

DIVERSITY PLAN
FOR THE
YUBA COMMUNITY COLLEGE DISTRICT

February 25, 2009

**Developed by:
The Diversity Project Team**



YUBA COMMUNITY COLLEGE DISTRICT DIVERSITY PLAN

Table of Contents

Diversity Project Team	iii
Section I – Framework of the Diversity Plan	
Executive Summary	2
Definition of Diversity	2
Yuba Community College District Diversity Statement	3
Yuba Community College District Principles of Community	4
Diversity Framework	5
Section II – Diversity Plan	
Framework and Goals – Background Information	7
Framework and Goals	8
Section III – Appendix	
A – Framework Statement # 1 and Recommended Activities.....	11
B – Framework Statement # 2 and Recommended Activities.....	13
C – Framework Statement # 3 and Recommended Activities.....	16
D – Framework Statement # 4 and Recommended Activities.....	18
E – Framework Statement # 5 and Recommended Activities.....	22
F – Framework Statement # 6 and Recommended Activities.....	23
G – Framework Statement # 7 and Recommended Activities.....	26

H – Framework Statement # 8 and Recommended Activities	29
I – Framework Statement # 9 and Recommended Activities.....	30
J – Framework Statement # 10 and Recommended Activities.....	31

Section IV – Referenced Documents

Board of Trustees Strategic Directions for 2007-2011	33
Student Learning Outcomes and Outcome Assessment	34

YUBA COMMUNITY COLLEGE DISTRICT

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Section I: Framework of the Diversity Plan

Executive Summary

In July 2006, the Diversity Project Team (DPT) was appointed to develop a comprehensive Diversity Plan for the District which would outline various strategies to create an inclusive campus climate, recruit and retain faculty, staff and students of diverse backgrounds, develop curricula which promote understanding of diversity, design programs and services to support new and diverse populations, and create a system of commitment and accountability in support of diversity. From the beginning, the DPT conceptualized the Diversity Plan to be a dynamic document which would evolve over time as initial goals were met and new goals were established. The first set of goals which serve as the foundation for the Diversity Plan have been titled “Diversity Framework for Institutional Transformation and Cultural Competency.” The Diversity Plan was developed in support of the Board of Trustees Strategic Directions for 2007-2011 to assist the District in carrying out its Vision and Mission Statements.

The plan as presented to the Board of Trustees for approval in 2009 is the result of input and feedback from diverse stakeholders, including students, staff and faculty throughout the District. As such, the plan reflects the diverse interests, challenges and opportunities shared by the campus communities.

The Diversity Plan and, eventually, a Diversity Office, will be under the direction of the Vice Chancellor of Educational Planning and Services (VCEPS). The establishment of a Chief Diversity Officer (CDO) position is key to the implementation of the Diversity Plan. Responsibilities include oversight of the implementation of the plan and coordination of diversity efforts throughout the district. Until the position is filled, the VCEPS will serve as the CDO.

The plan will be carried out at the college level by a Diversity Committee. The Diversity Committee will work with the responsible person(s) to determine the best method to implement the planned/strategic actions and provide feedback to the CDO.

Positions to be added at a later date include support staff for the CDO and a faculty diversity coordinator at each college. The faculty diversity coordinator responsibilities will include coordination of faculty goals, efforts, assessment, and accomplishments.

Definition of Diversity ¹

Diversity includes, but is not limited to, ethnicity, color, language, accent, immigration status, ancestry, national origin, age, gender, ideology, religion or spirituality, sexual orientation, transgender, marital status, socioeconomic status, veteran status, and physical or mental disability. ²

¹ As defined by the Yuba Community College District Project Team.

² The word “race” is omitted from the definition of diversity for it is a social construct as there is only one race, the human race. The word “race” has been supplanted with the word “ethnicity,” which is a more appropriate description of an individual’s ethnic makeup.

Yuba Community College District Diversity Statement

The Yuba Community College District service area has a richly diverse population, spanning eight counties (Yuba, Sutter, Colusa, Lake, Yolo, and portions of Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural Northern California. The District recognizes, embraces, and celebrates the wide array of personal experiences, values, and worldviews that arise from differences of culture and circumstances within its vast educational borders.

The District has a compelling interest in fostering the multi-cultural knowledge, awareness, and skills necessary for its student-body and workforce to contribute to its vision. The awareness that the District's campuses are accessible to students from all groups, and thus serve all parts of the community equitably, helps sustain the academic and social fabric of the District.

Diversity is an integral part of the District's academic mission as it enriches the educational experiences and scholarly environment for all students. An interactive classroom that enhances diversity of thought and critical thinking across the curriculum will effectively prepare students for the complex and pluralistic world. The District strives to foster an open exchange of ideas in an environment that provides role models and exemplifies the values of integrity, civility, mutual respect, and social justice in all of its activities.

The Yuba Community College District is committed to providing fair and equitable opportunities to students, employees, and the community through its recruitment, admission, and retention programs. Therefore, the District promotes diversity through innovative, positive academic experiences while shaping the leaders of tomorrow.

Yuba Community College District Principles of Community

The Yuba Community College District (YCCD) is committed to promoting and ensuring an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness. Diversity is essential to the creativity and innovation that we seek on our campuses, throughout the District, and in the communities.

YCCD expects that every campus member will practice these Principles of Community:

- We value intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.
- We affirm the dignity of all individuals and strive to uphold a just community in which actions of discrimination and hate are not tolerated.
- We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all.
- We acknowledge that our society carries historical and divisive biases, and therefore, we will endeavor to foster mutual understanding and appreciation among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflicts.
- We confront and reject all manifestations of discrimination, including those based on ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside of the District, or any of the other differences among people which have been excuses for misunderstanding, dissension, or hatred.
- We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

**Yuba Community College District
Diversity Framework for Institutional
Transformation and Cultural Competency***

2007-2011

**Endorsed by the WCC Provisional Academic Senate February 22, 2008
Woodland Community College Council Recommends President's Adoption March 7, 2008
Endorsed by the Yuba College Academic Senate March 13, 2008
Yuba College Council Recommends President's Adoption March 18, 2008
Chancellor's Executive Team Recommends Adoption by Board April 1, 2008
Adopted by YCCD Board of Trustees April 16, 2008**

1. Develop vision statements that incorporate the values of human dignity, equity, and community.
2. Embrace diversity and institutional transformation in a broad and comprehensive manner, which responds to changing demographics in our community and to the needs of underrepresented and/or disenfranchised groups.
3. Conduct a critical review of practices that limit access and success.
4. Recruit and retain faculty, staff, administrators, and students of diverse backgrounds.
5. Communicate across cultures and facilitate communication among diverse groups.
6. Create opportunities for individuals to build cross-cultural relationships with others who think and believe differently.
7. Incorporate development activities and mentoring with the major purpose of increasing the awareness and understanding of diverse populations and developing multicultural skills.
8. Encourage, support, and recognize participation in community events, programs, and service organizations.
9. Provide strong, ongoing, and visible leadership, support, and resources for diversity efforts (e.g., developing cultural competency, diversity education and training).
10. Develop a comprehensive accountability system to support the District's commitment to diversity.

* The Diversity Framework is aligned with the Yuba Community College District Board of Trustees' 2007-2011 Strategic Directions, which were formally adopted by the Board on 9/12/07.

Section II:

Diversity Plan – Framework and Goals

Diversity Plan – Framework and Goals

Background Information

There are two formal components to the Diversity Plan: 1) The Framework, which was adopted by the Board on April 16, 2008, and 2) The Goals, which are presented in this document as an information item at the February 25, 2009 Board meeting and for consideration of adoption at the March 11, 2009 Board meeting.

There are ten statements reflecting the Institutional Transformation and Cultural Competency in YCCD's Diversity Framework and a total of 34 goals. The goals are listed under their respective Framework Statement. Furthermore, appendices A-J have listed a compilation of recommended activities generated by the Diversity Project Team and the various stakeholders that participated in the creation of this document. The activities are presented as a tool to be used as appropriate by Yuba College and Woodland Community College Diversity Committees as they begin the implementation phase of the Diversity Plan. From its inception it was understood that the Diversity Plan was to serve as a living document, hence the Diversity Project Team recommends that consideration be given to the activities presented, but recognize that they may change to meet the challenges and opportunities of each college and ultimately meet the District diversity goal of Transformative Change and Innovation and the Colleges' academic mission.

Diversity Plan – Framework and Goals

- 1 Develop vision statements that incorporate the values of human dignity, equity, and community.
 - 1.1 Develop Principles of Community (DPT)
 - 1.2 Develop District Diversity Statement (DPT)
 - 1.3 Infuse Diversity into District’s Vision, Mission and Statement
 - 1.4 Create College Mission Statements that infuse diversity
- 2 Embrace diversity and institutional transformation in a broad and comprehensive manner, which responds to changing demographics in our community and to the needs of underrepresented and/or disenfranchised groups.
 - 2.1 Develop and maintain a curriculum and classroom environment that includes diversity (Responsibility/purvey of the faculty)
 - 2.2 Ensure that degree and certificate requirements include courses that reflect diversity.
 - 2.3 Ensure that standards and policies regarding student preparation and success consider the diversity of our student population and global community.
- 3 Conduct a critical review of practices that limit access and success.
 - 3.1 Conduct a biyearly campus climate survey to monitor progress toward creating an inclusive environment.
 - 3.2 Publicize the results, make recommendations for improvement and implement the recommendations.
- 4 Recruit and retain faculty, staff, administrators, and students of diverse backgrounds.
 - 4.1 Develop and Implement an EEO Plan.
 - 4.2 Recruit and retain a diverse pool of faculty, administrators and staff
 - 4.3 Improve the quality of entry experiences for new faculty and staff.
 - 4.4 Recruit and retain a student body that reflects the diversity of the community
- 5 Communicate across cultures and facilitate communication among diverse groups.
 - 5.1 Support student publications and multi-media broadcasts
 - 5.2 Establish venues to facilitate communication among diverse groups
- 6 Create opportunities for individuals to build cross-cultural relationships with others who think and believe differently.
 - 6.1 Create and maintain a Cultural Event series at each college
 - 6.2 Strengthen study abroad as a means of incorporating diversity into students’ experiences.

- 6.3 Provide campus activities that include celebrations of diversity
- 6.4 Support campus clubs
- 7 Incorporate development activities and mentoring with the major purpose of increasing the awareness and understanding of diverse populations and developing multicultural skills.
 - 7.1 Develop and implement a system to promote employee cultural competence.
 - 7.2 Career Advancement
 - 7.3 Provide professional development activities to employees to promote awareness and understanding of diversity issues and to develop multicultural skills.
 - 7.4 Ensure that all members of the campus community understand the diversity values of the District.
 - 7.5 Encourage and support the diversity-related personal and professional development of employees, including their involvement in campus cultural activities.
- 8 Encourage, support, and recognize participation in community events, programs, and service organizations.
 - 8.1 Develop a diversity recognition award for employees.
 - 8.2 Develop civic engagement programs for students.
- 9 Provide strong, ongoing, and visible leadership, support, and resources for diversity efforts (e.g., developing cultural competency, diversity education and training).
 - 9.1 Develop and Reinforce Diversity Infrastructure
 - 9.2 College governance structure
 - 9.3 Processes for institutional planning and budget development.
- 10 Develop a comprehensive accountability system to support the District's commitment to diversity.
 - 10.1 Academic Program and Services Review
 - 10.2 Develop indicators of institutional effectiveness in the area of diversity to assess student performance, retention, degree/certificate attainment, graduation numbers, transfer numbers, placement/employment rates, etc. for various demographic groups.
 - 10.3 SLO – The global awareness indicator.
 - 10.4 Annual reports
 - 10.5 Establish accountability structure for implementation of the plan.

**Section III:
Appendix
Diversity Plan – Goals and Activities**

APPENDIX A:

FRAMEWORK STATEMENT # 1

Develop vision statements that incorporate the values of human dignity, equity, and community.

GOAL 1.1 Develop Principles of Community

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
1.1.1 Develop Principles of Community	Create a draft document to present to constituent groups	Completed 7/16/08	DPT
1.1.2 Present draft Principles of Community to constituent groups	Obtain feedback from constituent groups; feedback will be considered in developing the Principles of Community	Fall 2008	DPT
1.1.3 Present to Board of Trustees for adoption	Adoption of the Principles of Community by the Board of Trustees	Dec. 2008	DPT
1.1.4 Disseminate adopted version to all constituent groups	Informed and engaged college community	Spring 2009	DPT

GOAL 1.2 Develop District Diversity Statement

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
1.2.1 Develop District Diversity Statement	Create a draft document to present to constituent groups	Completed 7/16/08	DPT
1.2.2 Present draft District Diversity Statement to constituent groups	Obtain feedback from constituent groups; feedback will be considered in developing the District Diversity Statement	Fall 2008	DPT
1.2.3 Present to Board of Trustees for adoption	Adoption of the District Diversity Statement by the Board of Trustees	Dec. 2008	DPT

1.2.4 Disseminate adopted version to all constituent groups	Informed and engaged college community	Spring 2009	DPT
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GOAL 1.3 Infuse diversity into District’s Vision and Mission Statements

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
1.3.1 Review District’s Vision, Mission and related statements	Identify areas where diversity may be infused	Ongoing	Diversity Committee
1.3.2 Submit input to Board of Trustees via the Chancellor’s Executive Staff	Input will be considered by the Chancellor’s Executive Staff	Ongoing	Diversity Committee

GOAL 1.4 Infuse diversity into Colleges’ Vision and Mission Statements

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
1.4.1 Review Colleges’ Vision, Mission and related statements	Identify areas where diversity may be infused	Ongoing	District or College Diversity Committee
1.4.2 College Councils take input to CHEX	Input will be considered by CHEX	Ongoing	College Councils
1.4.3 Submit input to Board of Trustees via the Chancellor’s Executive Staff	Input will be considered by the Chancellor’s Executive Staff	Ongoing	CHEX

APPENDIX B

FRAMEWORK STATEMENT # 2

Embrace diversity and institutional transformation in a broad and comprehensive manner, which responds to changing demographics in our community and to the needs of underrepresented and/or disenfranchised groups.

GOAL 2.1 Develop and maintain a curriculum and classroom environment that includes diversity.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
2.1.1 Develop and maintain a library of materials that focus on multiculturalism and pedagogy	A wealth of materials that will assist with developing and maintaining a diverse, multicultural curriculum throughout the YCCD	Fall 2009 Ongoing	CDO, VPs, Division Chairs/ Deans, Librarians, Faculty
2.1.2 Use culturally relevant examples in teaching and learning	Increase students' global and self awareness (SLO 4)	Spring 2010	Diversity Committee, Faculty
2.1.3 Use diverse representation in stories, examples, selection of texts, reading materials, and exams (when appropriate)	Increase students' global and self awareness (SLO 4)	Spring 2010	Diversity Committee, Faculty
2.1.4 Properly pronounce names	Increase personal and social responsibility within the college community by valuing individual identity (SLO 6) and creating a climate of respect	Spring 2010	Diversity Committee, Faculty
2.1.5 Develop and maintain more diversity-related courses throughout the curriculum in various disciplines	Increase number and types of courses that relate to diversity within disciplines and departments	Fall 2010	Diversity Committee, CDO, Curriculum Committees, Deans
2.1.6 Broaden ethnics studies curriculum to include Chicano studies, Native American studies, Asian American and African American studies courses	Attract a diverse faculty and students. Students would learn about other cultures, beliefs, people (SLO 4)	Fall 2010	Diversity Committee, CDO, Curriculum Committees, Deans

2.1.7 Ensure that future curricular development addresses multiculturalism and diversity studies such as disabilities, gender, ageism, and sexual orientation	Infusion of diversity across the curricula to increase students' global and self awareness (SLO 4)	Fall 2010	Diversity Committee, CDO, Curriculum Committees, Deans
2.1.8 Create Faculty Learning Communities	Groups of faculty partnered with focus groups of students to understand mutual challenges and identify solutions, coordinate with Flex Program	Fall 2010	Deans, Faculty, Director of IE
2.1.9 Establish Faculty Diversity Coordinators	Dedicated time and effort to instructional diversity issues. Coordination of faculty goals, efforts, assessment, and accomplishments	2011	YCFA, HR, Academic Senates, CDO

GOAL 2.2 Ensure that degree and certificate requirements include courses that reflect diversity.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
2.2.1 Offer Associate degree in Ethnic Studies	Increase transfer rate in Ethnic Studies programs to CSUs and UCs (Encourage students to obtain graduate degrees and to consider teaching in community colleges and universities)	Fall 2011	Ethnic Studies Departments, Deans of Social Science, Curriculum Committees
2.2.2 Offer Certificate in Diversity Studies	Increase number of students seeking AA degrees and increase number of students who have a breadth of knowledge regarding other cultures, life and world experiences	Fall 2011	Curriculum Committee, CDO, Diversity Committee
2.2.3 Evaluate and broaden courses listed as Multicultural Graduation Requirement (MGR) through a collaborative and transparent process and coordinated between colleges	Increase current course offerings that meet intent of having MGR (SLO 4)	Fall 2010	CDO, Diversity Committees, Curriculum Committees
2.2.4 Ensure that new educational programs have a multicultural and diverse curricula	SLO 4 & 6	Fall 2010 Ongoing	CDO, Diversity Committees, Curriculum Committees, Deans, Faculty

GOAL 2.3 Ensure that standards and polices regarding student preparation and success consider the diversity of our student population and global community.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
2.3.1 Address the impact culture may have on students who are falling behind in their coursework	Increase retention and success rates among diverse students	Ongoing	CDO, Diversity Committees, Student Services, Faculty Diversity Coordinator (FDC), IE, Campus Researchers
2.3.2 Establish & maintain College Diversity Centers	Increase student engagement for improved support and success rates	Fall 2011	CDO, Diversity Committees, FDC, Peer Counselors
2.3.3 Enhance ESL & Basic Skills Bridge	Increase number of students who have the basic skills to strategically progress through the curriculum to achieve their career and educational goals	Ongoing	Basic Skills Committees
2.3.4 Provide resources to support instructors and ESL students in the classroom	Increase success rate of ESL students	Ongoing	VPs, Student Services Deans, ESL Staff, Basic Skills
2.3.5 Expand ESL counseling services	Increase success rates of ESL students	Ongoing	VPs, Student Services Deans, ESL Staff, Basic Skills

APPENDIX C

FRAMEWORK STATEMENT # 3

Conduct a critical review of practices that limit access and success.

GOAL 3.1 Conduct a biyearly campus climate survey to monitor progress toward creating an inclusive environment.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
3.1.1 Develop and administer survey, analyze data, identify areas for improvement and to make/implement recommendations	Diversity Committee monitors campus climate and strives for improvements	2009-10	Diversity Committees, IE, Campus Researchers
3.1.2 Develop a process for the collection and reporting of data and for the implementation of recommendations	Establish a process that includes survey instruments developed; data collected; reports published, publicized and analyzed; action taken	2009-10	IE, Campus Researchers
3.1.3 Develop a survey that examines the diversity-related experiences of students, faculty, and staff. Review annually to amend, modify or revise survey	Usable survey instrument	2009-10	IE, Campus Researchers
3.1.4 Conduct a biyearly survey to examine the diversity-related experiences of students, faculty, and staff	The district establishes a baseline of how the campus community perceives the campus climate regarding diversity	2009-10	IE, Campus Researchers

GOAL 3.2 Publicize the results, make recommendations for improvement and implement the recommendations.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
3.2.1 Review data	The district identifies areas for improvement and makes recommendations	2009-10	Diversity Committees, IE, Campus Researchers
3.2.2 Develop a process to identify problems and concerns that surfaced in the survey	Established process that addresses needs of stakeholders	2009-10	Diversity Committees

District: Yuba Community College District

3.2.3 Identify strategies for improvement	Implement changes in related areas	2009-10	Diversity Committees
3.2.4 Publicize all data and findings and compare results to baseline data to make additional recommendations	Check to determine if improvements have been made	2009-10	Diversity Committees

APPENDIX D

FRAMEWORK STATEMENT # 4

Recruit and retain faculty, staff, administrators, and students of diverse backgrounds.

GOAL 4.1 Develop and implement an EEO Plan.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
4.1.1 Develop and implement an EEO Plan	District implementation as approved by the Board of Trustees	Spring 09	HR, EEO Committee
	The EEO Plan includes a complaint and investigative procedure for discrimination complaints by students and employees	Spring 09	
4.1.2 Identify underrepresented groups; review and recommend strategies to improve under-representation based on availability data provided by CCC System Office	Implement strategies to improve underrepresentation based on local/state demographics	Ongoing	HR, EEO Committee
4.1.3 Require a non-voting EEO Representative for each screening committee to oversee the hiring process	Ensure equal opportunity for all applicants	Ongoing	HR, EEO Committee

GOAL 4.2 Recruit and retain a diverse pool of faculty, administrators, and staff

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
4.2.1 Assess need for District recruitment position or District recruitment team	Coordinate and oversee activities of recruiting and retaining a diverse pool	Fall 2010	HR, EEO Committee
4.2.2 Improve recruitment efforts by developing and utilizing databases of print media, list serves, recruitment firms, web sources, etc., that can be used to advertise openings in departments	Attract a diverse pool of qualified candidates by using effective recruitment sources, including print media, list serves, recruitment firms, web sources, etc.	October 2006; Ongoing	HR, EEO Committee, Division and Department Managers

District: Yuba Community College District

4.2.3 Document where job openings are being posted and track how applicants learned about the position	Have measurable internal data to analyze the success of recruitment efforts	Ongoing	HR, EEO Committee
4.2.4 Demonstrate active recruitment of diverse applicants by directly contacting other postsecondary institutions and community-based organizations	Increase proportion of employees who are members of diverse groups	October 2006; Ongoing	HR, EEO Committee, Division/Dept Managers
4.2.5 Set up a process to partner with community-based groups to recruit diverse candidates	Consistent recruitment of employees representing the state and local demographics	Ongoing	HR, EEO Committee
4.2.6 Collect and review availability data as provided by the CCC System Office on graduate rates of diverse groups in masters and doctoral programs which are underrepresented	Recruit diverse applicants for faculty and management positions	Fall 2009	HR, EEO Committee, IE
4.2.7 Collect, analyze and annually report the demographics of qualified applicants and new employees	Identify populations that are not being represented; review recommended changes	Ongoing	HR, EEO Committee, IE
4.2.8 Provide optional EEO training for all employees serving on screening committees	Training and certification process implemented	Ongoing	HR, EEO Committee
4.2.9 Ensure that the diversity component of the application and interview process reflects the institution's value for diversity, e.g., establish guidelines in which reviewers can consistently and equitably evaluate applicants responses	Candidate's ability to work with diverse populations is aligned with the institutions values in the screening process	Fall 2009; Ongoing	HR, EEO Committee
4.2.10 Position descriptions reflect "experience working with diverse populations" as a valued attribute	Potential applicants are aware that the District values experience working with diverse populations	Ongoing	HR, EEO Committee
4.2.11 Position description reflects the institutions commitment to diversity	Potential applicants are aware that the District embraces diversity	Ongoing	HR, EEO Committee
4.2.12 Establish funding and criteria to provide financial assistance for candidates	Provide equal access for candidates of economically diverse backgrounds	July 2010	HR, Board, Foundation
4.2.13 Applicants submit a diversity statement detailing the applicant's ability to work with culturally diverse groups	Applicant's ability to work with diverse groups will be evaluated in the hiring process	February 2007; Ongoing	HR, EEO Committee

District: Yuba Community College District

4.2.14 Candidates are asked one or more diversity questions during the interview. The first question is a standard question which is structured and specific. Additional questions are selected from a list of approved questions based on specific goals to be achieved.	Applicant's ability to work with diverse groups will be evaluated in the hiring process	February 2007; Ongoing	HR, EEO Committee
4.2.15 Conduct exit interviews to collect anecdotal feedback with respect to inclusiveness	Identify diversity issues that affect retention	Fall 2010	HR, EEO Committee, CDO, Bargaining Units
4.2.16 Broaden the faculty internship program for graduate students. Interns would be placed with a faculty mentor to gain experience in and out of the classroom	Broaden the pool of qualified and diverse applicants	Ongoing	HR, Deans
4.2.17 Develop and implement strategies that will lead to an increase in the number of diverse faculty members in the District so it is reflective of the demographics of the student body	Increased number of faculty members that is reflective of the demographics of the student body	Spring 2009	HR, EEO Committee, CDO, Diversity Committee
4.2.18 Develop and implement strategies to recruit and retain underrepresented candidates to include people of color, LGBT, veterans, and people with disabilities	Increased recruitment and retention of employees from underrepresented groups	Spring 2009	HR, EEO Committee, CDO, Diversity Committee
4.2.19 Publish annual HR report on the progress of diversity-focused recruitment and retention activities	Provide evidence of tracking of diversity-focused recruitment and retention activities	Spring 2009	HR

GOAL 4.3 Improve the quality of entry experiences for new faculty and staff.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
4.3.1 One-day minimum challenging, interactive diversity focused education session	Increase the number of new employees who possess a keen awareness of diversity, and are prepared to embrace and learn about diversity	Fall 2010	HR, EEO Committee, CDO, Staff Development
4.3.2 Present expanded information on diversity through an orientation video and a self-paced online workshop	All employees have a variety of training methods available to them to understand the diversity values of the district	Fall 2010	HR, EEO Committee, CDO, Staff Development

GOAL 4.4 Recruit and retain a student body that reflects the diversity of the community

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
4.4.1 Expand recruitment and outreach efforts to increase participation of diverse students	Increased participation of diverse students	Ongoing	Counseling, Student Services, Diversity Committee
4.4.2 Maintain a calendar of recruitment and outreach activities	Identify recruitment and outreach activities	Ongoing	Counseling, Student Services, Diversity Committee
4.4.3 Set up a process that shows a continuous cycle of recruiting diverse students	Established process that ensures continuous recruitment of diverse students	Ongoing	Counseling, Student Services, Diversity Committee
4.4.4 Implement strategies for increasing diverse student retention at the colleges	Increased retention of diverse students	Ongoing	Counseling, Student Services, Diversity Committee
4.4.5 Increase student sense of community	Increased success rate of diverse students	Ongoing	Counseling, Student Services, Diversity Committee

APPENDIX E

FRAMEWORK STATEMENT # 5

Communicate across cultures and facilitate communication among diverse groups.

GOAL 5.1 Support student publications and multi-media broadcasts.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
5.1.1 Include a diversity section in the student publication	Inform students on a monthly basis of diversity issues and celebrations that would educate students as well as help them feel welcomed	Ongoing	Campus Life, Diversity Committees, Governmental Relations, Clubs, Editors of college publications
5.1.2 Use distributive education resources to publicize and broadcast cultural and student activities	Information on cultural and student activities is distributed	Ongoing	Campus Life, Diversity Committees, Governmental Relations, Clubs, PIO, IT

GOAL 5.2 Establish venues to facilitate communication among diverse groups

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
5.2.1 Establish peer resources to address diversity issues for students, faculty and staff	Promote communication about diversity issues within and between campus groups	Fall 2010	Diversity Committees
5.2.2 Establish a resource to address dispute resolution for students, faculty and staff	Have a formal process for resolving diversity issues	2010	HR, CDO

APPENDIX F

FRAMEWORK STATEMENT # 6

Create opportunities for individuals to build cross-cultural relationships with others who think and believe differently.

GOAL 6.1 Create and maintain a Cultural Event series at each college.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
6.1.1 Create and maintain a Cultural Events series, including evening and weekend events scheduled on the various campuses	Promotes an inclusive cultural awareness for all and promotes community involvements with the various campuses	Fall 2010	Diversity Committees, Governmental Relations, PIO
6.1.2 Publicize annual schedule of Cultural Events series program	Notifies the community of the Cultural Events series for the year	Fall 2010	Diversity Committees, Governmental Relations, PIO
6.1.3 Connect with community to celebrate Cultural Events	As part of a community effort to join forces in Cultural Events	Fall 2010	Diversity Committees, Governmental Relations, PIO

GOAL 6.2 Strengthen study abroad as a means of incorporating diversity into students' experiences.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
6.2.1 Promote the study abroad program	Enhance the global awareness of students and faculty	Ongoing	Study Abroad Committee

GOAL 6.3 Provide campus activities that include celebrations of diversity

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
6.3.1 Require that the campus activities calendar includes celebrations of diversity	Increased visibility and engagement of students and staff with celebrations of diversity	Fall 2009	Governmental Relations, Campus Life/Student Services, Diversity Committees
6.3.2 Celebrate National Coming Out Day (October 11)	Increased awareness of lesbian, gay bisexual, and transgender issues.	Ongoing	Diversity Committees, Student Services
6.3.3 Celebrate National Disability Awareness Month (October)	Increased awareness of abilities within disabilities	Ongoing	Diversity Committees, DSPS, Student Services
6.3.4 Celebrate International Day of Tolerance (November 16)	An active effort to learn more about each other, to understand the wellsprings of those differences, and to discover what is best in each other's beliefs and traditions	Fall 2009	Diversity Committees, Campus Life/ Student Services
6.3.5 Celebrate Universal Human Rights Month (December)	To educate the college community on the Declaration of Human Rights and what it stands for	Fall 2009	Diversity Committee/ Campus Life
6.3.6 Celebrate International Day for Elimination of Racial Discrimination (March)	To educate the college community on the International Day of Elimination of Racial Discrimination and what it stands for	Fall 2009	Diversity Committee/ Campus Life
6.3.7 District-wide diversity celebration alternated at each college	Increase cross-campus relationships and district-wide cultural competency	2011	CDO, Diversity Committees, Campus Life/ Student Services, Foundation

GOAL 6.4 Support campus clubs

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
6.4.1 Promote the diversity of campus clubs	Invite students to join clubs, and/or create new clubs	Fall 2007, indefinitely	Diversity Committee, Campus Life/ Student Services
6.4.2 Ask faculty/staff to help facilitate new clubs	Motivate faculty/staff to facilitate new clubs to attract the various student populations	Fall 2007, indefinitely	Diversity Committee, Campus Life/ Student Services
6.4.3 Establish and maintain a database of activities that clubs have done and would like to do on campus	Increase awareness of and number of activities on campus	Fall 2007, indefinitely	Campus Life/ Student Services
6.4.4 Promote an all-clubs cultural food sale	Food sale of ethnic foods to expose college community to diverse cultural cuisine	Spring 2007, yearly	Diversity Committee, Campus Life/ Student Services
6.4.5 Campus-wide event with all student groups picking one culture to celebrate with food and music, including lunch and evening events	Increase multi-cultural awareness and increase relationships between student groups	2010-11	Associated Students, Student Services

APPENDIX G

FRAMEWORK STATEMENT # 7

Incorporate development activities and mentoring with the major purpose of increasing the awareness and understanding of diverse populations and developing multicultural skills.

GOAL 7.1 Develop and implement a system to promote employee cultural competence.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
7.1.1 Identify and assess best practices and barriers to employees pursuing cultural competency	The institution supports and upholds the efforts of the Diversity Project Team and Diversity Plan	2009-10	Management, IE, Researchers, Diversity Committees
7.1.2 All YCCD governance entities make a declaration that they support diversity efforts	Maintain mission goals and objectives that are consistent with valuing diversity	December 2009	HR/YCMA/ YCFA/ YC-AFT/ CSEA/POA/ Senates/ Associated Students/ Chancellor (CHEX) / Board of Trustees

GOAL 7.2 Career Advancement

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
7.2.1 Develop a succession plan, career paths, and training	Increase the number of diverse employees who would have knowledge and experience to be competitive for more advanced positions	Fall 2010	HR, Staff Development
7.2.2 Create individual development plans for those who are interested in advancement	Increased culture of advancement, training, and education	Fall 2010	HR, Staff Development

GOAL 7.3 Provide professional development activities to employees to promote awareness and understanding of diversity issues and to develop multicultural skills.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
7.3.1 Develop a plan for mentoring new faculty	Retention of diverse faculty to ensure new faculty have a smooth transition into institution's culture and climate	August 2007	Academic Senate
7.3.2 Develop a plan for mentoring new administrators	Ensure new administrators have a smooth transition into the institution's culture and climate	Fall 2010	CDO, DMC, HR, Staff Development
7.3.3 Develop a plan for mentoring new classified staff	Ensure new classified staff have a smooth transition into the institution's culture and climate	Fall 2010	CDO, CSEA, HR, Staff Development
7.3.4 One-day minimum challenging, interactive diversity focused education session	Increase the number of current employees who have baseline knowledge about diversity in academia.	Fall 2010 Ongoing	HR, Deans, Academic Senate, Staff Development
7.3.5 Required attendance at one annual education session	Current employees will sustain their development/knowledge of diversity	Fall 2010 Ongoing	CDO, HR, Deans, Academic Senate, Staff Development
7.3.6 Establish Diversity Teams: continuing and developing diversity knowledge	Current employees will further develop their skills. Employees will mentor each other. Bridge gap between employees and Chief Diversity Officer. Ongoing education and assistance to employees	Fall 2010	CDO, Deans, Managers, Faculty, Staff
7.3.7 Provide training to employees to allow them to facilitate diversity training of the campus community	Increase the number of in-house diversity trainers	Spring 2010 Ongoing	CDO, HR, Staff Development

GOAL 7.4 Ensure that all members of the campus community understand the diversity values of the District.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
7.4.1 Present expanded information on diversity through an orientation video and a self-paced online workshop	All employees have a variety of training methods available to them to understand the diversity values of the district	Fall 2010	HR, CDO, Staff Development
7.4.2 Organize at least one department meeting/workshop each year to discuss and resolve department related diversity issues	Employees are prepared to manage unique diversity issues they may encounter in their day-to-day job.	Fall 2011	Deans, Directors, Managers, Classified, Supervisors, Department Head

GOAL 7.5 Encourage and support the diversity-related personal and professional development of employees, including their involvement in campus cultural activities.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
7.5.1 Create a comprehensive diversity training program targeted to campus community members beginning with awareness training, progressing into skill development, and then into diversity management	Employees and students have the knowledge and skills to work/participate effectively in a diverse community	Fall 2010	HR, CDO, Staff Development
7.5.2 Establish a certificate of participation for employees completing six or more workshops in the diversity training program	Employees receive recognition for participating in diversity training	Fall 2010	HR, CDO, Staff Development
7.5.3 Implement a mandatory supervisory training program for all employees with direct reports to include diversity sensitivity and equal employment opportunity	Management fosters a campus climate that respects differences and encourages inclusiveness	Fall 2010	HR, CDO, Staff Development
7.5.4 Establish a budget for diversity related professional development activities on campus and at other institutions	The district commits funds to encourage and support those individuals who desire to grow in their diversity maturity	Ongoing	HR, CDO, Staff Development
7.5.5 Organize moderated diversity forums. Hold these events twice each semester	A total campus environment that respects differences, encourages inclusiveness, and nourishes a diverse community	Fall 2010	HR, CDO
7.5.6 Establish a committee/ subcommittee to develop the process and relate the outcomes of the open forums	Provide consistent oversight of meeting goal	Fall 2010	CDO, Diversity Committees

APPENDIX H

FRAMEWORK STATEMENT # 8

Encourage, support, and recognize participation in community events, programs, and service organizations.

GOAL 8.1 Develop a diversity recognition award for employees.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
8.1.1 Develop district recognition award for faculty, classified and management for promoting diversity	Employee Diversity Recognition	Fall 2010	CHEX, Board, Foundation, CDO, Diversity Committees

GOAL 8.2 Develop civic engagement programs for students.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
8.2..1 Provide civic engagement programs for students such as tutoring projects in underserved communities	Students are exposed to civic engagement and social advocacy to uplift disenfranchised communities	Ongoing	CDO, FDC, Faculty, Associated Students, Student Services, Americorp

APPENDIX I

FRAMEWORK STATEMENT # 9

Provide strong, ongoing, and visible leadership, support, and resources for diversity efforts (e.g., developing cultural competency, diversity education and training).

GOAL 9.1 Develop and reinforce diversity infrastructure.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
9.1.1 Create the Diversity and Equity Office	FTE Diversity Officer – Reports to Chancellor; 1 FTE Support Staff	2011	HR, CDO
9.1.2 Form a collaborative of entities whose common goal is the identification of strategies for empowering underrepresented individuals to attain academic success (e.g., EOPS, MESA, TRiO, Financial Aid, WIA, DSPS, Veterans, SLO, CalWORKS, Student Equity, etc.)	Provide a campus climate where all students feel welcomed and valued and are provided with the necessary resources for academic success.	Fall 2010	CDO, Diversity Committee, Student Services

GOAL 9.2 College governance structure as related to faculty roles

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
9.2.1 Commitment from Academic Senates (YC & WCC) to remain diligent of diversity concerns in their decision-making and actions	Continue to have committee senate reps to ensure representation of senate	Fall 2009 Ongoing	Academic Senates

GOAL 9.3 Processes for institutional planning and budget development

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
9.3.1 Include diversity concerns in institutional strategic planning and budgeting	Ensure formalized structures, processes, and funding to support diversity initiatives	Annual	Academic Senate committee appointee(s)

APPENDIX J

FRAMEWORK STATEMENT # 10

Develop a comprehensive accountability system to support the District’s commitment to diversity.

GOAL 10.1 Academic Program and Services Reviews

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.1.1 Ensure program reviews include an assessment of diversity practices	Diversity practices are being implemented and assessed	Fall 2010	Deans, Directors and Managers

GOAL 10.2 Put diversity consciousness in evaluations.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.2.1 Address inclusion of a diversity component for all personnel evaluations	Develop culturally competent employees consistent with the District’s commitment to diversity	2011; Ongoing	Bargaining Units, District

GOAL 10.3 Develop indicators of institutional effectiveness in the area of diversity to assess student performance, retention, degree/certificate attainment, graduation numbers, transfer numbers, placement/employment rates, etc. for various demographic groups.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.3.1 Develop annual reports for year-over-year comparisons on indicators	Ability to track progress over time	Ongoing	IE Office

GOAL 10.4 SLO – The global awareness indicator

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.4.1 Administer <i>Institutional SLO Student Opinion Survey</i> at time of application and at graduation	Track global awareness of students	2008 Ongoing	SLO Committee
10.4.2 Review results of the survey	Identify areas for improvement and make recommendations for improvement in the area of global awareness	Ongoing	Diversity Committee

GOAL 10.5 Annual reports

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.5.1 Publish annual CDO report on the progress of diversity activities, including the type and number of activities, and the number of participants	Provide evidence of tracking of diversity-focused recruitment and retention activities	May 2010	CDO, Diversity Committees

GOAL 10.6 Vice Chancellor addresses feedback from College Diversity Committees

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.6.1 Vice Chancellor addresses feedback from College Diversity Committees regarding implementation of District Diversity Plan	Ensure plan is being implemented on an ongoing basis	2009-10 Ongoing	CDO, Diversity Committees, VC-EPS

Goal 10.7 Establish accountability structure for implementation of the plan.

PLANNED OR STRATEGIC ACTIONS	EFFECTIVE PRACTICES	TIMELINE	RESPONSIBLE/ RESOURCE PERSON(S)
10.7.1 Establish Chief Diversity Officer position (until the position is filled, the VCEPS will serve as the CDO)	Provide oversight on implementation of the plan and coordinate all diversity efforts throughout the district	Fall 2010	VCEPS, CHEX, Board of Trustees
10.7.2 Establish Diversity Office	Coordination of all diversity efforts throughout the district	2011	VCEPS, CHEX, Board of Trustees
10.7.3 Hire support staff for the Diversity Office	Provide CDO with adequate support to carry out the duties and responsibilities of the position.	Fall 2010	VCEPS, CHEX, Board of Trustees
10.7.4 Establish College Diversity Committees	Oversee diversity efforts at the college level and work with the CDO	2008 Ongoing	Colleges
10.7.5 Establish Faculty Diversity Coordinator position	Oversee instructional diversity issues and coordinate faculty goals, efforts, assessment, and accomplishments	2011	YCFA, HR, Academic Senates, CDO

Section IV: Referenced Documents

**YUBA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STRATEGIC DIRECTIONS FOR 2007 – 2011**

1. **Student Retention and Success, Student Learning Outcomes and Institutional Accountability**
 - 1.1 Ensure student retention and success
 - 1.2 Develop Student Learning Outcomes
 - 1.3 Refine student success metrics for continuous improvement and to support accountability

2. **The Basic Skills Initiative**
 - 2.1 Embrace the statewide basic skills initiative
 - 2.2 Integrate and implement strategies across Yuba Community College District programs and services

3. **Transformative Change and Innovation**
 - 3.1 Design and implement initiatives to make measurable improvements in student success and organizational effectiveness
 - 3.2 Initiate and encourage participation in innovation
 - 3.3 Create an inclusive environment that values diversity
 - 3.4 Infuse innovation into facilities modernization (Measure J)

4. **Resource Development and Alignment**
 - 4.1 Align budget with District priorities
 - 4.2 Seek alternative resources
 - 4.3 Strengthen the Foundation's role in resource development

5. **Student Access and Response to Changing Needs**
 - 5.1 Identify and anticipate changing demographics
 - 5.2 Enhance student access
 - 5.3 Design programs and services to support new and diverse populations

6. **Community Engagement and Institutional Heritage**
 - 6.1 Enhance each college's position and image in the community
 - 6.2 Preserve and build on our legacy and heritage

7. **Woodland Accreditation**
 - 7.1 Successfully complete the Accreditation process for Woodland Community College

Board Adopted 9/12/07

**Yuba Community College District
Student Learning Outcomes and Outcome Assessment**

The following Student Learning Outcomes (SLOs) will provide the core knowledge and abilities for every graduate from the Yuba Community College District. Students will achieve these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. Student performance in each SLO/core knowledge area will be evaluated to determine if the SLO has been achieved at the desired level.

1. **Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.**
 - a. **Comprehend an assigned reading passage that must be summarized, analyzed, and evaluated in an effectively crafted essay.**

Assessment: As part of the English 1A final examination, students will complete a critical evaluation of a reading passage and effectively support or refute the opinions expressed in the document. The examination will be holistically scored using a rubric.
 - b. **Listen actively and speak effectively using both spoken and non-verbal communication.**

Assessment: Students will deliver a prepared speech which will be scored using a Speech department rubric.
2. **Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.**
 - a. **Demonstrate basic competency and understanding of appropriate mathematical operations by applying these operations to solve problems.**

Assessment: As part of the final examination in Math 52, students will demonstrate the ability to apply mathematical operations to solve problems.
3. **Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.**
 - a. **Apply analytical skills in defining problems and/or issues to arrive at logical solutions and distinguish fact from fiction.**

Assessment: Given a practical problem or current issue, students will demonstrate the steps needed to arrive at a logical solution and distinguish fact from fiction. The problem will be given as part of the final examination in Math 52 or other classes that meet the critical thinking graduation requirement.
4. **Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.**
 - a. **Identify opportunities to contribute to a diverse, global community.**

Assessment: To be measured by a written statement submitted with the graduation petition. The statement must identify activities in which the student has participated – including but not limit to clubs, community organizations, and/or political/cultural activities – and explain how such activities contribute to the global community.
 - b. **Recognize and demonstrate an understanding of and respect for other people and cultures, as well as for variations in ability, age, gender, lifestyle, and income level.**

Assessment: To be measured by a pre- and post-test that will be used to assess changes in attitudes and perceptions of the student from entry at Yuba College/Woodland Community College and upon completion of his/her studies. The pre-test will be given as part of the application process and the post-test with the graduation petition. Pre- and post-test are being piloted.

5. **Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.**
 - a. **Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information.**

Assessment: This will be done through a research paper in the English 1A class. A rubric has been developed and is being piloted in spring 2008.
 - b. **Understand the ethical, social, and legal issues surrounding the use of information.**

Assessment: Through the use of the pre- and post-test being piloted, students will demonstrate that they are able to 1) define and classify types of intellectual property, 2) explain the ethical and legal ramifications of plagiarism, 3) discuss how social issues of privacy relate to gathering and using certain information, and 4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information.
6. **Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values.**
 - a. **Demonstrate responsibility for being an informed citizen by participating in team efforts, taking responsibility for one's own actions, practicing self-discipline, and developing time management skills.**

Assessment: Students will provide evidence of taking responsibility, working collaboratively, practicing self-discipline, and managing his/her time effectively to complete a project as evidenced by their responses on the pre- and post-test being piloted.
7. **Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.**
 - a. **Apply technology effectively to locate, interpret, organize, and present information.**

Assessment: Using appropriate technology, students will produce a research paper in English 1A that shows the student can effectively locate, interpret, organize, and present information. A rubric has been developed to score the research paper – being piloted spring 2008.
 - b. **Recognize the effects of technology on the natural environment and understand technology's applications, implications, and limitations.**

Assessment: Students will demonstrate their understanding of the positive and negative effects of technology on the natural environment and technology's applications, implications, and limitations as evidenced by responses on the pre- and post-test being piloted.
8. **Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.**
 - a. **Demonstrate basic competency in the physical or the life sciences by displaying an understanding of the implications and applications of science on the natural environment and apply the principles of the scientific method to the physical, life, or behavioral sciences.**

Assessment: Students will demonstrate basic competency in the physical or the life sciences and an understanding of its implications and applications. They will also apply the principles of the scientific method to an issue in the physical, life, or behavioral sciences. This will be measured by their final grade in general education science classes.

May 13, 2008 Approved SLO Project Team