

# Student Services Review Handbook 2009-2010



NOTE: This Handbook is revised annually and updated as appropriate – last revision July 2009.

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# Preface

Yuba Community College District was a single college district when it began its first Student Services Review cycle (2004-2005). In January 2006, YCCD made the transition from a single college district to a multi-college district. Therefore, beginning with the 2006-2007 academic year, programs were reviewed separately by Woodland Community College and Yuba College (including the Clear Lake Campus).

In 2006, the YCCD Board adopted the Institutional Effectiveness Model (IE Model) which has identified five components for review and continuous improvement. Student Services Review is one of those five components. As well in 2006, the Student Services Review Handbook was published for standard use in the review process. Since student services are directed college activities, both Woodland Community College and Yuba College are responsible for and have identified the specific services that are reviewed. These reviews are scheduled on a four-year rotation cycle for the full self-study and provide an annual update for the three years that follow. Between 2006 and 2008, Student Service Reviews were presented along with the Academic Program Reviews to the Board for information. In summer 2009, the first IE Model Annual Report that incorporated all five components of the IE Model was presented to the Board for acceptance as a comprehensive institutional planning and effectiveness measure. Furthermore, the IE Model Report is also scheduled to be presented to the respective units at the beginning of the fall 2009 semester to provide feedback for continuous improvement.

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# 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 Administrative Services Review, District Image-Marketing Review, Planning and Shared Decision Making Process Review, Academic Program Review, and Student Services 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 Student Services Review

Student Services Review is a collaborative goal-setting and assessment process designed to help improve and refine the colleges' 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 units responsible for student services at 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 Student Services Review Handbook serves as the guide for the colleges' Student Services Review to include units<sup>1</sup> that are responsible for review, research and recommendations that support meeting unit goals. Like the other four processes the comprehensive self-study review process for Student Services 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 SLOs of the full self-study review.

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<sup>1</sup> Unit refers to each student service or segment which can be identified as providing a unique set of services, or which functions independently from but in conjunction with other Student Services (e.g., Financial Aid, Counseling, Assessment, EOPS, DSPS); see Appendix A for specific list.

## **Objectives of the Self-Study Review**

As proposed, the Student Services Review when fully implemented should provide both intrinsic and extrinsic value to the related 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 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 members to receive the resources needed (i.e., equipment/technology, staff) 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 programs and student services units. See Appendix A for the Schedule of the Student Services for Review.

The major objectives of the review are to:

1. State the colleges' student services review 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, student learning outcomes, activities, and accomplishments.
3. Examine and document the effectiveness of the colleges' Student 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.

### **Roles and Responsibilities**

As a process within the IE Model, the Student Services Review is led by the District Office of Institutional Effectiveness and supported by the Colleges Director of Planning, Research and Student Success. The role and responsibility of the Director of IE is to work collaboratively with the colleges and the 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 Student Services Review Handbook; detailing the process flowchart; recommending self-study methodology; incorporating an analysis of the Student Services Reviews in the IE Model Annual Report; and, including substantive feedback to the unit team.

The 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 District IE Director to be included in the IE Model Annual Report.

### **The Student Services Review Process Flowchart**

The Student Services Review process consists of several steps. The steps and basic time lines are listed on Appendix J. Below is a list of steps that may be used to guide the Student Services Review Team in their self-study process.

- **Step 1:** Staff in each unit will be expected to prepare for the self-study by conducting necessary research and gathering the information needed for a comprehensive self-study.
- **Step 2:** Complete a comprehensive self-study, following the guidelines supplied within this handbook.
- **Step 3:** The unit team will review the self-study and, if necessary, request additional information or clarification.
- **Step 4:** Complete an oral presentation at which unit team members may ask questions that focus on the program and its relationship with institutional and District goals, or to clarify information in the study. The unit team may elect to visit the program site and/or interview participating students or staff.
- **Step 5:** A report will be issued from the unit team, which will compile a comprehensive review of the program using the self-study and other information gathered in the review process. The report will illustrate program strengths and weaknesses and make recommendations for strengthening the program or moving it into alignment with college and district goals.
- **Step 6:** The director of the program or the unit leader may write a response that addresses the recommendations and comments that are outlined in the unit team's final report.

### **Data Collection and Analysis**

Each college program review team can expect to receive from the District Office of IE their five year data on WSCH/FTES/FTEF. The colleges' Director of Planning, Research and Student Success will serve as the lead contact and supplier of other data related to the program reviews per self-study and annual update requirements. To be timely and useful to the program review team, advanced notice on requests is highly recommended.

### **Evidence-based Recommendations**

The unit team 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 team leader(s) and members should note that a formal written report<sup>2</sup> 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**

Student Services Review unit teams will receive feedback on their processes and reports through the IE Model Annual Report written and distributed through the district office of IE. This report is scheduled to be completed in June, presented to the Board in July and distributed to the units in August or soon thereafter. 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 Student Services Review unit during the self-study process as noted above.

The self-study report for each unit under review will include 1) cover sheet; 2) overview of student service unit; 3) goals and student learning outcomes/services; 4) staff; 5) students; 6) external relations; and 7) resources. Recommendations will flow from the findings and in-depth review of the student service unit self-study participants. The self-study report must contain and reference evidence-based recommendations.

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

- Annual Updates are due to the College by December 4<sup>th</sup> 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 Student Service 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.

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<sup>2</sup> 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.

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

### **1. Cover Sheet**

Use the Student Services Review Cover Sheet in Appendix C to provide the required information.

### **2. Overview of Student Service Unit**

Provide a comprehensive description and the current status of the Student Services Review unit. This should include some information in all six categories: A) Overall Description, B) Need and Demand, C) Relation to Other Service Units and Academic Programs, D) Vitality of Service Unit, E) Strengths and Weaknesses, and F) Trends, Directions, and Recommendations. Be sure to list major changes and/or accomplishments over the last five 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 student service unit review team.

In each case provide data used to describe the unit.

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

- FTES – 5 years
- Service trends/objectives – 5 years
- Budget trends/resource impacts – 5 years

In order to fully analyze each unit, the data elements should help to describe and justify needs/wants. Overview of current status will lead to **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.**

### **3. Goals and Student Learning Outcomes/Services**

Provide a list of student service unit goals. In this section, list the major functions and services provided within unit's role in the district office or respective college of YCCD; also define the expected Student Learning Outcomes (SLOs).

During Fall Convocation 2006, faculty were asked to select two to five of the Institutional Student Learning Outcomes that apply to all programs within a given identified program cluster. Please list those SLOs that apply to your program per the following example.

The SLOs of the Tutoring service are as follows:

- Technological Awareness: At the completion of the use of this service, students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

- Critical Thinking: As an outcome of tutoring, students will be able to analyze data/information in addressing and evaluating problems and issues in making decisions.

Please note that during 2008-2009, programs/services began to develop methods of assessment to enable them to determine whether or not students within the program have achieved the specified SLOs.

Also new to the 2009-2010 reviews is the addition of the Diversity Policy approved by the YCCD Board in March 2009. Include in your goals how the unit will integrate diversity in its services.

*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 goals of the unit are to:

- Provide clear directive for student services unit.
- Update management on the needs for support and resources needed.
- Satisfy/support the requirements for accreditation.

#### **4. Staff**

This section of the self-study report focuses on staff and staffing patterns to provide the necessary student support services for student success. Discuss past staffing trends, current staffing and recommendations to better meet student needs over the next five years.

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' student services 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?

## **5. Students**

This section should reflect the characteristics of students served through the specific unit. It should also provide evidence of student satisfaction with unit services.

## **6. External Relations**

The focus of this section is to describe how the unit articulates or cooperates with units and programs at secondary schools and at the baccalaureate level. It should also include any efforts to engage the local business community and related constituents.

## **7. Resources**

The section of the self-study report involves analysis and recommendations for each area related to facilities, equipment and 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). In completing the resources section, each unit should address their specific area noting:

- 1) **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.
- 2) **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.
- 3) **Future Directions:** 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.

Having a current inventory of the unit's equipment is necessary to complete this section of the self-study. New and/or replacement equipment and technology 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.

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. 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.

The analysis allows each student service 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 recommendations with the goal of systematic improvement.

## **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.

## **Student Services Review Annual Update**

In the interim of the four year comprehensive self-study review cycle, each unit is 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 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 – Student Services For Reviews 2009-2010

### Woodland Community College

Student Services Unit Review	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Admissions & Records	Robyn Tornay		X	•	•
CalWORKS	Stacey Cook		X	•	•
Campus Life	Stacey Cook				X
Career/Transfer Center	Stacey Cook		X	•	•
Counseling	Stacey Cook		X		
DSP&S	Stacey Cook			X	•
ESL Counseling (moved from 08-09)	Stacey Cook		X	•	•
EOPS-CARE (moved from 08-09)	Stacey Cook		X	•	•
Financial Aid (Part/Under YC until 2011)	Stacey Cook	X	•	•	•
SS Testing Assessment (moved from 08-09)	Stacey Cook		X	•	•
Tutoring Center	Ken Nather				X
Upward Bound	Stacey Cook			X	•
Veterans Affairs	Stacey Cook			X	•

### Yuba College

Student Services Unit Review	Lead Administrator	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Admissions & Records	Kendyl Magnuson		X	•	•
Cal-SOAP	Marisela Arce		•	•	X
CalWORKS (moved from 09-10)	Jan Ponticelo		•	X	•
Campus Life	Miriam Root		•	•	X
Career Center	David Farrell		X	•	•
College Success/Tutoring Center	David Farrell		•	•	X
Counseling-Human Services	David Farrell		X	•	•
DSP&S	Jan Ponticelo		•	X	•
EOPS-CARE (moved from 08-09)	Marisela Arce		X	•	•
Financial Aid	Marisela Arce	X	•	•	•
Testing Assessment (moved from 08-09)	David Farrell		X	•	•
Student Support Services	David Ferrell		•	•	X
Transfer Center (moved from 09-10)	David Ferrell		•	X	•
Upward Bound	Yvette Santana-Soto		•	X	•
Veterans Affairs	David Farrell		•	X	•

**X – Self-Study/Student Services for Review**

**• – Annual Update**

**APPENDIX B**  
**Self-Study Report Format<sup>3</sup> -**  
**Student Services Review-** \_\_\_\_\_  
Academic Year

College: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Student Service Unit: \_\_\_\_\_

Dean of Unit: \_\_\_\_\_

**I. COVER SHEET/PAGE**

**II. OVERVIEW OF SERVICE UNIT**

A. Overall Description

1. Please provide a brief overview of the service unit, noting its date of inception, enabling legislation, purpose, and relation to specific priorities in the college mission statement.
2. In what ways is this program particularly important to the college?

B. Need and Demand

1. What percentage of currently enrolled students is served by your unit?
2. Appropriateness and Effectiveness of Services
  - a. How does the unit ensure that students receive the level of service they need?
  - b. Cite ways in which the services could be improved.
  - c. What, if any, student needs are you unable to meet satisfactorily? Be specific, and please cite evidence.

C. Relation to Other Service Units and Academic Programs

1. How does your unit interface with other student services or academic programs? Cite the number of referrals your program receives from other units/programs.
2. How do you determine if there are gaps or duplications in the interface with other student services units, and what do you recommend to eliminate these gaps or duplications?
3. How does your unit support or interface with instructional programs?

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<sup>3</sup> This format is revised from original format established in 2007-2008.

D. Vitality of Service Unit

1. Provide any evidence of particular vitality, energy, or enthusiasm in the unit (student clubs, advisory committees, etc).
2. In what ways is the unit important to the community?

E. Strengths and Weaknesses

1. Comment upon particular strengths and weaknesses in the unit.

F. Trends, Directions, and Recommendations

1. What are the major trends in student demands, student demographics, state or federal funding patterns, or legislation that will influence the direction of this unit?
2. Based on these, what are your recommendations for the future development and/or modifications of the unit?

**III. GOALS AND STUDENT LEARNING OUTCOMES/SERVICES**

A. Overall description

1. Describe the range and type of services provided by the unit.
2. What is the percent of staff time spent providing each service?

B. Student Progress

1. What evidence do you have that students progress toward their educational goals as a result of your unit services?
2. Specify the SLOs that apply to your unit.

**IV. STAFF**

- A. Give an overview of staffing in the unit by describing the role in the unit of all full-time and part-time staff (certificated, classified, and student help). Please note staff qualifications in terms of degrees, licenses, training, certifications, and experience.
- B. Please discuss the ethnic and gender diversity of staff in your program in comparison to the district. What are the unit's goals with regard to diversity?
- C. Explain any activities related to staff development that are a regular part of the unit or that in the past have contributed to the unit.
- D. If the unit anticipates any future staffing needs, please justify these needs as specifically as possible and explain how your unit's staffing patterns compare with service unit/program based funding ratios?

## **V. STUDENTS**

### **A. Characteristics**

1. Describe the students receiving services through your unit, expanding upon the statistical information supplied by the college office of Planning, Research and Student Success or the district office of Institutional Effectiveness.
2. Provide any evidence of student satisfaction with the unit services (e.g., outcomes of surveys, evaluations, etc.).

## **VI. EXTERNAL RELATIONS**

- A. Describe how the unit articulates or cooperates with units/programs at secondary schools and four-year colleges. Discuss how the unit coordinates or provides information to faculty.
- B. Describe coordinated efforts of the unit with local business, industry, local community-based providers, and state/federal agencies (e.g., legal, political, or economic).

## **VII. RESOURCES**

### **A. Adequacy of Facilities**

1. Describe the facilities and equipment available to the program. Discuss their adequacy and note critical needs.
  2. Would it be possible to increase class size or program services if facilities were expanded?
  3. Are the facilities and equipment adequately maintained?
- B. Are fiscal resources sufficient to meet program needs? If not, cite specific amounts needed and rationale. What percentage of program costs is covered by unrestricted and restricted sources?
  - C. What information system needs does the program have that are not being met? Identify future information system needs.

# APPENDIX C

## Cover Sheet – Student Services Review- \_\_\_\_\_ Academic Year

**Template:**

College: \_\_\_\_\_

Unit: \_\_\_\_\_

Year of Self-Study: \_\_\_\_\_

Unit 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 – Student Services Review- \_\_\_\_\_ Academic Year

**Note:** Per recommendations included in Appendix B for the Self-Study Report Format. Rationale and/or justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. facilities, equipment, technology, 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.

Unit: \_\_\_\_\_

Year: \_\_\_\_\_

### **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:

**Equipment (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:

**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:

# APPENDIX E

## Annual Update – Student Services Review- \_\_\_\_\_ Academic Year

**Self-Study Date:** \_\_\_\_\_  
(Student Service Reviews/Self-Study are completed on a 4-year cycle)

**Student Service Review Annual Update (AU):**  
(Conducted annually for three years following the self-study)

1<sup>st</sup> AU \_\_\_\_\_ 2<sup>nd</sup> AU \_\_\_\_\_ 3<sup>rd</sup> AU \_\_\_\_\_

**College:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

**Year of Review:** \_\_\_\_\_

**Date of Next Scheduled Self-Study Student Services 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 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

Unit: \_\_\_\_\_

**Self-Study Committee Members:** (List of Member by Name)

**Dean of Student Services Unit:** \_\_\_\_\_

**Description and Current Status:**

Provide a brief (< 100 words) description of the 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

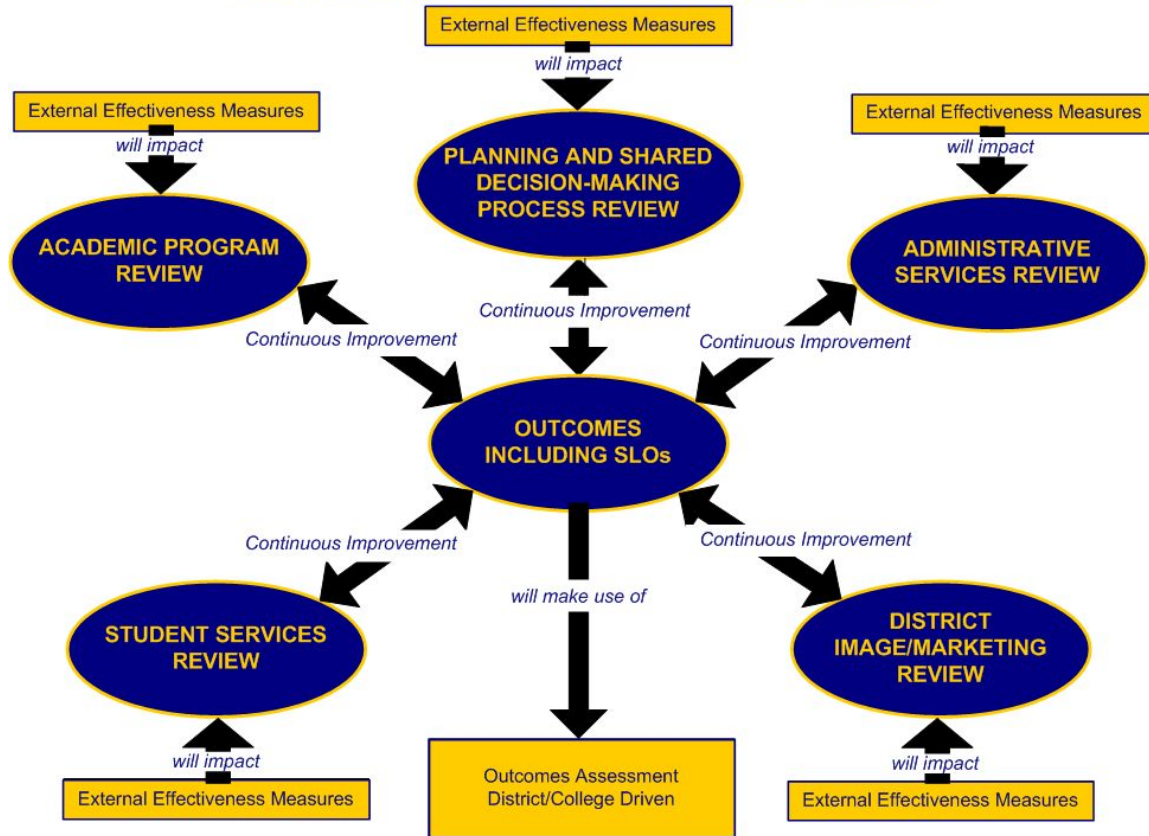
### **Recommendations/Specific Actions:**

List recommendations/specific actions to be taken (summarize from body of report). For example, provide additional computer labs for Upward Bound student use.

# APPENDIX G

## Institutional Effectiveness Model (IE Model)

### YCCD Institutional Effectiveness Model



Attachment #1

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  
Revised August 5, 2009

# APPENDIX I

## 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.

## 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 and 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.

# APPENDIX J

## Process Flowchart – Student Services Review 2009-2010

