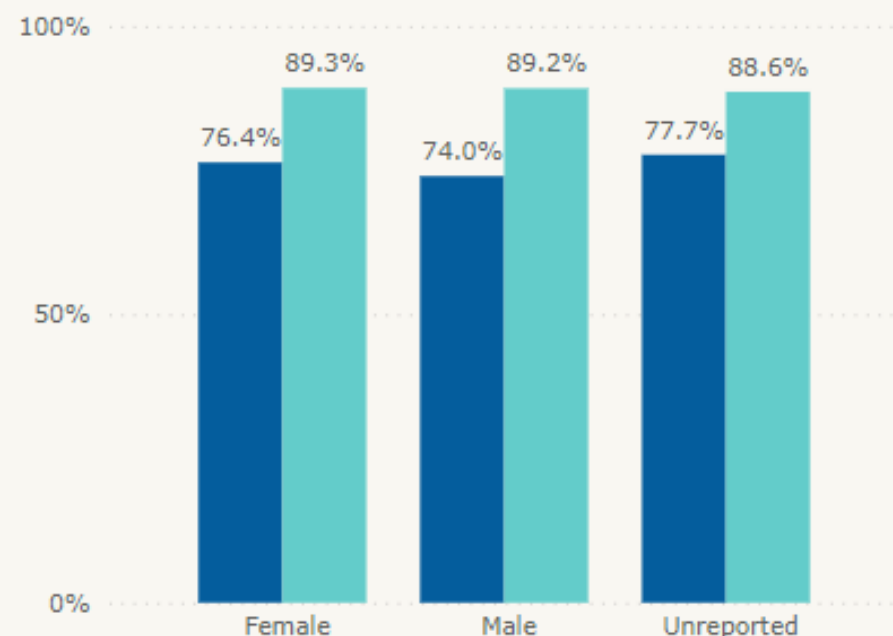
College
- ☐ Select all
- ☐ Woodland
- ☐ Yuba College

Year
All ⌄

Subject
All ⌄

Course
All ⌄

Location
All ⌄

Modality
All ⌄

CCAP
All ⌄

Success and Retention Trend (select category from drop-down)

Age Band ⌄

Category	< 18			18 - 22			23 - 29			30 - 39			40 - 49			50 +		
Year ▼	N*	Success	Retention	N*	Success	Retention	N*	Success	Retention	N*	Success	Retention	N*	Success	Retention	N*	Success	Retentic
2021-22	3,342	78.8%	92.6%	4,139	73.1%	90.0%	2,025	77.2%	89.7%	1,454	77.4%	89.6%	619	82.2%	91.7%	351	75.0%	85.2
2020-21	2,842	81.7%	93.7%	4,446	73.2%	88.3%	2,309	77.2%	89.1%	1,573	81.8%	89.8%	635	82.1%	89.3%	345	79.2%	88.5
2019-20	3,310	80.7%	93.5%	5,232	73.0%	88.7%	2,533	75.5%	87.7%	1,600	79.5%	88.3%	724	80.8%	89.3%	481	79.3%	88.7
2018-19	2,975	78.5%	92.2%	5,430	72.1%	88.4%	2,715	75.1%	87.8%	1,729	79.1%	88.8%	765	78.0%	88.7%	492	78.0%	88.2
2017-18	2,664	78.7%	92.1%	5,596	73.3%	89.1%	2,890	73.9%	87.0%	1,728	76.8%	86.7%	766	77.1%	87.8%	532	72.5%	83.7
Total	**10,639**	**79.8%**	**92.9%**	**14,533**	**72.9%**	**88.8%**	**8,157**	**75.5%**	**88.0%**	**5,116**	**79.0%**	**88.5%**	**2,255**	**79.7%**	**89.1%**	**1,420**	**76.6%**	**86.8**

Success by Course Variables

Success by Academic Year

● Filtered ● College-wide

| Success | Retention |

Year	Filtered	College-wide
2017-18	74.6%	74.6%
2018-19	74.7%	74.7%
2019-20	75.8%	75.8%
2020-21	76.8%	76.8%
2021-22	75.7%	75.7%
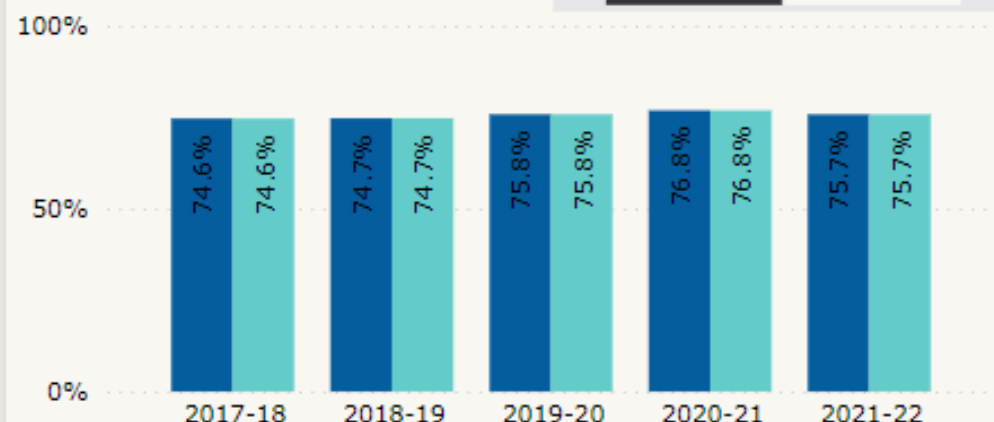
Success & Retention by Modality 5-year Average

● Success ● Retention

| Modality | Location |

Modality	Success	Retention
(Blank)	74.9%	88.6%
Broadcast	80.0%	100.0%
FTF	75.7%	89.6%

College
- ☐ Select all
- ☐ Woodland
- ☐ Yuba College

Location
All ⌄

Subject
All ⌄

Course
All ⌄

Year
All ⌄

Term
All ⌄

CCAP
All ⌄
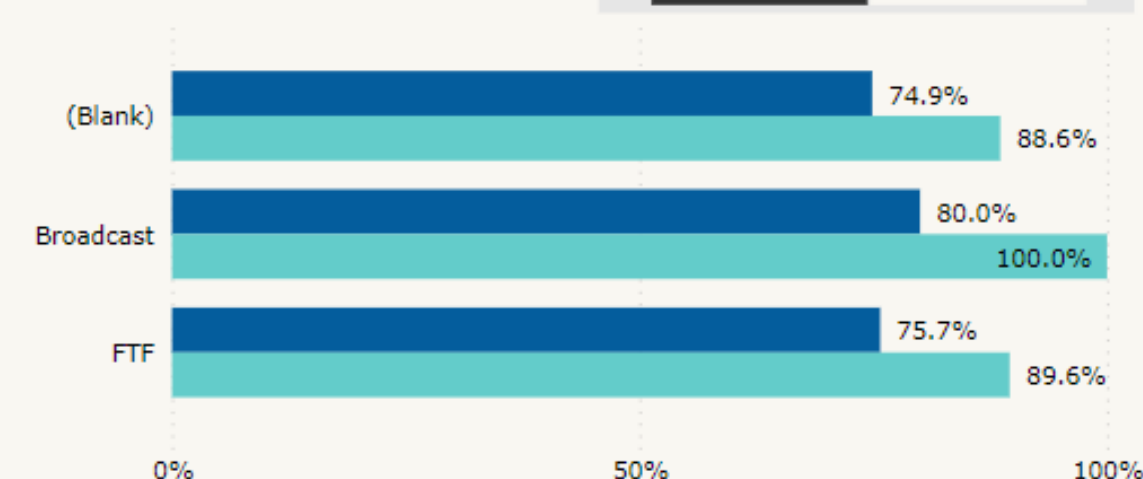
Success & Retention Course Detail

Course	Year	Site	Modality	Sects	Retention	Success
ACCT-1	2017-18	Marysville Campus	FTF	5	79.8%	64.2%
ACCT-1	2017-18	Sutter County Campus	FTF	2	86.7%	68.9%
ACCT-1	2017-18	Woodland Community College	FTF	2	88.7%	86.8%
ACCT-1	2018-19	Marysville Campus	FTF	5	86.5%	73.1%
ACCT-1	2018-19	Sutter County Campus	FTF	2	88.9%	61.1%
ACCT-1	2018-19	Woodland Community College	FTF	2	98.3%	94.9%
ACCT-1	2019-20	Marysville Campus	FTF	4	81.5%	63.0%
ACCT-1	2019-20	Sutter County Campus	FTF	2	97.1%	94.1%
ACCT-1	2019-20	Woodland Community College	FTF	1	83.8%	62.2%
ACCT-1	2020-21	Marysville Campus	FTF	2	85.1%	66.0%
ACCT-1	2020-21	Online - Yuba	DE	2	84.7%	61.0%
ACCT-1	2020-21	Sutter County Campus	FTF	1	92.0%	84.0%
ACCT-1	2021-22	Colusa Center	FTF	1	100.0%	83.3%
ACCT-1	2021-22	Lake County Campus	FTF	1	100.0%	88.9%
ACCT-1	2021-22	Marysville Campus	FTF	1		

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Student Population
Who Do We Serve?

YCCD - 2021-22

Academic Year
2021-22 ▾

College
- ☑ Select all
- ☑ Woodland CC
- ☑ Yuba College

Subject
All ▾

Course Name
All ▾

Unduplicated Headcount	Enrollments	Course Success Rate	Course Retention Rate
11,937	**45,506**	**75.7%**	**90.4%**

Location
All ▾

Gender
All ▾

Modality
All ▾

Age Band
All ▾

Athlete
All ▾

Race/Ethnicity
All ▾

Metric: Success Rate % ▾

CCAP
All ▾

Eng Lang Learner
All ▾

Success Rate % by Race/Ethnicity

Race/Ethnicity	Value
Asian	84
Black	73
Hispanic	72
Native American	68
Pacific Islander	64
Two or More	76
Unkown	77
White	78

Disability
All ▾

DSPS
All ▾

Pell Recipient
All ▾

Success Rate % by Gender

Gender	Value
Female	76
Male	76
Unreported	79

Success Rate % by Age Band

Age Band	Value
< 18	79
18 - 22	73
23 - 29	77
30 - 39	77
40 - 49	82
50 +	75
Unreported	67

High School Student
All ▾

Foster Youth
All ▾

First Generation
All ▾

Veteran
All ▾

Last Refreshed: Apr 24, 2022 02:00:30 AM
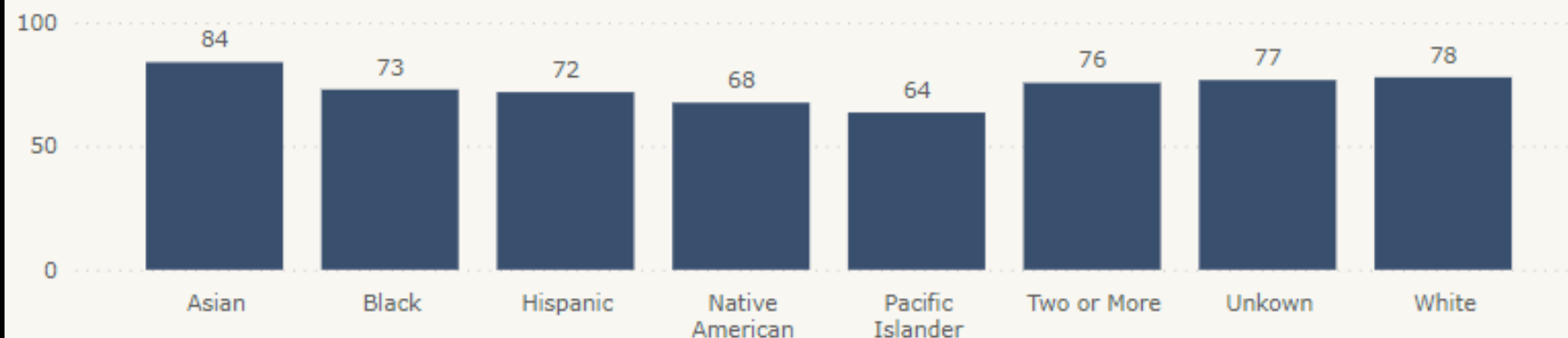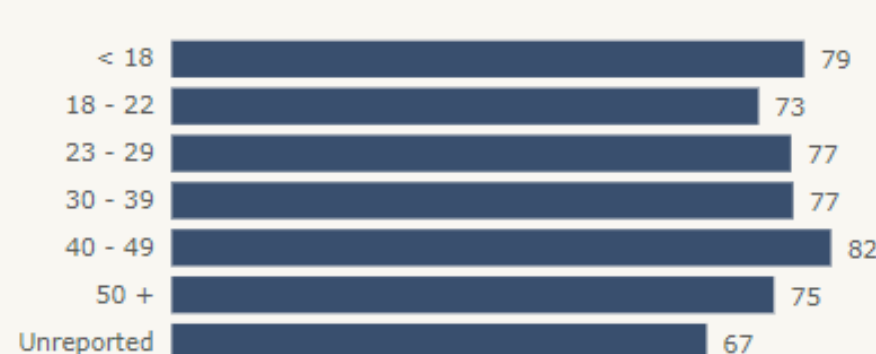
Time	Title, Presenter, Description
8:00	
9:00 10:00	Important for all Staff and Faculty: Keeping our College Safe: Your Role in Thwarting Cyber Attacks Security is an important part of everyone's job as all Community Colleges have been targeted for the wealth of information that we possess. This session will cover a variety of security topics designed to help you do your part in keeping the organization safe. It will cover topics like Multi-Factor Authentication (MFA), Phishing Attacks, Ransomware, and Incident Response. Additionally, we will cover the basics on using Microsoft SharePoint and Microsoft Forms and using them safely to store your data and to automate your processes and securely store the results.
11:00	For Staff and Faculty: Every Mind Matters with Todd Sasano and Aurora Cezares: This workshop will provide information on common mental health issues with a special focus on depression and anxiety; including common symptoms, available campus and community resources and tips on how to support yourself and students. For Staff and Faculty: Gentle Chair Yoga for the office with Kaya Yoga: This yoga class will focus on how to do yoga poses at your desk and while seated in a chair. We will also be standing near our chairs as well. We will begin with some simple breathing exercises to create a calm and relaxed state, then move into various yoga postures to stretch the hips, neck, shoulders, and back. Our intention is to create a safe comfortable environment accessible to all. Everyone is welcome regardless of their yoga experience.
12:00	For Faculty: Credible assessment Brown Bag with Nick DeMello—Come hear about and discuss strategies for helping students get comfortable with Proctorio and designing exams and assignments that assess student learning.
1:00	For Staff and Faculty: Adobe Sign with Ana Villagrana E-Signature with Adobe Sign makes it easier to send documents for signature. Send documents for signature, route for signing order, delegate to someone else, manage and track your documents, or simply fill and sign yourself!

1:00	For Faculty: Infusing Equity into Curriculum with Professors Nili Kirschner, Brandi Asmus, and Candice Stafford-Banks: Here we will focus on ways faculty can infuse their curriculum with equity, inclusiveness, and cultural responsiveness. Intentional focus on equity and antiracism in our curriculum is part of the California Community College Vision for Success and the Chancellor's Call to Action in 2020. We will discuss how ALL disciplines can participate in this important step towards equity and inclusiveness for our students.
2:00	For Staff and Faculty: Data 101 with Dean Lisceth Brazil-Cruz An introduction to understanding data and using our data dashboards. For Faculty: Are My Students Learning? With Betsy Allen Open to those who missed and those who attended a similar session in August
3:00	For Staff and Faculty: Filling out Travel Documents (when you're not actually traveling for a conference) with Regina Malcolm For Faculty: Infusing Expertise into My Online Course with Betsy Allen Open to those who missed and those who attended a similar session in August
4:00	

DMC Dashboard Training Materials

Cassie Leal
Wed 10/14/2020 10:45 AM
To: **DMC <dmc@goyccd.onmicrosoft.com>**

📎 2 attachments (92 KB)
EquityDashboards.docx; SCV Dashboard Choose Your Own Adventure (1).pdf;

Good Morning DMC,

Attached are the materials for today's PowerBI dashboard training.

You will also need to access Kahoot at www.kahoot.it game pin will be shared in the chat.

You can access the dashboards through the Yuba Community College District single sign-on portal at https://login.yccd.edu/. You will need to click on the button for "PowerBI – YCCD Data Analytics."
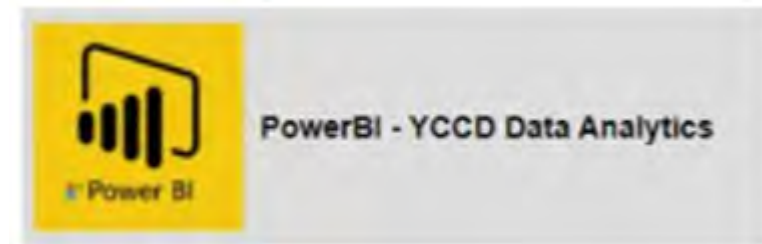
For security reasons, you will either need to be on-campus, connected to the district virtual private network (VPN), or logged into the district virtual desktop interface (VDI) at h_ps://vdi.yccd.edu/rdweb/webclient/.

If you have trouble accessing PowerBI, contact the Helpdesk at helpdesk@yccd.edu.

_____
Cassie Leal, MPA
Interim Director of Ins tu onal Effec veness
Yuba Community College District
425 Plumas Boulevard, Suite 200, Yuba City, CA 95991-5074
Email: cleal@yccd.edu
Currently working from home

Success by Course Variables Dashboard
Choose Your Own Adventure

Your Name: _____

College: _____   Subject: _____

After choosing a specific Subject area, please answer the following questions. When you are done with this activity, email your completed answer sheet to Jeremy Brown at . The first 3 people who submit correct answers will get a prize!

1. Over the last 5 years, when did your subject area have the highest success rate and what was it?

2. During that year, which course had the most course offerings (sections) within your subject and what was the retention rate of that course?

3. At which sites for your college, were courses in your subject area offered that year?

4. In which term (semester) during that year were the success rates the highest, and how many sections were offered during that term?

5. Over the last three years, at which site are the success rates the highest in your subject?

6. In 2019-20, what was the difference between the success rates for Distance Education (DE) and Face-to-Face (FTF) instruction in your subject?

7. Over the last three years, what course (if any) has had the lowest success rates in your subject?

   Bonus: Why do you think that course had such low success rates?

   Optional Extra Credit: If you were the faculty member in this subject area, what would you say that you learned from this activity?

Planning and Institutional Effectiveness Committee (Friday, October 1, 2021)

1. Procedural

1.01 Roll Call

Members Present: Lisceth Brazil-Cruz, Matt Clark, Cirilo Cortez, Sandy Fowler, Kasey Gardner, Christopher Howerton, Nili Kirschner, Annette Lee, Edwin Ortega Beltran (alternate for Alberto Miranda), Deanna Pierro, Shannon Reed, and Jaya Shah.

Members Absent: Kevin Richards, Fiscal Analyst (Vacant), Alberto Miranda

Notetaker: Gema Diaz

1.02 Approval of Minutes - Sept 9

Any revisions can be sent to gdiaz@yccd.edu.

1.03 PIE Operating Agreement and Membership - Howerton and Gardner

Committee reviewed operating agreement and task force membership matrix (attached).
M Clark term is done, but will fill until an appointment is made.

Taskforce Membership Matrix

-Any appointments for taskforces should go through the appointment process.
-Current construction should be used for the rest of the year. Proposals are to be put into effect next year.
-Location descriptors (Lake/Woodland/Colusa) will be added to faculty memberships.
-There are inconsistencies among the taskforces listing faculty co-chair positions (sometimes listed, other times with a note that a co-chair will be selected from faculty membership)

Accreditation Taskforce
- Adding Dean of SSIE
- Remove Dean of LCC
  - There are concerns with lowering lake representation
  - Once work on next ISER review begins, it will be all hands on deck

CE Local Funding Taskforce
- Removing specific discipline listings, and changing to 5 CE faculty
  - 1 Lake, 1 Woodland, 3 either campus
- Want to stagger terms

Program Review & SLO Taskforce
- Adding Fiscal Analyst as a resource member

Staffing Taskforce
- Goal for taskforce is to address all staffing needs, but focus has been primarily on faculty.
- Recommendation to remove VPI and replace with Dean of LCC to maintain 3 administrators
- There are concerns with limited Student Services representation.
  - There is still access to resource members at any time (e.g.. VPSS, Fiscal Analyst)
  - Recommendations from this taskforce go to PIE where Dean of SSIE represents Student Services
- Suggestion for 3 administrators, 3 faculty, and 3 classified staff.
  - It can be difficult to get classified staff on committees because they can't get the release time to participate.
- The taskforce has always been able to reach consensus as a group.
- Suggestion to look into representation of the group: staffing plan should embrace the whole college - may send an unintentional message with over- or under-representation.
- Overall changes: Adding 3rd classified rep, replacing VPI with Dean of LCC

Strategic Enrollment Management Taskforce
- 1 spot for "At Large" counselor and continue process of consulting with them asynchronously
  - Counseling dept. has expressed difficulty in sparing 3 counselors for the taskforce
- Suggestion to include counseling coordinator as counseling voice

1.04 Quick Check in on CAEP Taskforce - Gardner and Howerton

There is not an identified place for CAEP to be accounted for. Committee would like to identify where it's best served in governance structure.

CAEP: California Adult Education Program. The grant has been received for several years now. It is part of the North Central Adult Ed Consortium.

Suggestion to have CAEP live within College Council.
Suggestion to align CAEP with regular grant update at PIE meetings.

C Cortez- The recent Exec Committee voted on extra COLA for the consortium in $82,000. We will be dedicating that fund to a separate pocket for one-time funding opportunities for the consortium membership to apply to.

C Cortez will provide a short 5-min presentation at the next PIE meeting highlighting what CAEP does, how much money, and how funds are specifically being invested in the college.

2. Updates & Announcements

2.01 Task Force Update - Program Review / SLO - Brazil Cruz

Hosting our 6th brown bag with highlighting successes from program review. All SLO's have been put into eLumen and assigned to faculty.
Had a breakthrough that all faculty in multi-disciplined are in one area. Faculty are putting program review into eLumen.

2.02 Task Force Update - Accreditation - Gardner and Howerton

Our mid-term report is Due Oct 17th 2022. Sub changes are in the works for programs 50% or more online.
Received commitment from district office to join us in getting HR and IT portions of mid-term report.

Accreditation Institute by ASCCC to be held in February.

2.03 Task Force Update - Staffing (Faculty Prioritization/Staffing Plan) - Reed/Clark

M Clark, L Brazil-Cruz, and S Reed will work on basics to fill in matrixes (attached).
Taskforce will meet on Oct 15th. Will then go through ranking process.

After that, 3 main tasks have been identified for the academic year:
1. Debrief this process and make recommendations
2. Getting the 5-year staffing plan moving forward
3. Coming up with a process that is not mirroring the faculty process, but has similar elements for classified

Request for Alignment of Program Review and Staffing Requests to be added as an agenda item for next meeting.

2.04 Task Force Update - Scheduling/Strategic Enrollment Management - Gardner

-Spring 2022 Scheduling Reviewed - Summary Attached
-District FTEF Targets for 21-22 will be attached when available, Hold Harmless until end of 22-23
-Swirl Report - Attached
-Update: Proposal for new Scheduling Process in items

2.05 Task Force Update - CTE Local Funding - Fowler

Taskforce met and approved application and rubric for Strong Workforce funding. Application and rubric were sent out to all administrators, CTE faculty, and others who have expressed an interest in the past. Funding is open to anybody.

Deadline for applying is Oct 22nd. Taskforce will meet on the 29th, then bring information to the group to review and make recommendations first week of Nov.

Official deadline by State is Oct 31, but extension taken to Nov 30th.

3. Information

3.01 CalFresh Re-Fresh - Barba

WCC applied for the CalFresh program. Because students are applying for CalFresh, those who are eligible will get Fresh Success services.
P Barba, A Velasco, and two student workers will help guide students through application process.

Grant form is attached.

L Brazil-Cruz - This is part of our college's ongoing commitment to address food insecurity to students and continue to support them with resources.
Continuing to reiterate food distributions and food pantry at all 3 campuses.

Grant has committee's full blessing to proceed.

3.02 Grants Update - Brazil-Cruz

TRiO - Upward Bound

We will be re-writing Upward Bound Trio grant.
PIE forms will be presented at next meeting.

TRiO will rest for 2 years, then go out again for SSS grants.

CA Volunteers College Grant

We were reached out to by UCD who will be applying for a grant opportunity out of the Governor's Office.
Any college students doing volunteer geared towards service will get some funds.
We will meet with UCD to see if this is a fit for us.

Other updates: Bienvenida will be held on October 14th at the Eagles Perch. Zoom background to come.

3.03 WCC Student Survey - Brazil Cruz

This semester we will do a Student Services survey to ask what the areas they need support in are. Survey is usually conducted online, but we want to campus in-person as well.
Drug and Alcohol Prevention Program will also have to be assessed this year.

3.03 Update on FCMAT Report - Gardner

FCMAT (Fiscal Crisis and Management Assistance Team) Report will appear on the DC3 Agenda next week. DC3 will discuss how to approach responding to the report.
Committee members are encouraged to read it once public and available.

3.04 22-23 District FTEF/FTES Memo Available - Gardner

District office has been working on the attached memo.

Memo provides what our targets are for FTEF/FTES, challenges, strategic goal, priorities, and vision for success goals.
Memo also mentions Efficiency Improvement Program: $500,000 has been allocated.

4. Discussion

4.01 Closing Loop: Educational Master Plan Work Group - Gardner and Howerton

Defining the role of PIE-

President sent out a proposal to develop a working group for EMP. Committee feedback was sent to President.
Workgroup will be under College Council.

4.02 Innovation Funds Update and Process - Gardner

Proposed Framework - WCC

Establish/Verify the Criteria for the Funds

Three ways to access them:
1) Via the application, with rolling review in PIE.
2) Via program review, if innovative, at the discretion of the Deans/VPs. Reported to PIE.
3) Via the president, with written notification to PIE.

WCC Projects should continue to apply for District Innovation funds through their process.

4.03 Scheduling Process - Gardner and Clark

Background:

SEM Taskforce has been working towards outlining scheduling process at the college.
Draft Scheduling Process & Proposal are attached.
Taskforce did not come to a consensus at the last meeting, so will need to go out again.

Taskforce now asking for committee guidance on where to start with schedule writing.

K Gardner has proposed deans develop first draft then go back and forth with department faculty.

Discussion:

M Clark - Historically, discipline faculty have forwarded recommendations to the deans, which go into the first draft and are then looked at by the committee, counseling, etc.
S Fowler - Some departments have sent recommendations prior to the schedule being made, but the schedule is still generated separately and recommendations are overlaid.

N Kirschner - Would prefer that the input we have strongly considered is GP Program Map or 2-Year sequencing. Deans can create a draft off past number and recommendations.

M Clark - All faculty should be reflecting upon what's been happening in the past in our disciplines.
J Shah - Strongly believe that discipline faculty know best in the department and can see historical enrollment.

S Fowler - Process is collaborative, and should not seem like an absolute.

K Gardner will meet with SEM Taskforce before finalizing process.

4.04 Future Agenda Items

Alignment of Program Review and Staffing Requests to be added as an agenda item for next meeting.

Planning and Institutional Effectiveness Committee

Purpose
The Planning and Institutional Effectiveness Committee (PIE) oversees ongoing institutional processes and practices to; inform decision-making on resource allocation, develop college staffing plan, assessments, accreditation, and optimize student success in institutional outcomes.

Meets District Goal/College Strategic Direction
District Strategic Goal # 1: Student Success and Access

Meets Accreditation Standard
Standard IV: Leadership and Governance - The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution.

Norms
The Planning and Institutional Effectiveness Committee and its Task Forces operate consistently with the YCCD Shared Decision- Making Model. The chair and members will carry out responsibilities assigned to the committee and function under the Team Roles as defined in the WCC College Handbook.

Member	Position	Term
Kasey Gardner	Vice President Instruction	Ongoing
Christopher Howerton	Academic Senate President (Faculty)	Ongoing
Deanna Pierro	Academic Senate V.P. (Faculty)	Ongoing
Sandy Fowler	Dean of Career Education	Ongoing
Shannon Reed	Dean of Arts and Sciences	Ongoing
Lisceth Brazil-Cruz	Dean of Institutional Effectiveness and Student Success	Ongoing
Cirilo Cortez	Dean of Lake County Campus	Ongoing
Jaya Shah	Faculty Co-Chair of College Council (Faculty)	Ongoing
Vacant	At Large Faculty (Faculty)	FA 21 - SP 24
Annette Lee	At Large Lake Faculty (Faculty)	FA 19 - SP 22
Nili Kirschner	Curriculum Co-Chair (Faculty)	Ongoing
Alberto Miranda	Classified Professional Representative	FA 21 - SP 23
Vacant	Student Representative	One Year

Resource	Position	Term
Julie Brown	Accreditation Faculty Lead	Ongoing
Vacant	Fiscal Analyst	Ongoing
Adela Esquivel-Swinson	VP of Student Services	Ongoing

Meeting Schedule
Regularly scheduled meetings are held the first Friday of each month during a regular term from 10am to noon. Task Force meetings are planned for the third Friday of each month during a regular term from 10am to noon.

Quorum
Quorum is defined as more than 50% of standing committee members.
Deliverables

The deliverable for the PIE Committee is to coordinate the work of the various planning task forces to ensure integrated planning, including the task forces listed below. In addition, PIE serves as both a recommending, and informed body on the college's budget resource allocations.

PIE has an active role in recommending prioritization to the college president on:
- Instructional Equipment Allocation
- College Grant Portfolio and their subsequent college obligations

PIE has an informational role in the development of:
- College Discretionary Budget
- College Facility Master Plan
- College Technology Needs

The Task Forces of PIE

The intention in the committee design is that the Task Forces are led by an administrative member and a faculty member of the PIE committee. If the PIE faculty membership is not able to support a Task Force, the Academic Senate may appoint an alternate faculty leader to the Task Force.

Strategic Enrollment Management
- Develop a college-wide strategic enrollment management plan based on a review of SEM data and assessment of schedule performance.
- Review draft schedules and develop principles for the addition or removal of sections on the schedule based on student need, productivity, budget constraints, or modality.
- Provide input and collaborate on the implementation of the district strategic enrollment management plan in collaboration with campus leaders.

Staffing Task Force
- Develop, write, and annually update the college's staffing plan that meets administrative, classified, and full-time faculty needs of the college.
- Facilitate the full-time faculty request process to rank applications for new full-time faculty conversions.

Program Review and SLO Task Force
- Lead and support the college's assessment efforts to ensure continuous improvement at the course, program, and institutional levels.
- Organize, conduct, validate and asses the annual program review and planning process.
- Facilitate updates of the local college educational master plan, including interfacing with the district.

Career Education (CE) Local Funding Task Force
- Support the collection, analysis, and shared understanding of CE data for the college's career education portfolio.
- College and prioritize proposals to use categorical CE funding to support program objectives.
- Use and communicate labor market information and economic trends to campus stakeholders.
- Review the use of categorical CE funds and contribute to the preparation of reports as needed.

Your College, Your Future · Tu Colegio, Tu Futuro

Accreditation Task Force
- Oversees authorship, approval process, and distribution of any
Progress Reports, Mid-Term Reports, Annual Reports, and the
Institutional Self Study report.
- Organizes the membership and coordinates the work of the
Standards Committees and their sub-committees in preparing official
reports.
- Facilitates college-wide dialogue, to informing and collect feedback
from all constituents about Accreditation activities.
- Serves as a resource for the college to stay current on
accreditation requirements and support the implementation of best
practices.

Procedures
Recommendations
Recommendations are forwarded to College Council, Academic Senate, or other bodies when appropriate.
Communications
Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 48 hours in advance of the meeting.
Subcommittee **A subset of standing committee; members organized for a specific operation that may or may not be time-bound.**
Task Force **A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.**
The Task Forces and their deliverables are described in the deliverables section.
Work Group **A standing group usually appointed/approved by an authoritative body to carry out a specific** **project or event unrelated to College governance.**

Woodland Community College

Facilities Priorities List (11.2021)

1. LCC Emergency Electrical Power Service Repairs – Funding Source TBD
2. WCC Performing Arts Facility – State Funding 50% and Local Obligation Bond Funding 50%
3. WCC Building 600 Chemical Storage Ventilation System Upgrade—Obligation Bond Funding
4. LCC Welding Shop Ventilation System Upgrade Project—Obligation Bond Funding, Grant Funding
5. WCC Monument Sign Repairs and LCC New Monument Sign – Obligation Bond Funding
6. LCC Static Roadway Signs—Increasing the Awareness of the LCC Campus- Funding Source TBD, potentially obligation bond funding.
7. LCC-Removal and Disposal of Five (5) Modular Buildings and three (3) Maintenance Buildings
8. WCC Building 800 chiller replacement—Scheduled Maintenance Funding
9. WCC Repair and Repaint Exterior Walls of Buildings—Scheduled Maintenance Funding
10. WCC Soccer facility—Obligation Bond Funding, Possible Other Funding Sources
11. WCC Classroom Door Locking Hardware-Phase II –Scheduled Maintenance Funding
12. WCC Building 800 interior LED lighting upgrade – Scheduled Maintenance Funding
13. LCC Replace two (2) failed HVAC Units
14. College storage/Maintenance Grounds Building- remove 2 portables – Obligation Bond Funding (reallocates the existing Grounds Building to the AG Programs)

Note: Projects will be sequenced as time permits.

WOODLAND COMMUNITY COLLEGE: REMAINING OBLIGATION BOND FUNDING PROJECTS

Last Revision Date: 11/09/2021

No.	Site	Project Description	Estimated Budget/Cost Per Project	50 Percent of Unallocated Bond Funding
50 Percent of Unallocated Obligation Bond Funding:				**$10,912,010**
1	CCC	CCC Marquee/Entrance Monument Sign Update: Requested by MW. Funding source to be verified. ON HOLD	$5,000	$5,000
	CCC Total:	**Green: In process**		**$5,000**
7	LCC	Removal and Disposal of five (5) old worn-out modular buildings and three (3) maintenance buildings. This will both beautify the campus by improving the asthetics, will reduce long-term operating costs such as maintenance and electricity utilities, and will help to reduce the capacity/load ratios to better align with State standards. Improved asthetics will also indirectly contribute to higher FTES for students. Roughly Estimated Funding Needs: Scheduled Maintenance (State funding) $115,500, Obligation Bond funding: $418,000. This project will be bid to reduce the costs as much as possible.	$418,000	$418,000
8	LCC	Marquee/Entrance Monument (Needed prior to Accreditation visit mid-October). See item below in WCC section. Both monument signs were bid together.	$60,000	$0
New	LCC	New Static Message Roadway Signs Project. Add additional signs along the highways and roadways in the local area of the campus to promote awareness and directional pathways to the campus.	$130,000	$130,000
9	LCC	Additional Door Locking Hardware for Computer Labs, Classrooms missed, and Conference rooms.	$7,339	$7,339
	LCC Total:			**$555,339**
1a	WCC	Materials Cost and Labor Escalation of 10% of the Construction Costs. This is a rough estimate pending the bid process.	$3,301,400	$3,301,400
1b	WCC	Priority Kitchen Equipment, Theater Rigging, and Non-Theater A/V (not funded in the project)	$1,018,954	$1,018,954
1c	WCC	Culinary Garden	$112,076	$112,076
1d	WCC	Exterior Fencing for All Yards	$597,097	$597,097
1e	WCC	Drop Off/Back Road Widening	$3,351,081	$3,351,081
1f	WCC	Exterior Covered Dining 15' x 105'	$536,036	$536,036
1g	WCC	Classroom Furniture & Equipment	$440,860	$440,860
1h	WCC	Culinary Services Bar in Instructional Room	$33,464	$33,464
New, plus LCC	WCC, LCC	Monument Sign Upgrade at WCC. New Monument Sign at LCC. These signs include an LED digital dynamic message board and a static message section on the base of the signs. Note: The WCC monument sign has failed and is out of warranty. The new WCC LED messaging board will be twice as big as the existing one. The new signs will be Daktronics brand which is a high-quality sign that has high pixel density to provide a sharper brighter message.	$150,351	$150,351
13	WCC	Fire Alarm Systems Improvements to restore functional operations--Replace existing single mode underground fiber-optic cabeling between buildings with multi-mode fiber-optic cabeling. The original systems and the measure J projects were never networked properly.	$35,000	$35,000
14	WCC	Additional Door Locking Hardware for Computer Labs, Classrooms, and Conference rooms.	$35,000	$35,000
15	WCC	Replace Building 800 Chiller, install block wall around chiller yard to reduce noise transfer.	$486,383	$486,383
16	WCC	Chemistry Lab Safety Updates - Assess and update chemical storage area with proper ventilation to protect staff and students. Remove and re-route gas lines and cover electrical outlets in the floor for safety.	$223,969	$223,969
17	WCC	Child Development Services Building: Needs various repairs to interior and exterior including stabilizing the structures so that they are level, replace interior floors, seal around perimeter of building skirts to keep out skunks and raccoons, and remodeled restrooms. All interior and exterior needs to be painted.	$30,000	$30,000
18	WCC	Remove old Eagles Nest Modular and bookstore modular buildings, remove foundations and utilities, level ground. Proposal received.	$100,000	$0
19	WCC	New exterior shaded structures for Students with tables to create "sticky" spaces on campus.	$250,000	$0
	WCC Total:			**$10,351,671**

WOODLAND COMMUNITY COLLEGE: REMAINING OBLIGATION BOND FUNDING PROJECTS

Last Revision Date: 11/09/2021

No.	Site	Project Description	Estimated Budget/Cost Per Project	50 Percent of Unallocated Bond Funding
	WCC + LCC+CCC Total:			$10,912,010
Total Remaining Unallocated Bond Funding:				**($0)**

Re: WCC Facilities Prioritization and Project List

David Willis <dwillis@yccd.edu>
Tue 11/9/2021 5:58 PM

To: Gema Diaz-Silvas <gdiaz@yccd.edu>
Cc: Artemio Pimentel <apimente@yccd.edu>;Kasey Gardner <kgardner@yccd.edu>;Kuldeep Kaur <kkaur@yccd.edu>;Michael Sinn <msinn@yccd.edu>

🖉 2 attachments (287 KB)

WCC Prioritized Projects_Remaining Unallocated Bond Funding_Summarized 11.09.2021.pdf; Woodland Community College Facilities Projects Priorities 11.2021.pdf;

Good Evening, Gema,

I have updated and attached the two items requested. I have copied President Pimentel and Vice President Gardner to allow them the verify that this is what they would like shared at the upcoming November 15 Management Council meeting.

It is too early to plan the costs and funding sources of the Soccer Facility at WCC.

Have a great evening. 👍

Respectfully,

Dave

David L. Willis, MBA

District Director of Facilities Planning, Maintenance, and Operations

Yuba Community College District
District Offices, Second Floor
425 Plumas Blvd, Suite 200, Room 216
Yuba City, CA 95991

Cell: (916) 747-4262
Email: dwillis@yccd.edu

Please text my cell phone number for emergencies or urgent matters.

From: Gema Diaz <gdiaz@yccd.edu>
Sent: Tuesday, November 9, 2021 11:33 AM
To: David Willis <dwillis@yccd.edu>; Michael Sinn <msinn@yccd.edu>
Subject: WCC Facili es Priori za on and Project List

Good morning to you both,

In prepara on for our Nov 15th Management Council Mee ng, I have been asked to obtain two documents:

1. The current WCC Facili es Priori za on
2. Project List

Could either of you provide these documents so that I may a ach them to the agenda for Monday's discussion?
We look forward to seeing you both over zoom!

Thank you.

Gema Díaz-Silvas

Executive Assistant to the Vice President of Instruction
Woodland Community College
(530) 661-5712

Woodland
Community College

Educational Master Plan
2022-2025
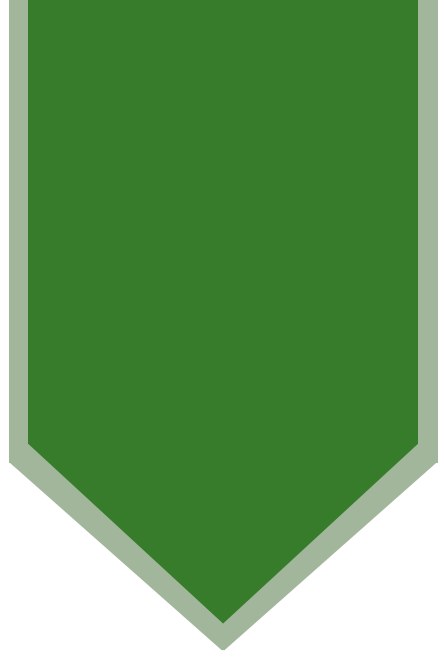
Woodland Community College
Educational Master Plan 2022-2025

Table of Contents

Executive Summary

Woodland Community College Educational Master Plan 2022-2025 establishes the blueprint for the advancement of the College's organizational development and the fulfillment of its mission. Because the crucial measure of success in educational planning is the advancement of student success as well as equitable outcomes, the College organized the EMP development processes and intended outcomes around five guiding questions:

1. Who are the students we serve now and who will our future students be?
2. What are the needs of our current students and what will students' needs be in the future?
3. Do our current delivery systems serve student needs? Will they serve students' future needs?
4. How can we best serve the educational needs of the population in our service area?
5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

Ultimately, the *Woodland Community College Educational Master Plan 2022-2025* provides the overarching superstructure for all College planning, as it aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and helps execute the CCCCO's Call to Action to address systemic racism and discrimination. Moreover, this Educational Master Plan articulates with the six-year planning cycle embedded in the *Yuba Community College District Strategic Plan 2021-2030*, which serves as the "north star" for all planning across institutions, teaching sites, and modalities to "develop an organizational culture that is prepared for the future, and responsive and equitable in serving all students and our communities." Thus, the alignment of the state's, District's, and College's plans provides a cohesive structure for the achievement of critical and comprehensive goals.

The *Woodland Community College Educational Master Plan 2022-2025* is organized into chapters which address:

- the purpose and alignment of the Educational Master Plan (Chapter 1)
- The planning process (Chapter 2)
- The Colleges new Mission, Vision, and Values (Chapter 3)
- Defining features of Woodland Community College and its service area (Chapter 4)
- external and internal environmental conditions, trends, and Implications (Chapter 5)
- the Educational Master Plan's five-year goals and objectives (Chapter 6)
- the implications for technology and facilities planning (Chapter 7)
- and a protocol for the annual implementation and evaluation of the Educational Master Plan (Chapter 8)

The plan Appendix includes supporting documentation of the process and a link to the WCC Educational Master Plan webpage and an archive of key data and information used in the development of this Educational Master Plan.

President's Message

The *Woodland Community College Educational Master Plan 2022-2025* is the result of a year of intensive and introspective dialogue and effective collaboration across the entire WCC community, including students, faculty, classified professionals, administrators, and external partners. We were intentional in reaching out to all three campuses of Woodland Community College, including the Lake County and Colusa County Campuses, for this work. Ultimately, the combined insights and efforts of these stakeholders made this plan the student-centered and equity-infused blueprint for the next three years, which is what the College envisioned as it embarked on this planning journey.

The goals developed for the Educational Master Plan (EMP) align with those of both the Yuba Community College District, the California Community Colleges Chancellor's Office (CCCCO) Vision for Success, and the CCCCO Call to Action. We are proud that this EMP is grounded not only in the significant environmental and trend analyses found in master plans for community colleges, but also in the student voice and student experience. Thus, our planning approach focused intentionally on the needs of the communities and the students we serve, as we strive to support our students in meeting their goals and closing long-standing opportunity and equity gaps. With clear and detailed direction and an implementation protocol to ensure the achievement of our four key institutional goals this EMP serves as a roadmap for our collective work ahead.

While the creation of this EMP marks an important shift in the development of WCC's planning culture and processes, our fundamental commitment to meeting our mission remains the same: *to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.* As we heal from the impacts of the COVID-19 era, we must plan for the future and look ahead. During this EMP cycle, the Woodland Campus will open a new Performing Arts and Culinary Services Building and expand the visual, culinary, and performing arts academic portfolios. The College is also planning to launch a competitive soccer program and build the first phase of a long-awaited athletics facility.

While the *Woodland Community College Educational Master Plan 2022-2025* is the product of college-wide contributions, I want to acknowledge my deep appreciation to the members of the Educational Master Plan Preplanning team and the Educational Master Plan Working Group, whose names are listed in the appendix as well as several individuals for their leadership, coordination, and contributions to the development of the document. This EMP could not have been achieved without their time, talents, and dedicated efforts.

This EMP represents our College's collective and authentic commitment to student success, community engagement, institutional accountability, equity, and social justice. I welcome all students, faculty, support staff, administrators, and the WCC community to engage with the opportunities represented in this Educational Master Plan and join with us as we fulfill our mission and vision over the next three years.

Onward,

Dr. Art Pimentel, President
Woodland Community College

Chapter 1

Purpose of the Educational Master Plan and Plan Alignment

Woodland Community College Educational Master Plan 2022-2025 functions as the blueprint for the advancement of the College's organizational development and the fulfillment of its mission. Because the crucial measure of success in educational planning is the advancement of student success as well as equitable outcomes, Woodland Community College intentionally established a student-centered approach to guide its planning processes and outcomes. Accordingly, the College focused its efforts around five guiding questions, which serve as the foundation for this Educational Master Plan:

1. Who are the students we serve now and who will be our future students?

2. What are the needs of our current students and what will students' needs be in the future?

3. Do our current delivery systems serve students' needs? Will they serve students' future needs?

4. How can we best serve the educational needs of the population in our service area?

5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

Consequently, these fundamental questions shaped the College's planning process and informed this plan's goals and objectives, which focus intently on significantly improving success and ensuring equitable access and outcomes for all students.

Fundamentally, the *Woodland Community College Educational Master Plan 2022-2025* provides the overarching superstructure for all College planning, which aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and executes the CCCCO's Call to Action to address systemic racism and discrimination.

Vision for Success

Of paramount importance to this plan's structure is the California Community College Chancellor's Office (CCCCO) Vision for Success, which is the plan to erase outcomes gaps, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. The Vision for Success addresses community colleges' most serious challenges: low program and transfer completion rates; the excessive time it takes students to complete programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates and result in significant achievement gaps and regional inequities. The goals identified in the Vision for Success are to:

annually increase by at least 20 percent the number of California Community College (CCC) students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

increase by 35 percent the number of CCC students transferring annually to a UC or CSU

decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

increase the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure

reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years

reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years

Guided Pathways

Guided Pathways encompass a comprehensive and strategic approach to piloting students from connection through completion and changing how students enter programs of study and progress to their goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

Pillar 1   create clear curricular pathways to employment and further education;

Pillar 2   help students choose and enter their pathway;

Pillar 3   help students stay on their path; and,

Pillar 4   ensure that learning is occurring with intentional outcomes.

In practical terms, Guided Pathways are clear curricular roadmaps of coursework required to earn a degree or certificate, including General Education, as well as courses within a major. Together, both the Vision for Success goals and Guided Pathways provide the College with an overarching master planning framework to direct its goals and objectives, organize its plan implementation actions, and help inform the allocation of critical resources.

Call to Action

In June 2020, the CCCCO challenged community colleges in a "Call to Action" letter to urgently respond to and address systemic racism, which included, among a host of reforms, calls for colleges to provide opportunities for dialogue and reviews of campus climate, audit classroom climate, and create inclusive classrooms and anti-racism curriculum. Thus, a key component of the planning process included an initial assessment of WCC's institutional climate, which offered a critical opportunity to firmly embed diversity, equity, inclusion, and anti-racism goals and strategies into this three-year plan.

Importantly, the *Woodland Community College Educational Master Plan 2022-2025* articulates with the six-year planning cycle embedded in the *Yuba Community College District Strategic Plan 2021-2030*, which serves as the "north star" for all planning across institutions, teaching sites, and modalities to "develop an organizational culture that is prepared for the future, and responsive and equitable in serving all students and our communities." Ultimately, the alignment of the state's, District's, and College's plans provides a cohesive structure for the achievement of critical and comprehensive goals. Figure 1 illustrates the integration of the District's and College's planning cycles.

Figure 1   Yuba Community College District Integrated Planning Model
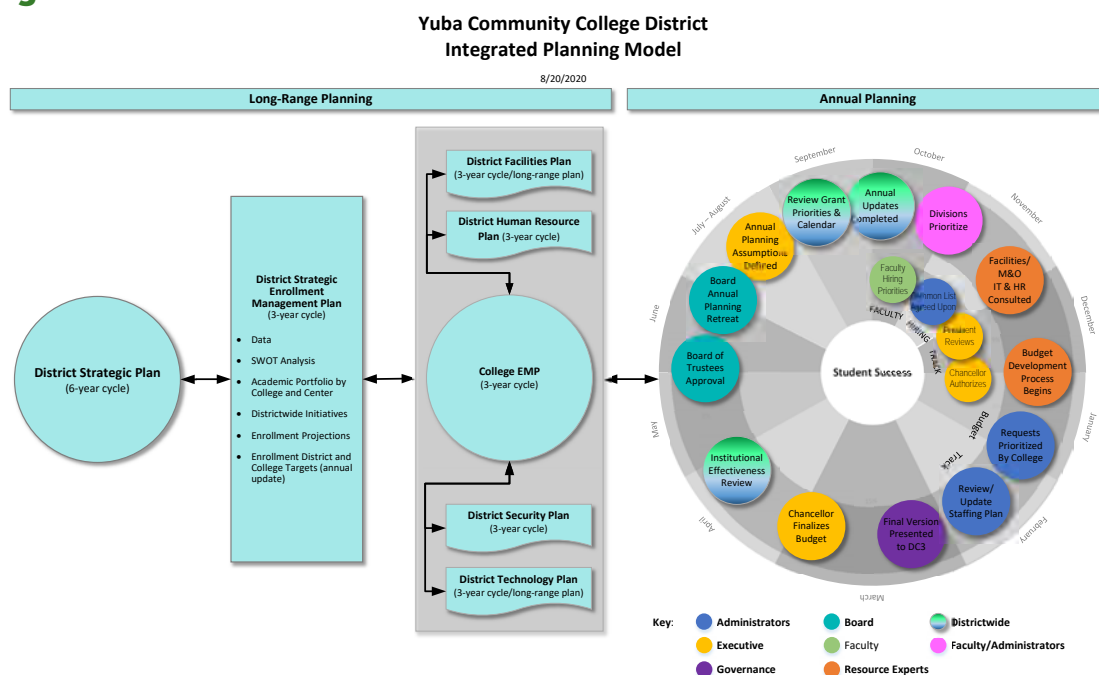
Note: At the time of this EMP's publication an updated version of this Integrated Planning Model was in process. Once approved and adopted, the revised diagram will be incorporated into an update of this document.

In sum, this Educational Master Plan, which developed in the midst of an unprecedented pandemic, will serve to transform Woodland Community College into a more agile institution that responds strategically to challenging socioeconomic conditions, system-wide initiatives, everchanging priorities, and critical matters of diversity, equity, inclusion, and social justice. Thus, the *Woodland Community College Educational Master Plan 2022-2025* positions the College to build upon its successes while intensifying its focus on student success and creating a more agile and resilient institution.

Chapter 2

Planning Process

Six Process Principles

A Preplanning Team charged with organizing and the Educational Master Plan project, with representatives from College stakeholder groups worked in the spring and summer of 2021 to ensure the successfully launch and completion of the EMP planning process. Through this foundational planning process principles, the College adopted a process focused on its commitment to being:

<div align="center">

student-centered **collaborative**
equity-focused **transparent**
inclusive **transformative**

</div>

Six Key Planning Steps

The Six Process Principles, which guided the Educational Master Plan Working Group's progress, were made actionable through Six Key Planning Steps and a timeline that ensured project completion by the spring of 2022.

1. ### Preplanning [May through June 2021]

   Thoughtful organizing of the entire planning process to consider:

   - desired outcomes;
   - planning approach and plan framework;
   - roles and responsibilities;
   - alignment with planning cycles;
   - resources needed and project budget;
   - project communication and outreach strategies;
   - data to be used;
   - preliminary timeline and key activities; and,
   - plan approval process.

2. ### Launch [August 2021]

   Engaging and informing campus stakeholders and initiating the work of the EMP Working Group, which entailed:

   - stakeholder engagement on EMP project and input session on mission, vision, values, and Five Guiding EMP Questions (August 2021 WCC Convocation)
   - initiating an EMP Project Communications Plan;
   - developing a mission, vision, and values stakeholder survey; and,
   - reviewing existing data and completing a data gap analysis.

3. Investigate [September through December 2021]

Conducting an inquiry around the Five Guiding Educational Master Plan Questions to

collect information:

- reviewing College plans (e.g., Guided Pathways Plan, Student Equity Plan);
- assessing ("closing-the-loop") on the prior EMP to determine goals accomplished, goals pending completion, goals not completed, and continuing relevancy of goals;

- completing external and environmental scans (e.g., regional demographic and socioeconomic data, labor market trends, student demographics and characteristics); and,
- engaging stakeholders (e.g., Town Halls, focus groups, interviews).

4. Analyze [December 2021 through February 2022]

Evaluating the quantitative and qualitative information gathered to identify themes for goal topic areas. Key activities included:

- conducting Town Halls for students, faculty, staff, and administrators to provide additional feedback and input on mission, vision, values, and EMP goals;
- analyzing stakeholder input to identify themes related to mission, vision, values, and areas of focus for the Educational Master Plan; and,

- conducting an initial WCC equity assessment to inform EMP diversity, equity, and inclusion objectives (via focus groups and interviews with employees and Woodland and Lake County campuses conducted by RSS Consulting, LLC).

5. Formulate [February through March 2022]

Using identified themes, create new institutional statements and goals. Specific actions entailed:

- drafting mission, vision, and values statements;
- developing EMP goals and objectives; and,

- devising an implementation protocol, which aligns with existing planning cycles.

6. Complete [March through May 2022]

Preparing and approving new mission, vision, and values statements, and Educational Master Plan manuscript, which required:

- developing a final production schedule for the Mission, Vision, Values, and Educational Master Plan project completion;
- drafting final versions of the mission, vision, and values statements and EMP goals and objectives for stakeholders' review and feedback;

- preparing a draft of the Educational Master Plan for review, input, and endorsement of the EMP Working Group; and,
- vetting and proceeding with governance approvals of the final mission, vision, and values, and Educational Master Plan.

Chapter 3

Mission, Vision, and Values

As part of the master planning process, WCC engaged in a full review of its mission, vision, and values. The assessment of these statements included opportunities for broad campus engagement, input, and dialogue. Key activities included a participatory feedback session at the Fall 2021 College Convocation, a survey of College constituents to gather a range of ideas, and interactive Town Hall sessions open to all students, faculty, staff, and administrators at both the Woodland and Lake County Campuses. The Educational Master Plan Working Group reviewed the themes that emerged from the survey and stakeholder engagement sessions to develop draft statements, which were ultimately endorsed and approved through the College's governance process. These new statements reflect Woodland Community College's deep and authentic commitment to equity, student success, and service to the communities it serves.

Mission

The mission of Woodland Community College is to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.

Vision

Woodland Community College will be the first option in higher education for all members of the communities we serve.

Core Values

Woodland Community College's core values, which are the ethical principles that guide our actions and institutional decision-making, include:

Accountability

taking responsibility for our words and actions, and as stewards of the public trust, efficiently using our resources in the fulfillment of the mission and vision.

Adaptability

continuously anticipating, planning for, and effectively responding to changing conditions.

Community-centeredness

building and nurturing external networks and partnerships to achieve improved outcomes for students and contributing to the vibrancy of the communities we serve.

Equity

achieving parity in student educational outcomes, regardless of race, ethnicities, backgrounds, or identity by ensuring that all students are provided with the tools to support their success.

Excellence

critically reflecting upon performance to strive toward continuous improvement and being open to new opportunities for the advancement of our mission.

Integrity

acting with unwavering honesty, trustworthiness, and openness.

Participatory decision-making

actively and consistently working to promote the full participation of every student and employee and engaging in the sharing of knowledge and skills with the specific intent of achieving our mission and vision.

Respect

honoring the worth and value of each person by recognizing their attributes, skills, backgrounds, and abilities, and treating everyone with courtesy and civility.

Student-centeredness

consistently ensuring that student success informs our decision-making and allocation of resources; advocating and influencing change to the benefit of the students we serve.

Chapter 4
The College and its Service Area

Woodland Community College (WCC), a Hispanic Serving Institution and one of two colleges in the Yuba Community College District, began in 1975 as an outreach center of Yuba College in 1975. However, because of the growing demand for college programs and services in Yolo County grew, by 1981 the California Postsecondary Commission officially designated the outreach site an Educational Center. In 1985, the Yuba Community College District Board of Trustees secured a 120-acre site for permanent facilities which were completed in 1990. In 2008 Woodland Community College was accredited as the second college within the Yuba Community College District.

Today, WCC has two additional instructional sites: the Lake County Campus in Clearlake and the Colusa Center. For many years, the courses were offered at the Lake County Campus, which was an outreach center of Yuba College; but in 2016 a District realignment made the Lake County Campus a Woodland Community College teaching site. Additional facilities at this Campus have been expanded over several decades to include a new student services center, which includes a new library, computer labs, and an array of student services, as well as facilities also for a state-of-the-art kitchen and dining room for the Culinary Arts Program and new instructional spaces for the sciences and Early Childhood Education courses. Today at the Lake County Campus, students can complete two years of pre-transfer work or satisfy their General Education requirements as well as major preparation courses for many degrees (e.g., Accounting, Automotive repair, Business Administration, Chemical Dependency Counseling, Culinary Arts, Early Childhood Education, Income Tax Preparation, Drinking Water/Wastewater, and Welding).

The Colusa County Campus of Woodland Community College, located at 99 Ella Street in Williams, opened in January 2011. Course offerings include a variety of general education transfer classes, English for Speakers of Other Languages (ESOL), and Career Education (CE) programs of study. A variety of student services are also available at the campus, including the College's TRiO programs, which is a federally-funded college opportunity program designed to motivate and support students from disadvantaged backgrounds in their pursuit of a college degree.

With three instructional sites located in three counties (i.e., Colusa, Lake, Yolo), Woodland Community College's service area is both vast and diverse. WCC's students are residents of cities and towns in the region, which include, but are not limited to, Arbuckle, Clearlake, Colusa, Davis, Lakeport, Lower Lake (CDP), Maxwell (CDP), Middletown (CDP), West Sacramento, Williams, Winters, and Woodland. These communities, which are spread over a large geographic area, represent the rich social, ethnic, linguistic, and cultural diversity of the upper Sacramento Valley. While many of these communities have experienced significant population growth over the last decade, others have seen decline, as economic opportunities from outside the area emerged.

Geographic distance, as well as an array of economic, social, and environmental conditions and trends, present challenges for WCC as it strives to meet its mission and vision. However, the diversity within the College's service area represents a key strength for Woodland Community College, as it serves as a synergistic hub for the convergence of varying perspectives, skills, and resources, which will position the College to lead the region into a new era in both higher education and public service. An overview of the key features of the vibrant communities in WCC's service area is featured in the next chapter (External and Internal Environmental Scans: Overview and Implications).

Chapter 5

External and Internal Environmental Scans: Overview and Implications

Approach

The environmental scans conducted for this EMP serve to help Woodland Community College answer its Five Guiding Educational Master Plan questions:

1. Who are the students we serve now and who will be our future students?
2. What are the needs of our current students and what will students' needs be in the future?
3. Do our current delivery systems serve students' needs? Will they serve students' future needs?
4. How can we best serve the educational needs of the population in our service area?
5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

To focus on data that would inform responses to these fundamental questions and direct this plan's goals, the College adopted an inquiry approach centered on:

- using existing District data compilations;
- augmenting District data sets as needed to "tell WCC's data story;"
- examining equity-focused outcomes data; and,
- validating quantitative information with student voices.

The external environmental scan applied a comparative approach for information regarding the three counties served (i.e., Colusa, Lake, Yolo) and the primary service area cities and census designated places: Arbuckle, Clearlake, Colusa, Davis, Lakeport, Lower Lake CDP, Maxwell CDP, Middletown CDP, West Sacramento, Williams, Winters, and Woodland.

Labor market data for the external scan was drawn from the three broad Employment Development Department regions, which include information for the three service area counties:

- North Coast (Del Norte, Humboldt, **Lake**, and Mendocino Counties)
- North Valley (**Colusa**, Glenn, Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, Tehama, and Trinity Counties)
- Sacramento Valley (El Dorado, Placer, Sacramento, and **Yolo** Counties)

Additionally, internal environmental scan data came primarily from the California Community College Chancellor's Office (CCCCO).

The External Environment: Key Highlights of Population Demographics, Income and Poverty, Education, and Labor Market

👥 Population

Growing Population

- WCC Service Area is projected to grow by 1.9% between 2019-2024 (slightly slower than California's rate of 2.5% over the same period).

- A number of cities and CDPs in the service area grew substantially between 2010 and 2020 (e.g., Arbuckle 15%, West Sacramento 11%, Woodland 10%, Clearlake 9%, Williams 8%, Winters 7%, Colusa 7%).

  [*Source*: California Department of Finance, "Demographic and Forecasting Reports E-1."]

Racially, Ethnically, and Linguistically Diverse Communities

- While a light majority of the population identifies as White (52%), many residents are non-white: 31% Hispanic, 10% Asian, 2% Black /African American, 0.9% American Indian/Alaskan Native, 0.3% Native Hawaiian/Pacific Islander.

- WCC's service area mirrors California in terms of foreign-born residents: Colusa County 27%, Yolo County 23%, and Lake County 9% (California 27%). Four service area cities exceed the state's foreign-born percentage rate: Williams 39%, Arbuckle 36%, and Maxwell CDP 31%.

- A comparatively high percentage of residents (age 5 and above) speak a language other than English at home: Colusa County 52%, Yolo County 38%, and Lake County 16%. (Note: California 44%).

  [*Source*: U.S. Census Bureau (2020) 2014-2018 American Community Survey, 5-year estimates]

Relatively Young Population

- Roughly 50% of service area residents are under age 30.

- Between 2019 and 2024 two age groups are expected to increase most substantially 20-29 years (5,496) and 70-79 years (3,196).

  [*Source*: California Department of Finance, "P-2 County Population Projections (2010-2060)]

Comparatively Higher Percentages of Disabled Residents

- A number of communities in the WCC service area have high number of disabled residents compared to California (10%). The cities and CDPs with the highest percentages of disabled inhabitants include Clearlake (23%), Lower Lake CDP (20%), Middletown CDP (18%), Lakeport (15%), Colusa (14%), Woodland (12%), and Maxwell CDP (12%).

  [*Source*: U.S. Census Bureau (2020) 2014-2018 American Community Survey, 5-year estimates]

Substantial Digital Divide

- While the majority of residents in the service area counties have access to computing technology and broadband internet, there remains a significant number of people who are without these resources, which are critical to economic, social, and civic life in the 21st century.

Table 1   Computer and Broadband Access by County

County	2020 Population	Computer	No Computer % (n.)	Broadband	No Broadband (%/no.)
Colusa	22,030	87%	**13% (2,864)**	81%	**19% (4,186)**
Lake	64,005	87%	**13% (8,321)**	77%	**23% (14,721)**
Yolo	221,276	94%	**6% (13,277)**	88%	**12% (26,553)**

Source: US Census Bureau Quick Facts

Majority of Labor Force Commutes Out of Area

- 60% of the area's residents commute outside of the service area for work.

- The longest commutes are experienced by residents of Lower Lake CDP (48 minutes), Winters (35 minutes), Clearlake (33 minutes), and Middletown CDP (31 minutes).
  [*Source*: 2019 American Community Survey 5-Year Estimates]

Income and Poverty

Regional and Demographic Income Inequalities

- Median household income in all three counties is below the California average of $80,440: Yolo County $71,417, Colusa County $59,401, Lake County $47,138

- Median household incomes in all service area cities except Winters are below the California average.

- Poverty disproportionately impacts residents according to gender, age, and ethnicity, as the largest demographics in poverty in all three counties are females across all age groups and either White or Hispanic.
  [*Source*: US Census Bureau 2019 ACS 5-Year Estimates]

Education

*Declining Birthrates and Aging Population Result in Decreased K-12 Enrollment*

- K-12 enrollments are projected to decrease in many service area districts, which mirrors the pattern across California and the US.

- Between 2020 and 2030, only Lake County schools are likely to see a modest increase in K-12 enrollment of 1.3% while Colusa and Yolo are projected to experience substantial declines in K-12 enrollment (-11% and -5%, respectively).
  [*Source*: California, Department of Finance, California Public K-12 Graded Enrollment Projections by County, 2021 Series. Sacramento, California, June 2021.]

Educational Attainment (2014-2018) varies by Race/Ethnicity

- Overall, across three service area counties (Colusa, Lake, Yolo), 22% percent of WCC service area residents have graduated from high school and 30% of residents have either attended some college or earned an associate degree.

- Substantial percentages of racial/ethnic minority populations (age 25 and above) have less than a high school diploma; however, notable percentages in these same demographic groups have graduated from high school (or earned the equivalent) but have not attended some college or earned an associate degree.
  [*Source*: 2020 American Community Survey]
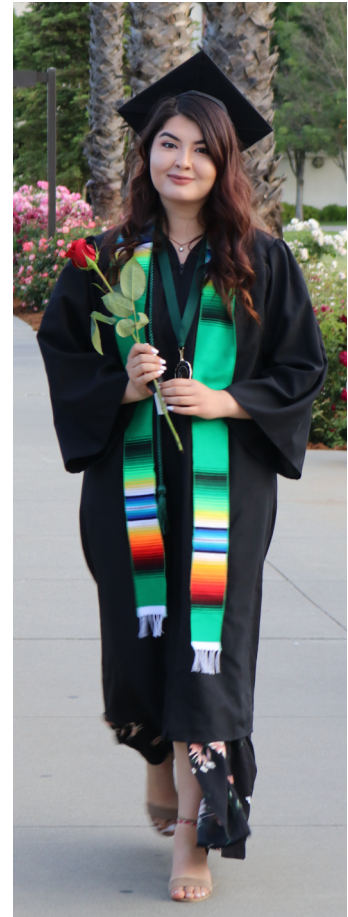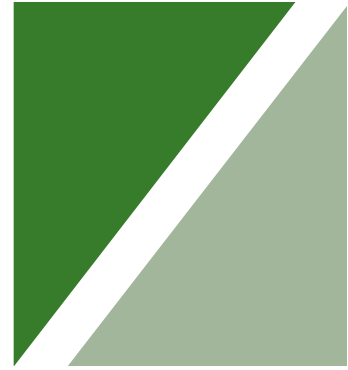
Labor Market

Industry Growth Projection Through 2024

- Government (+3,017 jobs)
- Health care (+2,626 jobs)
- Administrative and support and waste management and remediation services (+694 jobs)
- Manufacturing (+630 jobs)
- Accommodations and food services (+562 jobs)
  [*Source*: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html]

Projections for Living Wage Occupations for middle-skill and above-middle-skill careers, which are correlated to living wages, reflect both challenges and opportunities.

Challenges

- Because WCC intends to provide the communities it serves with instructional programs that lead to living wage job opportunities, the labor market analysis for this EMP focuses on **middle-skill careers**, which require more education than a HS diploma but less than a four-year degree. **Above-middle-skill career** jobs typically require BA/BS degree, so requires students to transfer.

- It is important to note that in the three-county service area the majority of job openings will be **below-middle-skill**, which are predominantly low wage occupations. Specifically, **45%** are **below-middle-skill**, 31% are **middle-skill**, and only 24% are **above-middle-skill**.

- According to the California Enployment Development Department North Region data, the average median hourly wage in 2019 for middle-skill careers was $25.84 per hour and $40.61 per hour for above-middle-skill.

- 2020 living-wage estimates come from the *MIT Living Wage Calculator* applied to the three counties in the service area. Based upon the average median household size of 2.7 for Colusa, Lake, and Yolo Counties, the threshold wage used for this analysis is $23.83 per hour.

  [*Source*: California Community College Chancellor's Office, *Labor Market Profile: A Workforce Needs Assessment for Woodland Community College* , North/ Far North Center of Excellence for Labor Market Research (2020); MIT Living Wage Calculator https:// livingwage.mit.edu/]

Opportunities - California Department of Education (CDE) Regional Opportunity Occupations:

- The criteria for designating CDE Regional Opportunity Occupations includes:
  - High Demand - more than median annual openings of 52;
  - High wage - median hourly wage $24.24 per hour (notably above the threshold living hourly wage);
  - Highly skilled - may require an industry-recognized credential, certification, or degree to obtain employment;
  - Skill level - middle- or above-middle-skill jobs; typically requiring education and training beyond a high school diploma.

- These examples of occupational opportunities and average hourly wages illustrate just some of the pathways that WCC can explore for possible development of new or re-imagined career education programs:
  - Building and Construction Trades ($25-$38/ hour range)
  - Energy, Environment, and Utilities ($29-$31/ hour range)
  - Health Science and Medical Technology ($23-$47/hour range)
  - Information and Communication Technologies ($27-$45/hour range)
  - Marketing, Sales, and Services ($25-$59/hour range)
  - Manufacturing and Product Development ($28/hour range)
  - Transportation ($26-$33/hour range)

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The Internal Environment: Key Highlights of Student Demographics, Student Characteristics, Student Success Metrics, and the Student Voice

Student Demographics
Five-Year Trends (2016-2017 to 2020-2021)
[*Source*: CCCCO Datamart]

Five-Year Increase in Student Count
- While student count across the District decreased (-7%), WCC saw a 2% increase between 2016-2017 and 2020-2021.Health care (+2,626 jobs)

Substantial Increases in Students Aged 19 and Under and Students Ages 30-34
- The expansion of dual enrollment resulted in a shift toward a younger student population, while students in their early 30s may likely have returned to upgrade job skills or complete degrees for career advancement.

Increasing Racial/Ethnic Diversity
- The White/Non-Hispanic and Hispanic student population decreased (both by -7%).
- WCC saw substantial increases in the percentages of Asian, Filipino, and Multi-ethnic student populations.
- Notably, the most significant decrease by race/ethnicity (-11%) over this period was African American students.

Significant Decline In Number And Percentage Of Male Students
- By 2020-2021, the student population was approximately 65% female and 34% male.

Student Characteristics

Notable Decrease in Credit FTES and Slight Increase in Non-Credit FTES
- Like most California community colleges, WCC has experienced an overall decline in FTES – a trend which began prior to the Covid-19 pandemic that impacted 2020-2021 enrollments. Ultimately, from 2017-2018 to 2020-2021, the College experienced a decrease of -13% in FTES.
- WCC's implementation of AB705 resulted in a modest increase in non-credit FTES.

Moderate Increases in the Enrollment Status of First-Time Students and Special Admit Students
- The White/Non-Hispanic and Hispanic student population decreased (both by -7%).
- WCC saw substantial increases in the percentages of Asian, Filipino, and Multi-ethnic student populations.
- Notably, the most significant decrease by race/ethnicity (-11%) over this period was African American students.

Dramatic Decreases in the Number of Units
- In a pattern that is similar in many community colleges in the state and country, over a five-year period, the number of units students enrolled in each semester has decreased with a majority enrolling in between .1 and 9 units.
- This impacts students' time to educational goal completion, which also carries implications for financial aid eligibility.

Substantial Declines in the Number of Special Population Students
- With a decline in enrollments and FTES, over five years WCC also saw significant decreases in Special Populations, including Disabled Students Programs & Services (-15%) , First Generation (-28%), CARE program (-64%), and Extended Opportunity Programs & Services (-9%).

Student Success Metrics

As Table 2 illustrates, despite the major impact that the Covid-19 had on students, their families, and communities, WCC nonetheless has made significant progress in a number of student success metrics, particularly in critical areas such as course success and the completion of transfer level Math and English in the first year. However, stagnant numbers in other metrics point to areas where WCC must focus additional attention to see more students successfully enroll, persist, and complete their education and career goals.

Table 2   Student Success Metrics, 2015-2016 to 2019-2020

Student Success Metric	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Successful Enrollment	45%	37%	**-8%**	41%
Course Success Rate	71%	75%	4%	73%
Completed Transfer Level Math & English 1st Year	4%	17%	13%	10%
Completed Transfer Level Math 1st Year	8%	22%	14%	12%
Completed Transfer Level English 1st Year	13%	41%	28%	30%
Retained Fall to Spring	64%	60%	-4%	63%
Earned CO Approved Certificate	0.40%	1%	0.60%	2%
Earned Any Assoc Degree	5%	5%	0%	5%
Earned ADT	1%	2%	1%	2%
Attained VFS Definition of Completion	5%	6%	1%	6%
Avg No. of Units all Assoc Degree Earners	79	79	0%	81%
Transferred to Four Year (2015/16 to 2018/19)	346	451	30%	

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

While WCC has made some notable progress in respect to overall student success metrics, as seen in Table 3, the metrics disaggregated by race and ethnicity – a significant predictor of educational outcomes – reveal considerable differences in outcomes among varying student populations over five years. Because the Coronavirus pandemic, which accelerated in the spring of 2020, dramatically impacted enrollment, retention, and success numbers, "Pre-Covid" data for the academic year 2018-2019 is also included in Table 3 for comparative purposes. Notably, when comparing 2018-2019 to 2019-2020 metrics, the data illustrates the disproportionate impact of the pandemic on students of color, especially in terms of successful enrollment and persistence. Furthermore, data on students' transitions (awards, transfer, attainment of the Vision for Success goal) reveals significant improvement for students who identify as Asian, Hispanic, White, and of Two or More races, but little progress in improving these outcomes for American Indian/Alaska Native, Black/African American, Filipino, and Pacific Islander/Hawaiian Native. In sum, this data shows the persistence of opportunity and equity gaps, which the goals and objectives of this Educational Master Plan address.

Table 3 Student Success Metrics Disaggregated by Race/Ethnicity 2015-2016 to 2019-2020

Metric	Ethnicity	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Successful Enrollment (Same CC District)	American Indian/Alaska Native	0%	33%	33%	26%
	Asian	40%	35%	-5%	28%
	Black/African American	29%	39%	10%	26%
	Filipino	20%	36%	-16%	23%
	Hispanic	55%	50%	-5%	53%
	Pacific Islander/ Hawaiian Native	45%	-	*Decrease; Suppressed Data	0%
	White	41%	28%	-13%	37%
	Two or More Races	44%	43%	-1%	42%
Transfer Level Math/ English 1st Year	American Indian/Alaska Native	-	-	NA	-
	Asian	-	30%	+/- 30%	23%
	Black/African American	-	-	NA	-
	Filipino	-	-	NA	-
	Hispanic	4%	18%	14%	11%
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	4%	10%	6%	4%
	Two or More Races	-	-	NA	30%
Retained Fall to Spring (Same College)	American Indian/Alaska Native	-	39%	+/- 39%	67%
	Asian	67%	67%	0%	65%
	Black/African American	56%	54%	-2%	64%
	Filipino	-	63%	+/- 63%	52%
	Hispanic	68%	63%	-5%	66%
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	59%	56%	-3%	58%
	Two or More Races	56%	48%	-8%	51%

Metric	Ethnicity	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Course Success Rate	American Indian/Alaska Native	82%	66%	-16%	63%
	Asian	78%	84%	6%	85%
	Black/African American	56%	63%	7%	61%
	Filipino	64%	82%	18%	82%
	Hispanic	70%	73%	3%	71%
	Pacific Islander/ Hawaiian Native	68%	77%	9%	66%
	White	74%	78%	4%	76%
	Two or More Races	67%	75%	8%	71%
Transitioned to Post-Secondary or Earned Award: AA, ADT, certificate, or attained VFS definition of success	American Indian/Alaska Native	-	-	NA	-
	Asian	23	57	148%	10
	Black/African American	-	-	NA	-
	Filipino	-	-	NA	-
	Hispanic	402	539	34%	619
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	198	244	23%	279
	Two or More Races	10	27	170%	-

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Notes: Dash marks (-) indicate FERPA suppressed data for cohorts smaller than 10. NA indicates data not available due to suppression.

Another key student success metric is the average number of accumulated by all first-time Associate Degree Earners. In 20115-2016, the average number of units accumulated by all Associate Degree earners was 79. Five years later (2019-2020) the average number of units accumulated remained at 79. Considering that most Associate degrees are 60-unit programs, this data indicates that on average WCC students are completing an additional 19 units (or roughly 31% more than required for an Associate degree). For students intending to transfer to four-year colleges and universities the excess units accumulated will impact their future eligibility for financial aid. Moreover, this data also reveals notable disparities in outcomes by race. For example, in 2019-2020 the average number of units for White students was 78 – still far above the 60-unit threshold – but far lower in comparison with Asian students with an average of 91 units among all Associate degree earners. Thus, Asian students' future financial aid eligibility is at significantly greater risk than would be the case for White students. Notably, a number of students who participated in focus groups commented on their frustration with taking courses that would not count toward their degrees and certificates.

The Student Voice

Student focus groups provided the College with a wealth of qualitative evidence about the student experience, which helped WCC understand what students need to enroll, persist, succeed in courses, and complete programs of study – information critical to effectively answering the Five Guiding Educational Master Plan Questions. A summary overview of the participating students and dates for the focus groups can be found in the Appendix.

Focus group inquiry topics included:

- reasons for attending Woodland Community College (current WCC students); reasons why WCC would be a choice for college attendance in the future (current HS students);
- biggest challenges at WCC (current WCC students) or biggest barriers to future attendance (current HS students);
- what students need to be successful at WCC (e.g., enroll, persist, succeed, meet goals); and,
- advice for the College's leaders regarding how to help students be more successful or improve the student experience.

Major Takeaways - Significant Factors Impacting Student Success

WCC Strengths:

- Significant strength for WCC is its demonstrated commitment to doing whatever it takes to help students. Faculty, staff, and administrators at all campuses are credited with truly caring about students in ways that are experienced, or in the words of one student, "not just words, but actions…everyone shows you that they truly care about you."

- Strong relationships with instructors have been a key factor in students persisting and completing their educational plans.

- WCC has a variety of strong instructional programs that students want and excellent support services.

- Parents and family members are very influential in students' decisions to attend.

- The affordability of community college is a major factor in students' and families' enrollment choices.

- Location of the three campuses in neighborhoods where students live aids students' access to programs and services, as attendance does not require long commutes, which is important to time management and affordability given rising fuel prices.

- Small classes and small campuses provide students with more personal attention.

Challenges and Areas for WCC Focused Attention:

- Students appreciate the convenience of technology associated with online classes and processes; however, students in all focus groups expressed a level of digital fatigue and a sense of isolation and disconnection when distance learning or online services is their only option. Technology challenges and barriers also disadvantage some students. In the words of one student, "online classes are impersonal and at the whim of broadband."

- Students expressed their desire to engage in the life of the campus and community by participating in athletic programs, artistic and cultural events, and volunteer opportunities.

- Language barriers, which are often combined with technology hurdles, result in potential students turning away and never enrolling. Several students who work and/or spend considerable time on campus reported that this these are not isolated instances.

- Inconsistency in instructional delivery, particularly in online courses (e.g., where to find information, assignments, due dates, how to navigate the course, out-of-date assignments and/or dates) was reported by a number of students as a significant barrier to their success.

- College policies, procedures, and practices are inconsistent, not communicated effectively, "complex, confusing, and cumbersome."

- Regarding scheduling:

  – WCC needs to take a student-centered approach and "set-up schedules around students' needs." As one student observed, "if the College does this there will be fewer cancellations."

  – Be creative - schedule courses in non-traditional ways (mini-semesters, multi-year schedules combinations of hybrid courses, weekend offerings (combined with online instruction).

- Communication is critical to student success. Three observations that emerged in all student focus groups:

  – students expressed frustration at taking too many courses that did not count toward degrees and want clear, consistent guidance on this critically important issue that impacts their journey and potentially their future financial aid eligibility;

  – students need accurate, timely, and consistently delivered information to guide them through the institution from their first connection with WCC through program completion and transition; and,

  – students want information about the costs of courses and programs and about how programs of study will ultimately prepare them for career opportunities that provide living wages, including skilled trades and short-term skills certificates in high-demand, technology-related occupations.

This information gleaned from WCC's student focus groups helped contextualize the quantitative data in the environmental scans, and ultimately, helped shape the EMP's goals and objectives, which are delineated in Chapter 6.

Environmental Scan Planning Implications and Planning Assumptions

Demographic conditions and trends:

- As the population in a number of service area cities and CDPs continues to increase, WCC has opportunities to increase residents' access to WCC's programs and services.

- Effectively meeting the educational needs of a richly diverse population (e.g., ethnic/racial diversity, age, gender, primary language) will require the College to adopt strategies to re-imagine how it delivers its programs and services to eliminate current barriers to students' access and their completion of educational and career goals.

- The digital divide that exists in all three counties means there are thousands of residents without computer and/or broadband service. To fulfill its mission and vision, WCC will need to consider ways to achieve digital equity for the residents of the communities it serves and adopt an imaginative approach to the delivery of programs and services that are both "high-tech" and "high-touch."

- The comparatively high percentages of residents who have not completed high school or who have some college but no degree indicates a need for enhanced and focused outreach to these populations and changing policies, procedures, and practices that create barriers to access and goal completion.

- Meeting the needs of a diverse and regionally dispersed population will necessitate strategic scheduling and enhancing the technologies needed to offer programs and services to more students across geographic boundaries.

Economic and labor market conditions and trends:

- Low median household income levels and high poverty rates, especially among White and Hispanic women, indicates the importance of providing financial aid information to prospective students and their families and working with non-profit partners and community organizations to address students' basic needs.

- The prevalence of lower-wage jobs and long commute times for residents seeking better wages in out-of-county locations highlights the need for WCC to re-examine program offerings, especially in career education, revitalize programs, and strategically assess opportunities to develop new programs in high-demand, high-wage occupations.

Student Characteristics and success metrics:

- Students from increasingly diverse backgrounds are enrolling in fewer units. This pattern, along with declining retention, extends the time it takes students to complete their educational plans and impacts their access to financial aid, especially for transfer students. Consequently, WCC must not only communicate more broadly with students about financial aid to support them taking more units, but also provide students with well-mapped, easily accessible information about program pathways and course sequences, and schedule courses in ways that facilitate more timely program completion.

- The increase in Special Admit students indicates an interest among high school students to participate in WCC's dual enrollment program. While K-12 enrollments are declining, the age trends identified in the external environmental scan point to a pool of future students who are interested in participating in these opportunities to earn college credits while attending high school.

- Success metrics on successful enrollment, persistence, students' transitions (awards, transfer, attainment of the Vision for Success goal) illustrate persistent challenges for the College and indicate an urgent need to examine and address policies, procedures, practices, and characteristics of institutional culture that are barriers to students' completing their educational and career goals.

Chapter 6

Goals and Objectives

The Educational Master Plan goals and objectives, which align with Yuba Community College District's Strategic Plan goals, are based upon the major planning implications of the completed external and internal environmental scans, including student focus group sessions, which were conducted as part of the planning process. Additionally, each goal is aligned with the correlating Guided Pathways Pillar. To see how these Educational Master Plan goals and objectives align with and support the CCCCO Vision for Success Goals, please refer to the *Vision for Success and Master Plan Goals Crosswalk* table in the Appendix.

Educational Master Plan Goals and Objectives (2022-2025)

Goal 1   **Provide all students with high-quality academic programs and clear pathways to reach the timely completion of their educational goals.**

Guided Pathways

Pillar 1: Create clear curricular pathways to employment and further education.

Pillar 2: Help students choose and enter their pathway.

Objective 1.1. Develop a student-centered, and equity-infused strategic enrollment management plan, which ensures the flexible delivery of the instruction and learning supports that are needed to eliminate equity gaps and serve the diverse communities across the College's geographic boundaries. This plan will address outreach, marketing, retention, persistence, success, educational goal achievement, and course scheduling.

Objective 1.2. Strengthen and expand strategic, mission-aligned partnerships with regional K-12 districts, four-year colleges and universities, local industries and employers, and non-profit organizations.

Objective 1.3. Enhance and strengthen adult education to provide innovative student-centered programs that provide seamless, easily navigable pathways for adult learners in the College's service area.

Objective 1.4. Improve operational effectiveness and ensure students' access to consistent, accurate, easily obtained information and support through the analyses of existing policies and procedures and the revision of antiquated practices that are barriers to the efficient, equitable delivery of programs and services.

Goal 1   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

3. Continuously improve integrated planning and institutional effectiveness in processes within a collaborative culture of evidence.

7. Commit to community partnerships and relationships and being actively involved in the local communities we serve.

Goal 2   Ensure learning by providing all students with the support needed to meet their education and career goals.

Guided Pathways

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 2.1. Increase professional learning opportunities, which are focused on innovative approaches to improving student success and eliminating opportunity and outcomes gaps between different student populations.

Objective 2.2. Increase or enhance partnerships with nonprofits and local agencies to address students' basic needs, including but not limited to, food, housing, and medical and mental health resources.

Objective 2.3. Increase on-campus and community-based student engagement opportunities to develop communities of belonging and support, as well as enriched experiences beyond the classroom (i.e., campus life activities and events, athletics, volunteer service).

Objective 2.4. Pursue grant opportunities and build collaborative relationships with community, business, and alumni to augment and enhance curricular and student support programs.

Goal 2   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.

5. Integrate strategic foresight into our planning to better anticipate the future needs of our students and communities through innovation and technology.

6. Offer safe, reliable, and welcoming environments and provide services that contribute to a safety net for students and the college communities.

Goal 3   Align WCC's career education programs with the needs of current and future labor markets and provide students with opportunities to develop 21st century workplace knowledge and skills.

Guided Pathways

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 3.1. Redesign existing and/or offer new instructional programs (credit and noncredit) in high-demand occupations that provide living wages.

Objective 3.2. Strengthen partnerships with local businesses and industries to expand experiential, career exploration, and work-based learning opportunities (e.g., internships, apprenticeships, portfolio development, and resumé building).

Goal 3   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

7. Commit to community partnerships and relationships and being actively involved in the local communities we serve.

Goal 4   Identify and reduce opportunity and outcomes gaps among different student populations and strengthen a culture of equity, diversity, inclusion, and social justice.

Guided Pathways

Pillar 1: Create clear curricular pathways to employment and further education.

Pillar 2: Help students choose and enter their pathway.

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 4.1. Create equitable structures, processes, and instructional approaches that remove barriers to students' success and address structural inequities in programs and support services for students at all teaching sites and in all modalities.

Objective 4.2. Regularly review classroom and campus climates and create opportunities for engagement and community-building centered on equity-focused, anti-racist, intersectional lens, and inclusive practices.

Objective 4.3. Encourage widespread engagement in the College's participatory governance processes and proactively broaden representation from a diversity of employee roles, backgrounds, and perspectives.

Goal 4   *YCCD Strategic Plan Goal Alignment*

2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.

3. Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.

Chapter 7

Planning Implications for Technology and Facilities

Technology and Facility Implications for Consideration

- To increase students' access to courses, programs, services, and campus life, the College should consider expanding state-of-the art technologies (e.g., telepresence with high-definition video and stereophonic sound) which link students from multiple teaching sites to courses delivered at a particular location and enable real-time collaborations for both instructional and student support purposes. This approach would allow the College to potentially offer courses at sites of employment and also expand its dual enrollment offerings at area high schools, which would have multiple benefits (e.g., lessen commute times, increase access to programs and services) for a range of students.

- Explore ways to expand and improving communication systems and increasing the delivery of services via technology, which support the student experience from entry through completion.

- In light of climbing housing costs, income inequalities in the region, students' housing insecurities, and long commute times for area residents, explore options for low-cost student housing.

- Because students' connections with faculty contribute significantly to their persistence and success, especially for historically under-represented populations, consider office space for adjunct faculty, as they are the majority of faculty and serve the greatest number of students. Additionally, ensure that adjunct faculty have access to the technological tools needed to maintain communications with their students.

- To enhance student connections, consider options for additional student gathering spaces, meeting rooms, tutoring and supplemental instruction spaces, and "quiet zones" for studying, relaxation, or meditation.

- Explore additional IT infrastructure upgrades and invest in technology that improves student access and success, including but not limited to an expanded laptop loan program for students, broadband "hubs" for students in areas with limited and unreliable service, and universal design of computers and workstations.

- Specific and urgent technology priorities, which are essential to achieving this Educational Master Plan goals include, but are not limited to:

  – a replacement cycle to upgrade obsolete and inefficient technology;

  – cloud servers and backups for data resources; and,

  – software upgrades to support student-centered institutional functions (e.g., e-transcripts, degree audit, financial aid, scheduling, retention, planning, and curriculum)

Assessing Future Program Space Needs

- Assess current and future facilities via central questions, such as
  - How do current facilities support Vision for Success and Student Equity and Achievement goals?
  - Over the previous five years, which program(s) are growing, stable, or shrinking?
  - How has distance learning impacted the space needs of instructional programs?
  - What new instructional approaches, such as "flipped classrooms" and Hy-flex modalities, will impact space needs?
  - What new programs will the College develop over the next five to ten years and what facilities will be needed to support the delivery of instruction in these programs?
  - For Career Education Programs:
    - What have industry advisory boards indicated as high priorities for Career Education programs?
    - What impact will efforts to meet industry demands have on program and space needs?
  - What noteworthy implications for future technology or facilities have been noted in program reviews?
  - How will the College address the need for the remote delivery of support services?

Chapter 8

Annual Educational Master Plan (EMP) Implementation and Evaluation Protocol

Woodland Community College understands that effective planning requires a documented, transparent approach to implementing the goals and objectives of this Educational Master Plan. Thus, the implementation and evaluation protocols delineated in this chapter reflect WCC's authentic commitment to ensuring that the visionary principles of the *Woodland Community College Educational Master Plan 2022-2025* translate to the meaningful, usable, and measurable actions needed for WCC to meet its mission and vision.

Development of the Annual Educational Master Plan (EMP) Implementation Plan

- The President's Office oversees the implementation of the Educational Master Plan through an Annual EMP Implementation Plan, which follows this general timeline and process:

  - August: Fall Convocation Planning Summit: The College community will review the Educational Master Plan goals and objectives, identify the goals and objectives that were accomplished in the prior year, and provide input to the WCC Management Team regarding activities needed to achieve EMP goals and objectives for the following academic year.

  - September – November: WCC Management Team reviews input from the Fall Convocation Planning Summit and creates the Annual EMP Implementation Plan, which identifies for the following academic year:

    a. annual activities, which are needed to achieve each EMP Goal and Objective;

    b. the Activity Process Owner - appropriate position, which will be responsible for overseeing the completion of the activity;

    c. outputs and outcome(s) for each activity; and,

    d. resource(s) needed to align with college wide annual planning and resource request process.

  - January – March: The President and the Dean of Institutional Effectiveness and Student Success will present the Annual EMP Implementation Plan to the Planning and Institutional Effectiveness Committee (PIE) and College Council for input and feedback prior to finalizing the Annual EMP Implementation Plan.

  - May: The Annual EMP Implementation Plan for the following academic year will be posted on the College website.
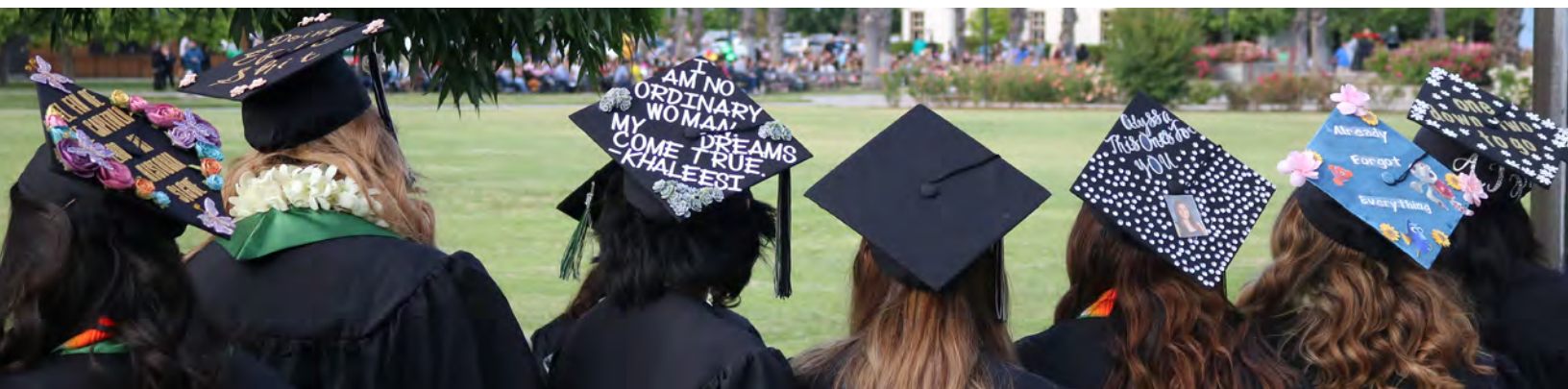
Annual Implementation Plan Reporting Process:

- On or before April 30: Activity Process Owners will each complete an *Annual Implementation Plan Report*.

- *Annual Implementation Plan Reports* will be captured in a streamlined (e.g., a single page fillable pdf), easily accessible document, which will include:

  - the status of each activity – complete; not complete;

  - outcomes for completed activities; and,

  - for activities not completed, approximate percentage or portion that has been completed, and a completion deadline.

Appendix

1. Planning Process Timeline and Benchmarks
2. Assessment of the Prior Educational Master Plan
3. External Environmental Scan Profiles
4. Internal Environmental Scan Profiles
5. Summary of Mission, Vision, and Values Survey Results
6. Summary of Student Focus Groups
7. Summary of Equity Assessment (RSS Consulting - pending)
8. WCC Stakeholder Assemblies and Forums
9. Vision for Success and Master Plan Goals Crosswalk
10. Woodland Community College Facilities Priorities List (November 2021)
11. Woodland Community College: Remaining Obligation Bond Funding Projects
12. Educational Master Plan Working Group Members

Full-Time Faculty Ranking: Criteria for Refill Consideration

Purpose of Refill
When an existing full-time faculty position is vacated during the academic year, the staffing task force would like special consideration of that position for immediate replacement by the college administration. The goal is to minimize the disruption to established programs, their students, and to promote continuity of service to the community.

Refill Review Committee (3)
- Staffing Task Force Faculty Co-Chair
- College Academic Senate President (or Designee)
- College Vice President of Instruction (Even if faculty position is in Student Services)

The committee will determine if a particular position should be recommended to the president to be filled following the process identified below. In effect, positions recommended for refill should "jump the line" ahead of the faculty rankings delivered by the Planning and Institutional Effectiveness Committee.

If the college president chooses to authorize the hiring of full-time faculty positions outside of the Refill process provided by the STF, they are obligated to communicate their decision and reasoning to the STF.

Note: In the event there are two or more positions recommended for refill, the committee will present them to the president unranked.

Process of Review and Criterion

Position vacancies identified as of September 1 will be reviewed by the Refill Review Committee -to determine if these positions meet Criteria 1 or 2.

1. The position has become vacated within two (2) years of initial hire

2. Enrollment is stable or student/faculty ratio is appropriate is appropriate –

   ❑ FTES/FTEF of 17.5 or more within the program for the last three (3) years
   ❑ Position is needed to maintain a counselor/student ratio of 1 to 1,000

If Criteria 1 or 2 is satisfied, the Ad Hoc Committee recommends to the President that the position be refilled.

Positions that do not meet Criteria 1 or 2 will then be reviewed by the committee to determine if they meet Criteria 3 or 4.

3. There is a demonstrated continuing need for the program –

   ❑ Classes fill each term and consistently and/or have a wait list during registration
   ❑ The job market for program graduates is strong (Career Education and Pathways Programs)
   ❑ Program supports primary and/or essential mission of the college (see Criteria Matrix for New and Replacement Positions)

4. Loss of teaching faculty, counselor, or librarian would leave the program without the ability to function without at least one full-time faculty.

   ❑ Program has equipment or facilities that must be maintained and there is insufficient staffing to support physical assets needed for instruction.
   ❑ There are not enough part-time faculty available to cover the instructional needs of the department

If the committee determines that the position meets Criteria 3 or 4, the president may authorize the replacement process. If a position does not meet one of the four (4) criteria, it will be forwarded to the college's Staffing Task Force to be considered with requested new positions.

Note: Positions vacated after September 1 and before December 15, will be reviewed by the ad hoc committee, as they arise, to determine if the position(s) should be recommended for refill. Positions vacated after December 15 can go through the Refill Process in the Fall.

If a position is vacated and a dean, in consultation with program faculty, provides rationale to not refill the position, the vacancy will be reviewed by the ad hoc committee to validate the rationale supporting this request.

5/3/07
Approved by Academic Senate 5/10/07
Revised 6/24/08

Revised 4/7/2022

Consider including in: Academic Employee Handbook, Faculty Hiring Guide, Governance Guide, STF Operating Agreement

From:	Rajdeep Johal <rjohal@yccd.edu>
Sent:	Wednesday, July 20, 2022 10:38 AM
To:	Lisceth Brazil-Cruz
Cc:	Laney Mangney
Subject:	Fw: Cranium Cafe Training

Hi Lisceth,

See below for emails from Desiree when I was requested to train our Adjunct Counselors.

Laney and I trained our full-time counselors prior to the pandemic. I again trained them before we went remote.

Joanna, Laney and I were trained by Heather Lund (with ConexED) in 2019 because Colusa, EOPS and CalWORKs were requested to launch online counseling appointments. Then of course with the pandemic, we were all forced to use it. Heather might have a list of who she officially trained.

Best,
Rajdeep

Rajdeep Johal
CalWORKs Counselor

Woodland Community College
2300 E.Gibson Road Woodland, CA 95776

Phone: (530) 661-5741
Email: rjohal@yccd.edu

From: Rajdeep Johal <rjohal@yccd.edu>
Sent: Tuesday, March 17, 2020 1:36 PM
To: Desiree Forbis <dforbis@yccd.edu>; Lishia Rahman <lrahman@yccd.edu>; Lishia Rahman <lishia49@hotmail.com>; N <nanettebarker@gmail.com>; Jaymeejones1113 <jaymeejones1113@gmail.com>; Jayme Jones <jjones1@yccd.edu>; Nanette Barker <nbarker@yccd.edu>; Berenice Espitia <berenice.espitia@gmail.com>; Berenice Espitia-Lopez <bespitia@yccd.edu>; Esther Yeung Whamond <eyeung@yccd.edu>; Kou Yang <kyang@yccd.edu>; Joanna Ramirez <jramirez1@yccd.edu>; Lorell Cooke <lcooke@yccd.edu>
Cc: Siria Martinez <smartinez@yccd.edu>; Marrisa Boswell <mboswell@yccd.edu>
Subject: Re: Cranium Cafe Training

Hi Counselors,

According to the doodle responses, we are finalizing the time for Cranium Cafe Training from 4-4:30PM today. See below for the meeting link. Make sure you are on Chrome or Firefox browser.

Location: Video Meeting

Meeting topic: Cranium Cafe Training!

To join the meeting, use this link:
https://wcc.craniumcafe.com/rajdeepjohal/cafe?m=MTA0MjE0Ni00NTQ4MjM=

Let me know if you have any questions.
Rajdeep

Rajdeep Johal
Program Counselor, CalWORKs
Woodland Community College
2300 E. Gibson Road, Woodland, CA 95776
530-661-5741 ▪ rjohal@yccd.edu

Your College. Your Future · Tu Colegio. Tu Futuro

From: Desiree Forbis <dforbis@yccd.edu>
Sent: Tuesday, March 17, 2020 10:52 AM
To: Lishia Rahman <lrahman@yccd.edu>; Lishia Rahman <lishia49@hotmail.com>; N <nanettebarker@gmail.com>; Jaymeejones1113 <jaymeejones1113@gmail.com>; Jayme Jones <jjones1@yccd.edu>; Nanette Barker <nbarker@yccd.edu>; Berenice Espitia <berenice.espitia@gmail.com>; Berenice Espitia-Lopez <bespitia@yccd.edu>; Esther Yeung Whamond <eyeung@yccd.edu>; Kou Yang <kyang@yccd.edu>
Cc: Siria Martinez <smartinez@yccd.edu>; Marrisa Boswell <mboswell@yccd.edu>; Rajdeep Johal <rjohal@yccd.edu>
Subject: Cranium Cafe Training

Good Morning Adjunct Counselors,

With all the recent changes occurring amidst the COVID-19 pandemic, we are going to be providing counseling services to our students remotely. We are having Rajdeep Johal offer a training to you all today if possible. The program we are using is Cranium Cafe, although some of you are familiar with using this program, our campus will be utilizing it differently. Please see the Doodle Poll below and respond with a time that would work best for you, as soon as possible. Thank you for your continued support and flexibility.

https://doodle.com/poll/ciyp8umg553se2vu

Best,

Desiree Forbis
Administrative Secretary-Counseling Dept.
Woodland Community College
530.661.5703
Your College, Your Future · Tu Colegio, Tu Futuro

Counselor Team Meeting

Agenda

March 19, 2020

8:30-10:30am

Cranium Café

Counselor Requested Discussion Items

- Outreach (Alberto)
  o HS Ed. Plans
  o Jumpstart
- Phone Call Options
- Time Set for Online Appointments
- SARS (Joanna)
- Online Appointment Processes
- E-SARS Update
- Committee Schedules
- Forms Process

Dean Discussion Items

Standing Items

- AB 705 Work Groups Report (Jose)
- Guided Pathways Workgroup (Tara + Aracely)
- Dual Enrollment Advisory Workgroup (Joanna + Juana + Tara)
- DE Committee Report (Laney)
- Scheduling Task Force (subcommittee of PIE) (Joanna + Laney)
- Student Success Committee report (Tara)
- Student Services Council Report (Estelita)
- Curriculum Committee Report (Juana)
- Diversity Committee Report (Neli + Rajdeep)
- Student Learning Outcomes Committee Report (Estelita)
- College Council (Joanna)
- Academic Senate Report (Jose)
- Division Updates
  o FALAHum (Jose)
  o Math & Science (Rajdeep)
  o CTE (Estelita)
  o Social Science (Aracely)
- Conferences & Training Reports

Substantive, Regular, and Effective Contact Plan
Woodland Community College

Instructor:
Local Course Code:
Date:

Instructions:

For DE Courses at WCC: Please complete this survey to record your plan for regular and effective contact with your students in this course. The Distance Education Committee will consider your responses in the Peer Online Course Review (POCR) process and will keep this document as record of your contact and communication plan for Title 5 and accreditation purposes.

Based on your plan, your course reviewers will determine if your course meets local standards for appropriate quantitative and qualitative levels of contact in your course. There are three areas of regular and effective contact to consider in your overall plan:

- Instructor-to-Student contact
- Student-to-Student contact
- Student-to-Instructor contact

Per Title 5, any portion of instruction provided through Distance Education in lieu of face-to-face is required to have curricular approval and documentation of Regular Effective Contact (5 CCR § 55206, 55204).

From the WCC DE Handbook: Instructor-Student Interaction: Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback, including but not limited to discussion, announcements, email, chat and assignments.

WCC DE Committee Recommends: Best practice for instructor-initiated contact frequency is 2-3 times/week. "Responsive" interaction [to student inquiries] shall occur within 48 hours.

For use by the Distance Education Committee:

□ **Exemplary:** The course design includes many opportunities for regular and effective contact using a wide variety of communication tools and instructor created materials. The instructor has clear plans for proactively initiating contact with students (see examples below).

□ **Aligned:** The course design includes regular instructor-initiated contact with students using Canvas communication tools and some instructor created materials that will facilitate instructor initiated contact with students (see examples below).

□ **Incomplete:** The course design appears to be lacking opportunities for regular and effective student contact initiated by the instructor.

Instructor fills out the following:

Instructor-to-Student Contact

1. How do you provide students with multiple resources to successfully start the course?

☐ Email course Welcome Letter to students prior to course start date (using WebAdvisor or WCC Self Service) and provide students:

☐ Canvas login instructions.

☐ Help Desk information.

☐ Instructor contact information.

☐ Course welcome video

☐ Links to student services

☐ Link to the Orientation to Online Learning @ WCC

☐ Use Announcements to repost the Course Welcome Letter to students who add the course after the start date.

☐ Course orientation Module open prior to the start of classes.

☐ Other:

2. Which of the following tools in Canvas will you use regularly and substantively with students?

Syllabus or Course Orientation Module

Includes a section for instructor's expected response times to student inquiries, including (select all that apply):

☐ Canvas private messages

☐ Questions in Discussions and Chat

☐ Assignment and Assessment feedback

Describes and quantifies regular and effective contact outside the Canvas course:

☐ On-campus office hours

☐ Phone

☐ Virtual office hours

☐ Other (please specify):

☐ Notifies students of expected delays in response times, when possible. E.g. "There may be a delay in my responsiveness from June 18-20 while I am attending a professional conference."

☐ Clearly states weekly participation expectations in terms of quality and quantity in the course.

☐ Includes Drop, Communication, and Late Work policies.

Announcements

☐ Show 3 most recent announcements on the class home page.

☐ Contextual announcements with at least weekly (2 times or more per week preferred)

☐ Group feedback on assignments and assessments. E.g. "I've just graded this week's assignment and here's what I noticed happening…"

☐ Updates on any changes in the course. "I've just updated…"

- □ Weekly tasks: such as wrapping up the week, coming up next…
- □ Reminders of next online virtual office hour or synchronous meeting
- □ Reteach ideas by drawing out main ideas from the week's study and remind students of overarching themes.
- □ Kudos and encouragement: e.g. "Great job on last week's discussion. This week let's dig deeper by…"
- □ Video announcements: 1-3 minutes, introducing the next unit or just checking in.

Discussions

- □ Craft thoughtful questions, encouraging students to apply course material to their own lives and draw from their life experiences.
- □ Instructor interaction in the discussion sets an **example or provides a template** to prompt students to a **higher level of thinking** or to **refine their response** further. E.g. "For example, I would respond to this question by saying…" or "The evidence you present does support your classmate's argument. However, what I find exciting is that it also further complicates the matter by raising the question…"
- □ Encourage discussion early in the week (e.g. 3 points for posting by Tuesday, 2 points for positing by Wednesday, etc.)
- □ Engage regularly (2-3 times per week) by posting reactions, comments and questions.
- □ Summarize the main ideas and standout points for each discussion in a capstone post.
- □ Seek input by periodically asking, What's working for you? What isn't what surprised you about this week's lesson?
- □ Provide a Q&A discussion board forum for students to ask general questions, as recommended in the WCC DE Handbook.

Feedback and Grading

- □ Offer meaningful comments using SpeedGrader.
- □ Ask students to chat back and forth with you about performance on an assignment using "Comments" in SpeedGrader.
- □ Use rubrics when grading to offer detailed feedback on both assignments and discussions.
- □ Use audio feedback with each student at least once during the course term.
- □ Use video feedback with each student at least once during the course term.
- □ Auto-graded quizzes provide helpful auto-feedback to students, directing them to points in the course where they can review material or referring them to your virtual office hours for more extensive assistance.
- □ Provide additional qualitative comments on quizzes using SpeedGrader comments.

Instructor Created Materials

- □ Humanize your course with instructor created video using Studio, ConferZoom, or other video recording and hosting applications that allow for accurate closed captioning.
- □ Course welcome video
- □ Weekly welcome videos or lesson introductions
- □ Virtual office hours or study groups using web conferencing or chat (post a link to recording/ archive in Announcements)
- □ Narrated PowerPoint or video lectures
- □ Audio lectures with transcripts
- □ Instructor created multimedia presentations (e.g. Sway newsletter with text, images, and

video)
□ Instructor-created handouts, reading guides, resource pages, manuals, etc.

Analytics and Surveys
□ Instructor consults New Analytics in course to monitor student progress and behavior to anticipate who many need individualized contact or support.
□ Instructor regularly consults the Course Student Interactions Report to ensure regular and effective contact with all students in the course.
□ Course includes a "Tell Me About Yourself" survey early in the course to anticipate which students may need more support and outreach.
□ Anonymous surveys that elicit student feedback offered at least twice during the course term.
□ Enables Notes column in Gradebook to privately track details to refer to when communicating with student.
□ Use "Message Students Who…" feature in Gradebook to "nudge" students who have not yet submitted an assignment or provide resources to students who performed below a minimum score.
□ Other:

Remember: Maintain a record of any contact you have with a student within Canvas to save time during accreditation and course reviews. Did a student stop by during virtual office hours, call your office, or visit with you on campus to ask a question? Send them a quick summary of your meeting and a thank you through Canvas inbox to acknowledge their seeking help. This provides a permanent record of your contact and helps students recall key points.

Participation Levels
□ A rubric is included within assignments/activities to explain how participation will be evaluated.
□ Provide consistent reminders of required number of posts for Discussion assignments.
□ Provide students with an "exemplary assignment" as sample quality work.
□ Open Q&A discussion board for guidance on a particular assignment.
□ Communication activities are designed to respond to the variety of cultures and communication styles in the learning community.

Student-to-Student Contact

□ Discussion prompts are crafted to encourage meaningful exchange among students.
□ Small groups assignments promote meaningful discussion and collaboration.
□ Provide students with opportunities for virtual study groups or group conferences.
□ Use electronic bulletin board (such as Padlet) or course wiki pages to collect different kinds of student input.
□ Community building is designed in the course via ice breakers and "getting to know you" style activities throughout the course, not just at the beginning. These could be in the form of formally designed activities, ConferZoom polls, Zoom chat activities, Flipgrid responses, Adobe Spark social media style posts as replies to a course Announcement, Studio Discussion "shout outs", etc.

Student-Initiated Contact with Other Students

☐ Course Q&A board or "Student Lounge" to promote student interaction.
☐ Open the course Chat tool at specific times to encourage student cross-exchange.
☐ Provide students with orientation to tools available to them in Groups to communicate with one another (Announcements, pages, collaborations, conferences, etc.).
☐ Set up ConferZoom times for students to meet up and discuss course concepts throughout the term (e.g. Weekly Synchronous Student Lounge).

Student-to-Instructor Contact

☐ Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.
☐ Instructor's preferred method of contact is easily found.
☐ The Syllabus or orientation module state expected response times for: inquiries in Discussions and Canvas mail, feedback and grades on student work.
☐ Students are encouraged to correspond about grades using Gradebook Comments.

Departments / **Biology(BIOL)**

Curriculum Public View

Departments

| Search department... 🔍 |

| **Accounting(ACCT)** |

| **Administration of Justice(AJ)** |

| **Ag Mechanics(AGMCH)** |

| **Ag Sustainable(AGSA)** |

| **Agriculture(AG)** |

| **Anthropology(ANTHR)** |

| **Art(ART)** |

| **Astronomy(ASTRO)** |

| Biology(BIOL) |

| **Business Computer Applications(BCA)** |

| **Chemistry(CHEM)** |

| **Communication(COMM)** |

| **Cooperative Work Exp. Educ.(CWEE)** |

| **Counseling(COUNS)** |

| **Culinary Arts(CUL)** |

| **Early Childhood Education(ECE)** |

| **Ecology(ECOL)** |

| **Economics(ECON)** |

| **Education(EDUC)** |

| **Emergency Medical Technician(EMT)** |

Selected Department

Biology(BIOL)

Programs

| Search program... 🔍 |

| **Biology (A.S.-T) (Active from 2022FA)** |

Courses

| Search course... 🔍 |

| **BIOL1 - Principles of Biology** |

| **BIOL2 - General Zoology** |

| **BIOL3 - General Botany** |

| **BIOL4 - Human Anatomy** |

| **BIOL5 - Human Physiology** |

| **BIOL6 - Introductory Microbiology** |

| **BIOL7 - Introduction to Biodiversity, Ecology, and Evolution** |

| **BIOL10L - General Biology** |

| **BIOL12 - Marine Biology** |

| **BIOL15 - Bioscience** |

| **BIOL24 - Human Biology** |

| **BIOL25 - Human Genetics** |

| **BIOL30 - Emerging Infections and the History of Infectious Disease** |

No program or course selected. Please, select a program or course.

English Speakers of Other Lang(ESOL)

English(ENGL)

Environmental Horticulture(ENVHR)

Environmental Technology(ENVTC)

Ethnic Studies(ETHN)

General Business(GNBUS)

Geography(GEOG)

Geology(GEOL)

Health Education(HLTH)

History(HIST)

Human Services(HUSEV)

Humanities(HUMAN)

Interdisciplinary Studies(INTER)

Learning Assistance(LEARN)

Library Science(LIBSC)

Mathematics(MATH)

Music(MUSIC)

Nutrition(NUTR)

Philosophy(PHIL)

Physical Education(PE)

Physics(PHYS)

Plant Science(PLSCI)

Political Science(POLSC)

Psychology(PSYCH)

Sign Language(SIGN)

Sociology(SOCIL)

Spanish(SPAN)

Speech(SPECH)

Statistics(STAT)

Theatre Arts(THART)

Welding(WELD)

XX Inactive Programs

SLO training video

Lisceth Brazil-Cruz <lbrazil@yccd.edu>

Mon 5/3/2021 10:20 AM

To: Cirilo Cortez <ccortez@yccd.edu>; Sandy Fowler <sfowler@yccd.edu>; Shannon Reed <sreed@yccd.edu>

Cc: Kasey Gardner <kgardner@yccd.edu>

📎 1 attachments (852 KB)
Entering SLOs in eLumen (1).pptx;

Good morning,

As you are aware, SLO eLumen training took place last Friday. Please take the me to view this video on
what we are asking faculty to do with SLOs. This video is about 5 min. A ached you will also find the
slide dec for the training. I will post the full training recordng in the Program Review and Canvas shell.

Link Code: https://www.screencast.com/t/wrPp6NQwq

Thank you ,

Lisceth Brazil-Cruz, Ph.D.
Dean of Student Services & Institutional Effectiveness
Woodland Community College
Your College, Your Future- Tu Colegio, Tu Futuro

Best Practices for Entering SLOs in eLumen

Woodland Community College

Your College, Your Future • Tu Colegio, Tu Futuro

WCC eLumen Implementation

Program Review → Curriculum → SLOs → Program Review 2.0 → Canvas Integration with eLumen

Purpose of Assessment

1 ACCREDITATION

Meet ACCJC standards

2 ACCOUNTABILITY

Demonstrate what we do

Evidence for grants

3 EFFECTIVENESS

Provide evidence of effectiveness

Use measures for internal purposes

4 IMPROVEMENT

Intentional measure of student measure of student learning

Identify gaps, areas of excellence

We do NOT use assessment for faculty evaluations or assignments.

How to enter SLOs into eLumen

VIDEO

Scoring Scale

Four Point Scale

4. Exceeds expectations: Student performance exceeds expectations for this SLO

3. Meets expectations: Student performance meets expectations for this SLO

2. Approaches expectations: Student performance approaches expectations for this SLO

1. Does not meet expectations: Student performance has been assessed but does not meet expectations for this SLO

"Exceeds" and "Approaches" are *optional;* can focus on "Meets" or "Doesn't meet" for this cycle

When to use N/A

- Student was not assessed for that outcome

- Outcome was not assessed in this cycle

Reasons for Changing

- Curriculum, Program Review and SLOs are now in one system

- Entering student SLOs will allow us to
  - ✓ view demographics on an institutional level
  - ✓ identify equity gaps
  - ✓ apply for grants
  - ✓ highlight areas of excellence
  - ✓ advocate for areas of resource allocation

- CANVAS Integration in Fall 2021 will be time-saver for faculty

Who can see scores?

Only the **Instructor** can see individual student names and scores for their sections

Only the **Instructor** can see their total scores for their sections

Department Coordinators (Full-time faculty or IE Dean) can only see aggregated scores for all sections of a course together

Data Steward (IE Dean) can see Institutional level outcomes for the entire college
- Never broken down by instructor or student
- Can be broken down by student demographics or section attributes

Once data is in system, individual **Instructors** can view their own section outcomes in comparison to the rest of the department. **Nobody else can see this.**
- See "Understanding your role(s) in eLumen" in the SLO and Program Review Canvas Shell

Additional help

Office Hours with IE Dean

Weekly Office Hours on **Tuesdays** (from 12pm – 1pm

May 4, May 11, May 18

During **finals week**:

Monday, May 24th: 12pm to 1:30 pm

Tuesday, May 25th: 12pm to 2pm

Wednesday, May 26th: 9:30 am to 12pm

Thursday, May 27th: 2pm to 5:00 pm

Friday, May 28th: 10 am to 12:00 pm

Zoom link: https://cccconfer.zoom.us/j/9941403619

Email Reminders

ELumen will send you an automatic notification when an assessment is ready for you to complete (1 month before the end of the term):

A default rubric for scoring your course SLOs has been added to your eLumen faculty account. SLOs should be entered at the end of the semester when you enter grades. For help with using eLumen or entering SLOs, please see the Faculty and Staff Development Center in Canvas.

Elumen will send you an automatic reminder right before finals week:

Don't forget to enter SLOs in eLumen at the end of the term after you enter grades. For help, please see the Faculty and Staff Development Center in Canvas or contact Dean Lisceth Brazil-Cruz.

Initial notification from eLumen was sent out to your YCCD email on April 30. Please check your junk folder if you don't see the notification.

Questions?

ACCJC | ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| **Help** | **Logout**

Annual Fiscal Report
California Community College
Reporting Year: 2019-2020
REVIEW

Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

General Information

#	Question	Answer
1.	Confirm College Information	**Confirmed**
2.	District Name: Is the college a single college district?	**Yuba Community College District** **No**

2. Additional Information:
If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.

3.	a. Name of College Chief Business Officer (CBO)	**Dr. Art Pimentel**
	b. Title of College CBO	**President Woodland Community College**
	c. Phone number of College CBO	**530-661-5710**
	d. E-mail of College CBO	**apimente@yccd.edu**
	e. Name of District CBO	**Kuldeep Kaur**
	f. Title of District CBO	**Vice Chancellor Administrative Services**
	g. Phone number of District CBO	**530-741-6723**
	h. E-mail of District CBO	**kkaur@yccd.edu**

3. Additional Information:
The District CBO email address will be copied on the final report once it has been approved by the CEO.

District Data (including single college organizations) Revenue

4.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
		FY 17/18	FY 18/19	FY 19/20
	a. Total Unrestricted General Fund Revenues (excluding account 8900)	**$ 53,543,174**	**$ 59,819,193**	**$ 63,639,082**
	b. Other Unrestricted Financing Sources (Account 8900)	**$ 0**	**$ 1,355**	**$ 0**

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):

Year	Description	Amount	Sustainable/One-time
FY 17/18		**$ 0**	
FY 17/18		**$ 0**	
FY 18/19	**Sale of Equipment and Supplies**	**$ 1,355**	**One-time**
FY 18/19		**$ 0**	
FY 19/20		**$ 0**	
FY 19/20		**$ 0**	

4. Additional Information:
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.

5.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
		FY 17/18	FY 18/19	FY 19/20
	a. Net (Adjusted) Unrestricted General Fund Beginning Balance			

		$ 7,657,025	**$ 8,485,946**	**$ 9,400,727**

		FY 17/18	FY 18/19	FY 19/20
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	**$ 7,703,099**	**$ 9,400,727**	**$ 11,288,245**

5. Additional Information:
a. Use adjusted beginning fund balance from CCFS 311 Annual.
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

		FY 17/18	FY 18/19	FY 19/20
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	**$ 53,497,100**	**$ 58,905,767**	**$ 61,751,564**
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	**$ 43,292,173**	**$ 45,165,444**	**$ 46,275,828**
	c. Other Unrestricted General Fund Outgo (6a - 6b)	**$ 10,204,927**	**$ 13,740,323**	**$ 15,475,736**
	d. Unrestricted General Fund Ending Balance	**$ 7,703,099**	**$ 9,400,727**	**$ 11,288,245**
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?	**No**		
	i. If yes, what is the estimated unrestricted deficit?			

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

		FY 17/18	FY 18/19	FY 19/20
7.	Did the District borrow funds for cash flow purposes?	**No**	**No**	**No**

	Total Borrowing/Total Debt — Unrestricted General Fund	FY 17/18	FY 18/19	FY 19/20
8.	a. Short-Term Borrowing (TRANS, etc)	**$ 0**	**$ 0**	**$ 0**
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	**$ 0**	**$ 0**	**$ 0**

8. Additional Information:
a. list total short-term Unrestricted General Fund Borrowing/Debt
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

		FY 17/18	FY 18/19	FY 19/20
9.	a. Did the district issue long-term debt instrumentsor other new borrowing (not G.O. bonds) during the fiscal year noted?	**No**	**No**	**No**
	b. What type(s)			
	c. Total amount	**$ 0**	**$ 0**	**$ 0**

		FY 17/18	FY 18/19	FY 19/20
10.	Debt Service Payments (General Fund/Operations)	**$ 1,992,696**	**$ 2,291,779**	**$ 1,927,497**

10. Additional Information:
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits (OPEBs)

		FY 19/20	
11.	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)		
	a. Total OPEB Liability (TOL) for OPEB	**$ 54,667,946**	
	b. Net OPEB Liability (NOL) for OPEB	**$ 54,667,946**	
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	**0 %**	
	d. NOL as Percentage of OPEB Payroll		

		182 %	
e.	Service Cost (SC)	**$ 262,535**	
f.	Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	**$ 5,867,816**	

11. Additional Information:
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

| 12. | Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy) | **06/30/2019** |

13.	a. Has an irrevocable trust been established for OPEB liabilities?	**Yes**		
		FY 17/18	FY 18/19	FY 19/20
	b. Amount deposited into OPEB Irrevocable Reserve/Trust	**$ 0**	**$ 0**	**$ 3,000,000**
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	**$ 0**	**$ 0**	**$ 3,100,000**
	d. OPEB Irrevocable Trust Balance as of fiscal year end	**$ 0**	**$ 0**	**$ 3,340,791**
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?	**No**		

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	FY 17/18	FY 18/19	FY 19/20
		$ 9,061,523	**$ 9,368,025**	**$ 16,855,111**

15.	a. Does the district prepare cash flow projections during the year?	**Yes**
	b. Does the district anticipate significant cash flow issues during 2020-21?	**No**

15. Additional Information:
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	**02/18/2021**
	NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.	

17.		FY 17/18	FY 18/19	FY 19/20
	a. List the number of audit findings for each year (enter 0 if none):	**3**	**4**	**2**

b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):

Financial Statements

i. Type of auditor's report issued	**Unmodified**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**Yes**

Federal Awards

i. Type of auditor's report issued on compliance	**Unmodified**

ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**Yes**
iv. Qualified as low-risk auditee	**No**
State Awards	
i. Type of auditor's report issued on compliance	**Unqualified / Unmodified**
If qualified, how many state programs were qualified	**0**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

Other District Information

18.		FY 17/18	FY 18/19	FY 19/20
	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	**7,626**	**7,626**	**7,626**
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	**7,626**	**7,419**	**6,974**

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

19.		FY 17/18	FY 18/19	FY 19/20
	Number of FTES shifted into the fiscal year, or out of the fiscal year	**98**	**27**	**0**

19. Additional Information:
If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.		
	a. During the reporting period, did the district settle any contracts with employee bargaining units?	**Yes**
	b. Did any negotiations remain open?	**No**
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	Fiscal impacts included increase to salaries and benefits, and a reduction in parking revenue.	

College Data

21.			FY 17/18	FY 18/19	FY 19/20
	NOTE: For a single college district the information is the same that was entered into the District section of the report.				
	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)		**2,626**	**2,826**	**2,826**
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320		**2,739**	**2,660**	**2,475**
	c. Is the college experiencing enrollment decline in the current (2020-21) year?				**Yes**
	i. If yes, what is the estimated FTES decline?				**239**

21. Additional Information:
Report resident FTES only.

22.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	**$ 12,831,841**	**$ 12,831,841**	**$ 14,442,137**

23.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	**$ 12,648,322**	**$ 12,801,668**	**$ 14,200,656**

24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 17/18	FY 18/19	FY 19/20
		$ 0	**$ 0**	**$ 0**

25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 17/18	FY 18/19	FY 19/20
		0 %	**0 %**	**0 %**

26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
		24.3 %	**17.3 %**	**13.6 %**

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	**Yes**
	b. Please describe the leadership change(s)	
	Effective July 2019 - Sandra Mayo, Vice Chancellor Education and Planning - resignation **Effective June 2020 - Sonja Lolland, Vice Chancellor Education and Planning** **Effective November 2019 - Kasey Gardner, Vice President of Instruction WCC** **Effective February 2020 - Mazie Brewington, Vice Chancellor Administrative Services - resignation** **Effective April 2020 - Kuldeep Kaur, Vice Chancellor Administrative Services**	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	**1**

27. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

Go To Question #: 2 ▾   **REVIEW/EDIT**

The Annual Fiscal Report must be certified as complete and accurate by the CEO (Dr. Artemio "Art" Pimentel). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Fiscal Report.

Send e-mail Notification to CEO to certify report

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Annual Fiscal Report
California Community College
Reporting Year: 2020-2021
Final Submission
04/07/2022

Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

General Information

#	Question	Answer
1.	Confirm College Information	**Confirmed**
2.	District Name: Is the college a single college district?	**Yuba Community College District** **No**

2. Additional Information:
If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.

#			Answer
3.	a.	Name of College Chief Business Officer (CBO)	**Art Pimentel**
	b.	Title of College CBO	**President Woodland Community College**
	c.	Phone number of College CBO	**530-661-5711**
	d.	E-mail of College CBO	**apimente@yccd.edu**
	e.	Name of District CBO	**Kuldeep Kaur**
	f.	Title of District CBO	**Vice Chancellor Administrative Services**
	g.	Phone number of District CBO	**530-741-6723**
	h.	E-mail of District CBO	**kkaur@yccd.edu**

3. Additional Information:
The District CBO email address will be copied on the final report once it has been approved by the CEO

DISTRICT DATA (including single college organizations) Revenue

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
			FY 18/19	FY 19/20	FY 20/21
4.	a.	Total Unrestricted General Fund Revenues (excluding account 8900)	**$ 59,819,193**	**$ 63,639,082**	**$ 63,919,547**
	b.	Other Unrestricted Financing Sources (Account 8900)	**$ 0**	**$ 1,355**	**$ 1,346**

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):

Year	Description	Amount	Sustainable/One-time
FY 18/19		**$ 0**	
FY 18/19		**$ 0**	
FY 19/20	**Sale of equipment and supplies**	**$ 1,355**	**One-time**
FY 19/20		**$ 0**	
FY 20/21	**Sale of equipment and supplies**	**$ 1,346**	**One-time**
FY 20/21		**$ 0**	

4. Additional Information:
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will count HEERF funds as sustainable for 2020-21. Transfers-in from OPEB trusts are not sustainable; list as one-time.

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
5.			FY 18/19	FY 19/20	FY 20/21
	a.	Net (Adjusted) Unrestricted General Fund Beginning Balance	**$ 8,485,946**	**$ 9,400,727**	**$ 11,288,245**
	b.	Net Unrestricted General Fund Ending Balance, including transfers			

| | | $ 9,400,727 | $ 11,288,245 | $ 17,853,703 |

5. Additional Information:
a. use adjusted beginning fund balance from CCFS 311 Annual
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

		(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)		
		FY 18/19	FY 19/20	FY 20/21
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	$ 58,905,767	$ 61,751,564	$ 57,355,435
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	$ 45,165,444	$ 46,275,858	$ 46,318,837
	c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 13,740,323	$ 15,475,736	$ 11,036,598
	d. Unrestricted General Fund Ending Balance	$ 9,400,727	$ 11,288,245	$ 17,853,703
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 21/22 with a deficit?	No		
	i. If yes, what is the estimated unrestricted deficit?			

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities - Debt

		FY 18/19	FY 19/20	FY 20/21
7.	Did the District borrow funds for cash flow purposes?	No	No	No

	Total Borrowing/Total Debt — Unrestricted General Fund	FY 18/19	FY 19/20	FY 20/21
8.	a. Short-Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0
	b. Long-Term Debt (COPs, Capital Leases, other long-term borrowing):	$ 0	$ 0	$ 0

8. Additional Information:
a. list total short-term Unrestricted General Fund Borrowing/Debt
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

		FY 18/19	FY 19/20	FY 20/21
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)			
	c. Total amount	$ 0	$ 0	$ 0

		FY 18/19	FY 19/20	FY 20/21
10.	Debt Service Payments (Unrestricted General Fund)	$ 2,291,779	$ 1,927,497	$ 1,841,009

10. Additional Information:
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments

Other Post Employment Benefits

		FY 20/21
11.	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)	
	a. Total OPEB Liability (TOL) for OPEB	$ 52,105,986
	b. Net OPEB Liability (NOL) for OPEB	$ 52,105,986
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	6 %
	d. NOL as Percentage of OPEB Payroll	173 %
	e. Service Cost (SC)	

		$ 597,563	
f.	Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	**$ 6,117,676**	

11. Additional Information:
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

| 12. | Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy) | **06/10/2020** |

13.

a. Has an irrevocable trust been established for OPEB liabilities? **Yes**

		FY 18/19	FY 19/20	FY 20/21
b.	Amount deposited into OPEB Irrevocable Trust	**$ 0**	**$ 3,000,000**	**$ 3,370,000**
c.	Amount deposited into non-irrevocable Reserve specifically for OPEB	**$ 0**	**$ 3,100,000**	**$ 0**
d.	OPEB Irrevocable Trust Balance as of fiscal year end	**$ 0**	**$ 3,340,791**	**$ 7,171,531**

e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2020/21? **No**

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 20/21

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	FY 18/19	FY 19/20	FY 20/21
		$ 9,368,025	**$ 16,855,111**	**$ 23,458,420**

15.	Does the district prepare cash flow projections during the year?	**Yes**
	b. Does the district anticipate significant cash flow issues during 21/22?	**No**

15. Additional Information:
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted GF revenues

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Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	**02/28/2022**

NOTE: Audited financial statements are due to the ACCJC no later than April 8, 2022. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.

17.

	FY 18/19	FY 19/20	FY 20/21
a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):	**4**	**2**	**0**

b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):

Financial Statements

i. Type of auditor's report issued	**Unmodified**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

Federal Awards

i. Type of auditor's report issued on compliance	**Unmodified**
ii. Internal Control Material Weaknesses identified	

	No
iii. Internal Control Significant Deficiencies identified	**No**
iv. Qualified as low-risk auditee	**No**

State Awards

i. Type of auditor's report issued on compliance	**Unmodified**
If qualified, how many state programs were qualified	**N/A**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

Other District Information

		FY 18/19	FY 19/20	FY 20/21
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	**7,626**	**7,626**	**0**
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	**7,419**	**6,974**	**0**

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 18/19	FY 19/20	FY 20/21
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	**27**	**0**	**0**

19. Additional Information:
d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the report year, did the district settle any contracts with employee bargaining units?	**No**
	b. Did any negotiations remain open?	**No**
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	N/A	

College Data

		FY 18/19	FY 19/20	FY 20/21
21.	**NOTE:** For a single college district the information is the same that was entered into the District section of the report.			
	a. Final Adopted Budget - budgeted Full Time Equivalent Students (FTES) (Annual Target)	**2,626**	**2,826**	**2,502**
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	**2,739**	**2,660**	**2,204**
	c. Is the college experiencing enrollment decline in the current (21/22) year?			**Yes**
	i. If yes, what is the estimated FTES decline?			**231**

21. Additional Information:
For a single college district the information is the same that was entered into the District section of the report.

		FY 18/19	FY 19/20	FY 20/21
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	**$ 12,831,841**	**$ 14,442,137**	**$ 15,105,157**

		FY 18/19	FY 19/20	FY 20/21
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	**$ 12,801,668**	**$ 14,200,626**	**$ 14,384,079**

23. Additional Information:
For a college within a multi-college District, include District allocated costs.

24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 18/19	FY 19/20	FY 20/21
		$ 0	$ 0	$ 0

25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 18/19	FY 19/20	FY 20/21
		0 %	0 %	0 %

26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2016	Cohort Year 2017	Cohort Year 2018
		13.6 %	14.5 %	11.1 %

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the most recent report year, including June 30? List for the District and for the College.	Yes
	b. Please describe the leadership change(s)	
	For fiscal year 2020-21 Chancellor Douglas Houston resigned. **For fiscal year 2020-21 Acting Chancellor Art Pimentel.**	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant, as of 6/30/2021?	2

27. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

The data included in this report are certified as a complete and accurate representation of the reporting college.

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YCCD Board Policies Review Summary

As of August 11, 2022

The YCCD Board Policies are reviewed on a five-year cycle. Please refer to the Board Policy and Administrative Handbook located in the BoardDocs Library for more information on the BP/AP review process.

Chapter 1

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
NONE				
Total - 0				

Chapter 2

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
NONE				
Total - 0				

Chapter 3

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
Total - 0				

Chapter 4

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
Total - 0				

Chapter 5

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
NONE				
Total - 0				

Chapter 6

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
NONE				
Total - 0				

Chapter 7

BP Number - Title	Last Review Date	Next Review Date	Responsible Executive	Notes
Overdue				
Total - 0				

Total Overdue Board Policies - 0