

District/Colleges' Image-Marketing Review Handbook

2009-2010



NOTE: This is the first year of the District/Colleges' Image-Marketing Review Handbook Publication.

Table of Contents

Introduction	3
Purpose of District/Colleges' Image-Marketing Review	4
Self-Study Review Process	5
Completing the Self-Study Report	6
Executive Summary	1
District/Colleges' Image-Marketing Review Annual Update	11
Appendices.....	12-25
A. Schedule – District/Colleges' Image-Marketing Review 2009-2010.....	12
B. Self-Study Report Format - District/Colleges' Image-Marketing Review 2009-2010	13
C. Cover Sheet – District/Colleges' Image-Marketing Review 2009-2010	14
D. Recommendations – District/Colleges' Image-Marketing Review 2009-2010.....	15
E. Annual Update - District/Colleges' Image-Marketing Review 2009-2010	18
F. Executive Summary Format/Template 2009-2010	20
G. IE Model.....	22
H. YCCD Board 2007-2011 Strategic Directions	23
I. YCCD Administrative Services Outcomes (ASO) and Institutional Student Learning Outcomes (SLO).....	24
J. Process Flowchart-District/Colleges' Image-Marketing Review 2009-2010.....	25

Preface

In 2006, the YCCD Board adopted the Institutional Effectiveness Model (IE Model) which has identified five components for review and continuous improvement. District/Colleges' Image-Marketing Review is one of those five components. In spring 2009, the Chancellor's Executive Team (CHEX) selected three units for the self-study review in the District/Colleges' Image-Marketing Review process. The units were the district office of Public and Governmental Relations, WCC Public Information and Community Events, and YC Public Information and Community Education. The reviews were conducted utilizing the Administrative Services Review Handbook since one had not been published for this specific component. These reviews were completed and incorporated into the 2008-2009 IE Model Annual Report; albeit these reviews were limited in scope (focus was external constituents) due to the abbreviated time (3 months vs. academic year) to complete it. 2009-2010 marks the first year that the District/Colleges' Image-Marketing Review Handbook was published for standard use in this review process.

Introduction

Yuba Community College District is committed to systematic quality improvement for student access and success. Associated with that commitment is our responsibility to ensure that our policies, procedures and practices align us with maintaining accredited status with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Board Policy 3250 - Institutional Planning clearly references this responsibility and opportunity for the YCCD college community.

The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. (BP 3250)

The Office of Institutional Effectiveness, under the Vice Chancellor for Educational Planning and Services, is responsible for the implementation of the YCCD Institutional Effectiveness Model (IE Model) which is detailed in AP 3255 - Institutional Effectiveness. The IE Model consists of five processes including Planning and Shared Decision Making Process Review, Administrative Services Review, District/Colleges' Image-Marketing Review, Student Services Review, and Academic Program Review.

Each of the five IE Model processes is scheduled for review and assessment for continuous improvement per Administrative Services Outcomes (ASO) and Student Learning Outcomes (SLO) (see Appendix I). Furthermore, each category is reviewed by our two colleges and the district office as appropriate. All reviewers use the same guidelines as established through representative handbooks that are reviewed annually and updated during the review process as needed. All handbooks are available on the district website under the Institutional Effectiveness page. For quick reference, the outline below details the review processes and associated handbooks.

IE Model Review Process	Focus	Handbook/Guide
Planning and Shared Decision-Making Process Review	ASO	Planning and Shared Decision-Making Process Review Handbook
Administrative Services Review	ASO	Administrative Services Review Handbook
District/Colleges' Image-Marketing Review	ASO	District/Colleges' Image-Marketing Review Handbook
Student Services Review	SLO	Student Services Review Handbook
Academic Program Review	SLO	Academic Program Review Handbook

Purpose of District/Colleges' Image-Marketing Review

District/Colleges' Image-Marketing Review is a collaborative goal-setting and assessment process designed to help improve and refine the district and colleges' image and marketing procedures and practices for student success. It is intended to be flexible, collegial, relevant, practical, and should result in a clear sense of direction and accomplishment for participants as well as have an end-result of overall quality improvement for appropriate administrative units responsible for YCCD image and marketing to include the District Office, Woodland Community College, and Yuba College. All instructional and administrative services units undergo self-study as part of a process that results in a comprehensive assessment of institutional effectiveness (IE) as depicted in the IE Model in Appendix G.

The District/Colleges' Image-Marketing Review Handbook serves as the guide for the District/Colleges' Image and Marketing Review to include units that are responsible for image and marketing review. Like the other four processes the comprehensive self study review process for District/Colleges' Image and Marketing Review is scheduled on a four-year cycle and is required to submit an annual update that details any changes made as a response to improving ASOs of the full self-study review.

Objectives of the Self-Study Review

As proposed, the District/Colleges' Image-Marketing Review Process when fully implemented should provide both intrinsic and extrinsic value to the related district and colleges' units and overall organization. The intrinsic purpose of the self-study process is to create a cycle of continuous improvement and help unit leaders and related staff members clarify and achieve their goals in relation to the District's strategic directions. The most important extrinsic purpose

of this review is for unit personnel to receive the resources needed (i.e., equipment, staff, etc.) to meet accreditation standards and strive for continuous improvement. In addition, the process aids units in strengthening the bonds within the college community and fostering cooperation with instructional and student services units. See Appendix A for the Schedule of the District/Colleges' Image-Marketing Review.

The major objectives of the review are to:

1. State the district office and colleges' image and marketing goals and maintain alignment with the YCCD Board 2007-2011 Strategic Directions (Listed in Appendix H).
2. Collect and analyze data on key performance indicators, administrative service outcomes, activities, and accomplishments.
3. Examine and document the effectiveness of the District/Colleges' image and marketing services.
4. Develop recommendations and strategies concerning future directions and needs (e.g. budget, resources).
5. Comply with Accreditation Standards.

The Self-Study Review Process

The self-study review process entails several levels of review and analysis that are completed over an academic year. Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations, compiling the self-study report, and the feedback loop.

Participants

The self-study should be conducted with a representative team reflecting active members of the unit and members that the unit interacts with on a regular basis. This team approach ensures that all persons with areas of responsibility within the unit are represented. In some cases the unit may be represented by a single member and the recommendation at that point is to include members from related areas either within the district office or colleges.

Roles and Responsibilities

As a process within the IE Model, the District/Colleges' Image-Marketing Review Process is supported by the district office of Institutional Effectiveness. The role and responsibility of the Director of IE is to work collaboratively with the colleges and district Chancellor's Executive Team (CHEX) members or their designee to implement this component of the IE Model. This includes: completing and updating, with appropriate input, the District/Colleges' Image-Marketing Review Handbook; detailing the process flowchart; recommending self-study methodology; incorporating an analysis of the District/College Image and Marketing Reviews in the IE Model Annual Report; and, including substantive feedback to the unit team.

The colleges/district office unit teams' roles and responsibilities are to conduct the review process according to the established timelines and submit a self-study report to their college president if it is a college administrative unit and the appropriate vice chancellor if the unit is

within the district office. A copy of this report should be submitted to the IE Director in the district office to be included in the IE Model Annual Report.

Data Collection and Analysis

Each of the three entities (District Office, WCC, and YC) can expect to receive, either through the District Office of IE or through the college office of research, data that is relevant to their unit. Data elements will vary by unit. Requests for specific data to enhance the self-study review process that is not already included in the regular distribution may be requested by the unit administrator. The unit administrator should first go to their respective research office (i.e., District Office for district units; respective college for college units). To be timely and useful to the unit team, advanced notice on requests is highly recommended.

Evidence-based Recommendations

The district/colleges' image and marketing unit teams must include in their self-study report data-driven, evidence-based recommendations. These can include reference to surveys, demographic data, response time, focus group results, labor market research, etc. The important thing to note is that anecdotal recommendations are not considered data-driven. That is not to say that qualitative data is not accepted, rather to point to data that is formally collected.

Compiling the Self-Study Report

From the onset the unit leader and team members should note that a formal written report¹ is required at the completion of the review process. This report will add value to the annual updates that will follow over the next three years. The self-study report will serve as the basis for annual updates and allow the unit to keep measures of improvement on noted areas and services. A detailed listing of categories and format is included in the section: Completing the Self-Study Report.

The unit team should consider having an internal review evaluation of their process and self-study report. The purpose is to assist the team in reflecting what works well within the process, what changes are needed to improve the process, and peer (non-team members) perspective on the report to add value to the unit processes as well as the review process and recommendations presented. This activity should be coordinated by the unit team.

Feedback Loop

District/Colleges' Image-Marketing unit review teams will receive feedback on their processes and reports through the annual IE Model Report written and distributed through the District Office of IE. This report is scheduled to be completed in June and distributed to the units in August or soon thereafter. District/Colleges' Image-Marketing unit annual updates will be included with reference to the comprehensive self-study report that is completed every four years.

Completing the Self-Study Report

The self-study report is a summary of the information collected and discussed by the District/Colleges' Image-Marketing unit during the review process as noted above.

¹ All written reports (Self-study, Executive Summary, Annual Update) are to be submitted to the respective unit leader/administrator electronically as an email attachment using MS Word.

The self-study report for each unit under review will include 1) cover sheet; 2) unit description and current status; 3) unit goals and their ties to Administrative Services Outcomes and the strategic directions of the college/district; 4) data elements, 5) overview of unit analysis sections, and 6) recommendations and justification for staffing, equipment/technology, and facilities. Recommendations will flow from the findings and in-depth review of the image and marketing unit self-study participants. The self-study report must contain and reference evidence-based recommendations.

In the current IE Model, the District and Colleges' budgets are aligned with the following activities and timelines:

- Annual Updates are due to the College by December 4th which allows the College President/Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.
- Self-studies are completed within one academic year (September-May). The IE Model Annual Report is presented to the Board in June when the first review of the budget for the incoming year is presented by the Chief Business Officer. The District/Colleges' Image-Marketing Units receive feedback on the Annual Report and Budget at the beginning of the incoming academic year (August). This allows the College Leadership to review requests and recommendations as they begin planning the following year's budget, which begins in January.

To complete each section of the self-study report the following information must be included (See Appendix B: Self-Study Format). A description/operational definition with examples for each section are listed below.

1. Cover Sheet

Use the District/Colleges' Image-Marketing Review Cover Sheet in Appendix C to provide the required information.

2. Description and Current Status

Provide a comprehensive description and the current status of the District/Colleges' Image-Marketing unit, staffing patterns, major changes and/or accomplishments over the last 5 years or since the last review and a general description of the services provided. An analysis of collected data elements should be completed when describing the District/Colleges' Image-Marketing unit review team.

3. Unit Goals and Administrative Services Outcomes

Provide a list of district/colleges' image and marketing unit goals. In this section, list the major functions and services provided within the unit's role in the district office or respective college of YCCD; also define the expected Administrative Service Outcomes (ASO).

On March 11, 2009, the YCCD Board of Trustees adopted Board Policy 1300- Diversity Policy. This policy directs all units of the college to engage in implementing a Diversity Framework for Institutional Transformation and Cultural Competency. In the unit's review it is critical to incorporate diversity in its review of current status, goals, and recommendations.

Goals should be in the format indicated in the following example.
The unit goals are to:

- Provide clear directive for media outlets and approved communications.
- Update management on the needs for staff and equipment.
- Satisfy/support the requirements for accreditation.

4. Data Elements

Provide a copy of the data used to describe the unit and data used to justify recommendations. These will be included in the recommendation section.

Some of the data elements could be, but are not limited to, the following:

- Staffing trends – 5 years
- Service trends – 5 years
- Budget trends – 5 years
- Staff turnover – 5 years

In order to fully analyze each unit, the data elements should help to describe and justify needs/wants. **Review recommendations and conclusions are to be based upon evidence and/or backed by data. Data should be used in each section of the report to support points made.**

5. Overview of Unit Analysis Sections

The next three areas of the self-study report involve analysis and recommendations for each area. General information on how to complete each of the sections is provided first; followed by information on each individual area.

Analysis of processes/functions as well as outcomes/recommendations are to be completed for each of the following areas:

- 1) Staffing
- 2) Equipment/Technology
- 3) Facilities

The analysis allows each district/colleges' image and marketing unit, in an organized way, to analyze the information collected and report what is good about each area, what needs to be improved or developed, and where successes are already achieved and being maintained. The analysis recognizes accomplishments as well as issues that require immediate action to correct and recommendations with the goal of systematic improvement.

In each of the three areas listed above, a separate section of the self-study report will be completed. The strengths, areas for improvement, future directions, and recommendations with justification will be included under each section.

Strengths: These are things that are currently done well. They may need some minor improvement. This is where the unit/review team recognizes and describes accomplishments and changes that have already taken place which have led to the improvement of some aspect(s). In describing the strengths within each area the unit review team should highlight exemplary services. Use data, both qualitative and quantitative, to support conclusions drawn.

Areas for Improvement: These are things that are not going well at the present time. These are aspects that need to be corrected. Areas for improvement may be areas that have been neglected, or not reviewed for a significant amount of time, or that need a concerted effort to bring about change. These areas for improvement, as they are supported by evidence and data, will form many of the recommendations.

Future Direction: These are aspects that the team would want to expand upon in the future because the changes will help the unit members be more responsive to and effective for their constituents. Generally they occur because of a change in external or internal conditions and or situations. There may be issues (both internal and external) that will have a positive or adverse effect on the unit.

Questions that should be considered in the self-study report are included under each of the three sections, Staffing, Equipment/Technology, and Facilities, as presented below and on the following pages. In general, the questions provided do not comprise a comprehensive list of questions that must be answered – rather they provide suggestions to help analyze the information and data collected to develop conclusions and to support recommendations made. They do not need to be answered and written up in the final report.

5a. Staffing

The staffing section of the report will be unit specific, including needs at the district and college campuses/outreach facilities/operations, but may address district-wide issues and/or make district-wide recommendations in areas such as needing district-level support services.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The following questions may be considered when developing this section of the report:

- How do the unit members stay current in their field (conferences, workshops, presentations, statewide or national organizations, etc.)?
- How does staff support the college and/or district services outside of the direct efforts of the district/colleges' image and marketing unit (committees, student organizations, etc.)?
- Is the staffing level adequate to provide the necessary services? How does the staffing level compare to levels in similar areas at similar colleges?
- What recommendations have professional organizations/advising committees made with regard to staffing levels?
- What is not being done or being done poorly due to limited staffing support?

5b. Equipment/Technology

Given that YCCD resources are dispersed throughout various facilities across our 4,200 square miles, the equipment section of the report will be specific to the location(s) the unit operates under. These can however address district-wide issues and/or make district-wide

recommendations such as those related to the colleges'/district's technology infrastructure (i.e., web presence/pages).

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

Having a current inventory of the unit's equipment is necessary to complete this section of the self-study. New and/or replacement equipment needs should be addressed in this section of the report. Along with having a current inventory with a life schedule for maintenance and replacement, consider the quality and quantity of supplies and equipment, and the needs of the unit over the next five years. Be sure to identify the particular use of the individual equipment, its importance to the unit, and its frequency of use.

5c. Facilities

Similar to equipment, given that YCCD maintains sites throughout the service area, the facilities section of the report will be specific to the location(s), but may address district-wide issues and/or make district-wide recommendations.

It will include the following three sections:

- 1) Strengths
- 2) Areas for Improvement
- 3) Future Directions

The facilities needed to conduct quality work/provide quality services should be discussed in this section of the report. This would include the need for major improvements, renovations, and/or new buildings. If you have no need for new facilities or to improve existing facilities over the next five years, just indicate that fact.

6. Recommendations and Justifications

Recommendations are logical outgrowths of the review process. They should be related to direct actions that are under the specific control of the image and marketing unit. For example, if a unit's goal was to purchase new equipment or to request a new staff member then the specific action would be to follow the process to make that request, including submission of appropriate forms to the corresponding administrative services unit. Similarly, if the goal is to become recognized by an outside agency, then the specific action would be to follow their process to include preparing and submitting required documents/paperwork by the required deadline. **Findings/conclusions that lead to recommendations must be evidence-based.** The objective is to make worthy recommendations by incorporating defensible data into the analysis.

The Recommendations for District/Colleges' Image and Marketing Review Form provided in Appendix D should be used to list the recommendations for each of the areas below:

- 1) Staffing
- 2) Equipment/Technology
- 3) Facilities

Executive Summary

Upon completion of the unit's self-study, it should be submitted to the unit's administrator. The unit's lead administrator is responsible for completing an executive summary which should outline the pertinent points of the review in summary fashion. The summary should be less than four pages in length. See Appendix F for appropriate format/template.

District/Colleges' Image-Marketing Review Annual Update

In the interim of the four year comprehensive self-study review cycle, the District/Colleges' Image-Marketing units are required to complete an annual update. Use the template provided in Appendix E to address each of the areas noted on the Annual Update. It is important to note in the unit's annual update the progress made toward each of the recommendations noted in the last self-study and the last annual update, respectively.

APPENDIX A

Schedule – District/Colleges’ Image-Marketing Review 2009-2010

Note: The units listed below are cross-listed with the Administrative Services Review Schedule.

YCCD- District Office Woodland Community College Yuba College

Unit	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
District Office - Public and Governmental Relations	Adrian Lopez				
External Focus		X	•	NA	NA
Internal Focus				X	•
WCC - Public Information and Community Events	Art Pimentel				
External Focus		X	•	NA	NA
Internal Focus				X	•
YC – Public Information and Community Education	Miriam Root				
External Focus		X	•	NA	NA
Internal Focus				X	•

X – Self-Study

• – Annual Update

N/A – No Self-study or Annual Update Required

APPENDIX B

Self-Study Format – District/Colleges' Image-Marketing Review- _____ Academic Year

1. Cover Sheet
2. District/Colleges' Image-Marketing Unit Description and Current Status
3. Goals of the District/Colleges' Image-Marketing Unit
4. Analysis
 - a. Staffing
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - b. Equipment/Technology
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
 - c. Facilities
 - 1) Strengths
 - 2) Areas for Improvement
 - 3) Future Directions
5. Recommendations
 - a. Staffing
 - b. Equipment/Technology
 - c. Facilities
6. Appendices
 - a. Data Elements
 - b. Other Information to Support Self-Study Review (e.g., charts, tables, etc. that are not appropriate to be included in the major sections of the report).

APPENDIX C

Cover Sheet – District/Colleges' Image-Marketing Review- _____ Academic Year

Template:

College/District: _____

Image and Marketing Unit: _____

Year of Self-Study: _____

Image and Marketing Review Team Members and Signatures:

Member Name – Printed	Member - Signature

Unit Administrator – Print Name

Unit Administrator – Signature

Presented to CHEX on: Date _____

APPENDIX D

Recommendations – District/Colleges' Image-Marketing Review- _____ Academic Year

Note: Rationale/justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. staffing, equipment, facilities, of the self-study report. As space permits, each of the recommendations for one of the aforementioned three major areas can be addressed on the same page. However, each recommendation must address all requested information. Begin a new page when addressing a recommendation in another one of the major areas.

Image-Marketing Unit: _____ Year: _____

Staffing (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Equipment/Technology (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Facilities (Respond to the following for each recommendation made in this area)

Recommendation #1: (State recommendation)

Plan of Action to Implement Recommendation:

Suggested Timeline for Implementation:

Person(s) Responsible:

Budgetary Impact:

Additional Information:

APPENDIX E

Annual Update – District/Colleges' Image-Marketing Review- _____ Academic Year

Self Study Date: _____ (Unit Reviews/Self-Study are completed on a 4- year cycle)

Annual Update (AU): (Conducted after full self-study review)

External AU _____

Internal AU _____

YCCD Location/College: _____

Unit: _____

Year of Review: _____

Date of Next Scheduled Self-Study Unit Review: _____

A one-page data summary sheet will be provided and is to be included with this update and used to support the answers to the following questions.

1. Based upon the data provided, briefly explain the current status of the district/colleges' image-marketing unit.

2. Explain significant changes since the last review or annual update.

3. Briefly explain significant changes expected during the upcoming year.

APPENDIX F

Executive Summary Format/Template- _____ Academic Year

Image and Marketing Unit: _____

Self-Study Committee Members: (List of Member Names)

Description and Current Status:

Provide a brief (< 100 words) description of the image and marketing unit and its current status (summarize from body of report).

Analysis:

List strengths and areas of improvement/future direction in the format provided below for each of the three major areas (summarize from body of report).

Staffing

- Strengths

- Areas for Improvement/Future Direction

Equipment/Technology

- Strengths

- Areas for Improvement/Future Direction

Facilities

- Strengths

- Areas for Improvement/Future Direction

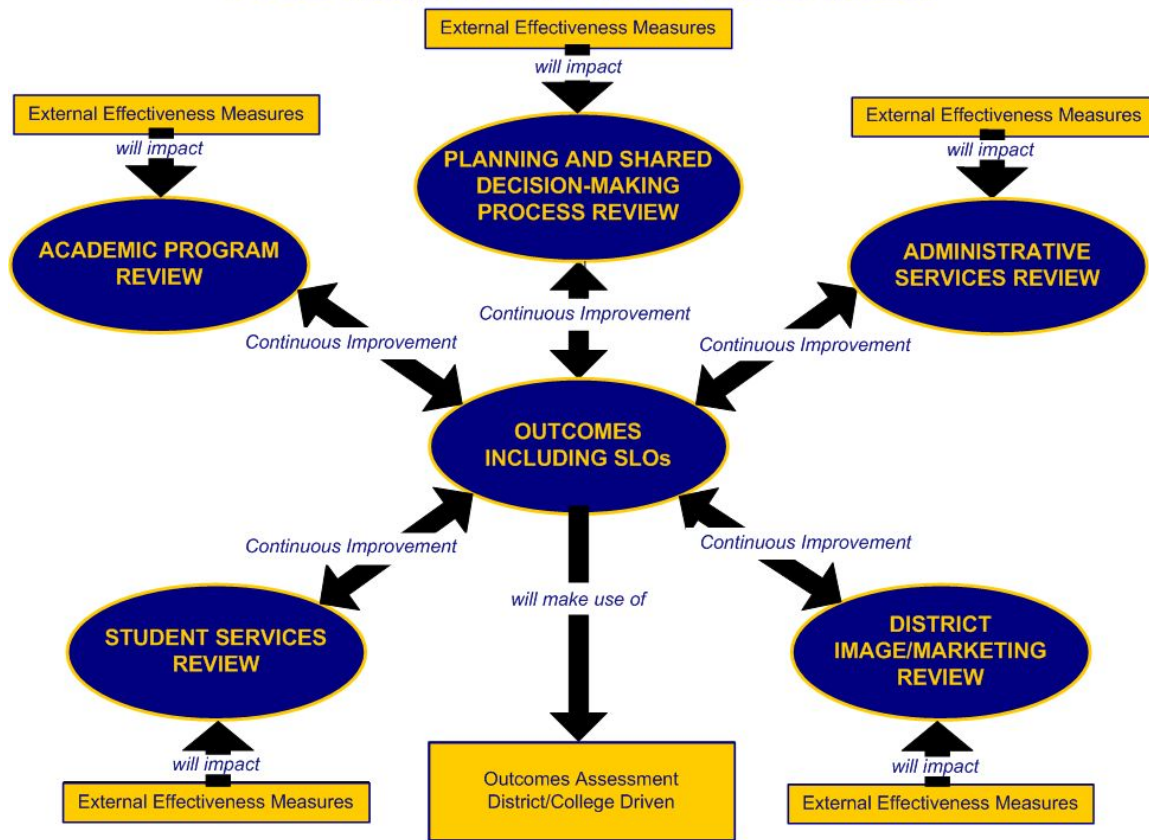
Recommendations/Specific Actions:

List recommendations/specific actions to be taken (summarize from body of report).

APPENDIX G

Institutional Effectiveness Model (IE Model)

YCCD Institutional Effectiveness Model



9-21-07

APPENDIX H

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

(Revised August 5, 2009)

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
 - 1.4 Conduct sound research; build a “culture of evidence”; use results for institutional improvement, including results from the ARCC report.

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
 - 2.3 Assess effectiveness of strategies and improve college effectiveness
 - 2.4 Sustain efforts within college missions and educational master plans

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
 - 4.4 Refine budget allocation model and align fiscal management practices with multi-college structure

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
 - 6.3 Enhance the Board’s role in community engagement

7. **Integration of Accreditation Standards and Cycle of College Requirements**
 - 7.1 Integrate ongoing Institutional Effectiveness in College and District Operations
 - 7.2 Establish Research Agenda for District and Colleges
 - 7.3 Successfully complete Self Study process for Yuba College
 - 7.4 Ensure compliance with Accreditation Standards
 - 7.5 Complete ongoing reports as required by ACCJC

8. **Safety and Security**
 - 8.1 Complete training for Board and all employees
 - 8.2 Establish protocol and ensure emergency preparedness

Board Adopted 9/12/07

APPENDIX I

YCCD – Administrative Services Outcomes (ASO)

Administrative Services Outcomes (ASO) is established for and by Administrative Services Units and parallel the Board approved Institutional Student Learning Outcomes (SLO). Each administrative unit and the two generalized areas (Planning and Shared Decision Making Review Process, District/Colleges' Image-Marketing Review) conducting a comprehensive self-study shall select a minimum of three Institutional SLOs to create the Units' ASOs. The purpose of the ASOs is to have the Unit measure their institutional outcomes effectiveness.

YCCD Institutional Student Learning Outcomes (SLO)

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

APPENDIX J

Process Flowchart- District/Colleges' Image-Marketing Review Process 2009-2010

