

# Planning and Shared Decision-Making Process Review Handbook

2009-2010



**NOTE: This is the first year of the Planning and Shared Decision-Making Process Review Handbook Publication.**

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## Preface

In 2000, the Yuba Community College District began efforts to formalize the “Model of Shared Decision Making” at YCCD to fulfill the spirit as well as the mandate of both AB 1725 and SB 235. The YCCD model was developed through the participative process during the period from 2000-2003 through several committees, and ultimately through the District Council. This model was designed to serve the entire District. For an overview of YCCD’s Shared Decision Making Model see Appendix J.

In 2006 YCCD adopted the Institutional Effectiveness Model (IE Model) and incorporated the Districts’ Planning and Shared Decision-Making Process. As such, Planning and Shared Decision-Making Process Review is now being measured for its effectiveness through the four-year review cycle and annual updates of its existing Committee Structure which consists of Councils, Standing Committees, and Management Groups at the District Office, Woodland Community College and Yuba College. In 2008-2009, the first self-study reviews of the Committee Structure were conducted and are included in the 2008-2009 IE Model Annual Report and submitted to the YCCD Board for acceptance. 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. An Annual Update will follow for each unit until its next scheduled comprehensive self-study to take place every four years. 2009-2010 also marks the first year that the Planning and Shared Decision-Making Process Review Handbook was published for standard use in this review process.

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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 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.

<b>IE Model Review Process</b>	<b>Focus</b>	<b>Handbook/Guide</b>
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 Planning and Shared Decision-Making Process Review**

YCCD's Planning and Shared Decision-Making Process Review is a collaborative goal-setting and assessment process designed to help improve and refine the district and colleges' planning and shared decision-making 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 YCCD Planning and Shared Decision-Making Process in 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 Planning and Shared Decision-Making Process Review Handbook serves as the guide for the District/Colleges' Planning and Shared Decision-Making Process Review to include units<sup>1</sup> that are responsible for review, research and recommendations that support meeting unit goals.

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<sup>1</sup> Unit refers to each Council, Standing Committee, Management Group, and Academic Senate.

Like the other four processes the comprehensive self study review process for Planning and Shared Decision-Making Process 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 Planning and Shared Decision-Making Process Review 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 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 Planning and Shared Decision-Making Process Review.

The major objectives of the review are to:

1. State the District Office and Colleges' Planning and Shared Decision-Making Process 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, administrative service outcomes, activities, and accomplishments.
3. Examine and document the effectiveness of the District/Colleges' Planning and Shared Decision-Making Process Review.
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 District/Colleges' Planning and Shared Decision-Making Process Review 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 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 Planning and Shared Decision-Making Review Process Handbook; detailing the process flowchart; recommending self-study methodology; incorporating an analysis of the Planning and Shared Decision-Making Process 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 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 unit team (Council, Standing Committee, Management Group) 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

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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.

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**

YCCD Planning and Shared Decision-Making Process 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 Planning and Shared Decision-Making Review Process unit during the self-study process as noted above.

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 Learning 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 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 Planning and Shared Decision-Making 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 Planning and Shared Decision-Making Process 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 Planning and Shared Decision-Making unit, staffing patterns, 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 planning and shared decision-making unit review team.

## **3. Unit Goals and Administrative Services Outcomes**

Provide a list of planning and shared decision-making 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 goals of the unit are to:

- Provide clear directive for planning and shared decision making.
- Update management on the needs for support and resources needed.
- 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:

- Membership trends/expectations – 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. **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 planning and shared decision-making 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.)?
- 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).

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/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.

### **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**

Recommendations are logical outgrowths of the review process. They should be related to direct actions that are under the Committee Structure 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 YCCD Planning and Shared Decision-Making Process 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.

## **Planning and Shared Decision-Making Process Review Annual Update**

In the interim of the four year comprehensive self-study review cycle, each unit (Council, Standing Committee, Management, Group, Academic Senate) 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 – Planning and Shared Decision-Making Process Review 2009-2010

NOTE #1: Each Council, Standing Committee, Management Group, and Academic Senate represents a Unit.

NOTE #2: After conducting an initial comprehensive self-study for each Unit, an Annual Update is required as part of the review cycle during the years that follow the most current self-study.

### YCCD- District Office

Unit	Chair/Co-Chair	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
Councils		-	-	-	-
District Management Council	Al Alt			X	
Standing Committees		-	-	-	-
Academic Calendar Committee	Beatriz Espinoza		X	●	●
Curriculum Co-Chairs Committee	Beatriz Espinoza			X	●
EEO Committee	Al Alt		X		
Sabbatical Leave Committee	Beatriz Espinoza			X	●
Staff Development Committee	Alt/Espinoza				X
Technology Committee	Karen Trimble			X	●
Management Groups		-	-	-	-
CHEX	Nicki Harrington			X	●

**X - Self-Study**

**● – Annual Update**

## Woodland Community College

Unit	Chair/Co-Chair	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
<b>Councils</b>		-	-	-	-
Woodland Community College Council	Al Konuwa/ Darlene Gray	X	●	●	●
<b>Standing Committees</b>		-	-	-	-
Accreditation Steering Committee	Al Konuwa/ Julie Brown	X	●	●	●
Basic Skills Committee	Al Konuwa	X	●	●	●
Communication Resource Committee	Stacey Cook/ Matthew Clark			X	●
Curriculum Committee	Al Konuwa/ Barbara Rhode		X	●	●
Diversity Committee					X
Faculty Staffing Committee	Ken Nather/ Matthew Clark		X	●	●
Flex Committee					X
Safety Committee	Myron Hord			X	●
Student Learning Outcomes Committee			X	●	●
Student Success Committee				X	●
Perkins IV Local Planning Team					X
<b>Management Groups</b>		-	-	-	-
President's Management Group	Angela Fairchilds			X	●
<b>Academic Senate</b>					
WCC Academic Senate	George Galamba	X	●	●	●

**X - Self-Study**

**● – Annual Update**

## Yuba College

Unit	Chair/Co-Chairs	Year of Self-Study/AU			
		08-09	09-10	10-11	11-12
<b>Councils</b>		-	-	-	-
Yuba College Council	Kevin Trutna/ Helen Nicholson	X	●	●	●
Clear Lake Campus Site Council	Bryon Bell	X	●	●	●
<b>Standing Committees</b>		-	-	-	-
Academic Senate	Helen Nicholson		X	●	●
Academic Standards Committee	David Farrell				X
Basic Skills Initiative Committee	David Farrell/ Gretchen Cupp	X			
College Awareness and Access Committee	Miriam Root		X	●	●
College Bond Steering Committee	Dan Turner	X	●	●	●
Curriculum Committee	Kevin Trutna/ Larry Michel		X	●	●
Diversity Committee	Kay Adkins				X
Educational Resources Planning Committee	Larry Michel			X	●
Faculty Staffing Committee	Leslie Williams		X	●	●
Flex Committee	Stephanie Reynolds				X
Institutional Animal Care and Use Committee	Scott Haskell			X	●
Safety Committee	Chris Wilkinson/ Jon Neff			X	●
Perkins IV/CTE Local Planning Team	Kevin Trutna				X
<b>Management Groups</b>		-	-	-	-
President's Group	Kay Adkins			X	●
Directors & Deans (D&D)	Kevin Trutna		X	●	●
<b>Academic Senate</b>					
YC Academic Senate	Helen Nicholson		X	●	●

**X – Self-Study**

**● – Annual Update**

# APPENDIX B

## Self-Study Report Format – Planning and Shared Decision-Making Process Review- \_\_\_\_\_ Academic Year

1. Cover Sheet
2. Description and Current Status of the Unit (Councils, Standing Committees, and Management Groups)
3. Unit Goals
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 – Planning and Shared Decision-Making Process Review- \_\_\_\_\_ Academic Year

**Template:**

College/District: \_\_\_\_\_

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

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

Unit Review Team Members and Signatures:

Member Name – Printed	Member - Signature

\_\_\_\_\_  
Unit Leader/Administrator – Print Name

\_\_\_\_\_  
Unit Leader/Administrator – Signature

**Presented to CHEX on: Date** \_\_\_\_\_

## APPENDIX D

### Recommendations – Planning and Shared Decision-Making Process Review- \_\_\_\_\_ Academic Year

**Note:** Rationale/justification and appropriate support documentation/data should be included in appropriate **major area** section, i.e. staffing, equipment/technology, 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.

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:

# APPENDIX E

## Annual Update – Planning and Shared Decision-Making Process Review- \_\_\_\_\_ Academic Year

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

**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** \_\_\_\_\_

**District 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 Unit.
  
  
  
  
  
  
  
  
  
  
2. Explain significant changes since the last review or annual update.
  
  
  
  
  
  
  
  
  
  
3. Briefly explain significant changes expected during the upcoming year.

4. Briefly identify the current needs in each of the following areas:

- Staffing

- Equipment/Technology

- Facilities

5. What progress has been made on the recommendations from the prior review or annual update? Please specifically list and address all recommendations.



### Equipment/Technology

- Strengths
  
  
  
  
  
  
  
  
  
  
- Areas for Improvement/Future Direction

### Facilities

- Strengths
  
  
  
  
  
  
  
  
  
  
- Areas for Improvement/Future Direction

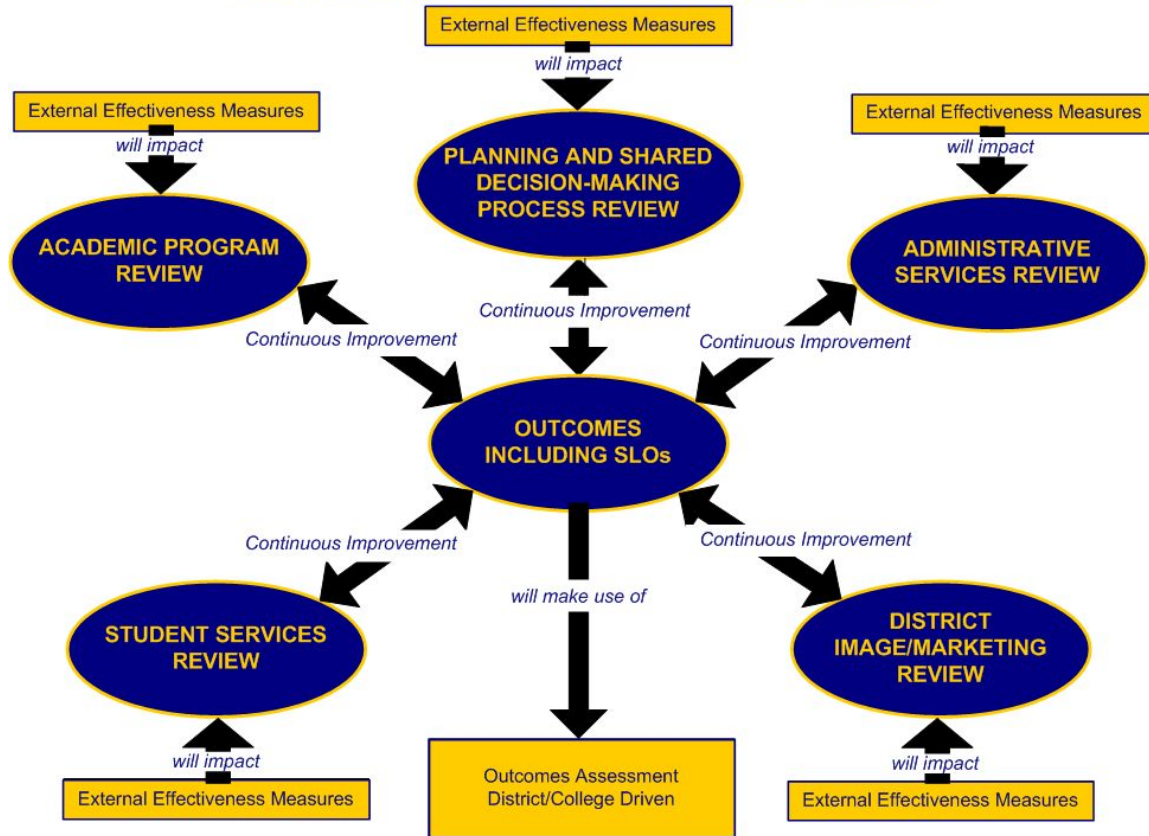
### **Recommendations/Specific Actions:**

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

# APPENDIX G

## Institutional Effectiveness Model (IE Model)

### YCCD Institutional Effectiveness Model



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 – 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



### SHARED DECISION MAKING MODEL

#### I. Overview

Participation in decision making has existed in the District for many years. This has been manifested by the formation of several committees and councils, all of which are charged with providing input to the administration and Board on various topics from budget to curriculum.

AB 1725, adopted in 1987, mandated the participative process by requiring that faculty, staff, and students be provided the opportunity to “participate equitably and collegially in the decision-making processes of the college.” The legislation outlined areas of “primacy” known as “academic and professional matters” for faculty; furthermore, AB 1725 gave students the opportunity to provide input on matters that have a “significant effect on students” and afforded staff an opportunity to participate in the formulation and development of “policies and procedures” that have a direct impact on staff.

To further the shared decision-making process, the legislature adopted SB 235, effective January 2002, requiring the college to have an exclusive representative to appoint classified employees to college committees. SB 235 strengthens the classified staff role in decision making by denoting that classified staff participate as a group in shared governance. Prior to the passage of SB 235, Title 5 only mentions “staff” in a general sense to include all others who are not faculty or students.

The Yuba Community College District adopted this “Model of Shared Decision Making” to fulfill the spirit as well as the mandate of shared decision making outlined in the aforementioned enacted legislation. The model was developed through the participative process itself during the period from 2000 – 2003 through several committees, and ultimately through the District Council.

The model is designed to serve the entire District. It is therefore incumbent upon all District constituent groups, committees, councils, and others involved to guarantee that representation from all areas of the District and from the three campuses of the District is fair and inclusive. The same principle should be applied to College committees and councils, that is, they should include representation across all segments of the College and its campuses and outreach operations. The model comprises a College Council, site council for approved educational centers, and a variety of cross-functional committees that serve the district. Additionally, one or more project teams may be established annually to accomplish major district and/or college projects through the shared decision-making process.

A purpose statement is provided for each council, committee, and project team with a clearly defined scope of work, responsibilities outlined, and a representative membership from across the college and its campuses. A sponsor from the Chancellor's Executive Team or President's Group, chair(s), and a recorder are assigned to each council, committee, and project team. Roles of the sponsor, chair, recorder, and members are defined, and the decision-making process clarified.

## **II. Guidelines**

The following guidelines serve as a foundation for the shared decision-making model.

- Standing committees and Project Teams shall consist of administrators, faculty, staff and students as appropriate to the work of the committee.
- The size of the committee/team (usually 8-12 members) needs to be suitable to facilitate decision-making in a timely manner, and needs to include representative stakeholders from across the college.
- Committees will be streamlined through use of subcommittees to ensure progress is made and work completed.
- Decisions made by committees are provided as recommendations to the sponsor. Committees will strive for consensus before reaching a decision.
- Decisions made by committees and their recommendations to sponsors and/or other groups will be shared with the College Council for information.
- Campus site councils make recommendations to the College Council or other committees when appropriate.
- The College Council makes specific recommendations to the College President. If the President recommends something different to the Chancellor, it is reported and explained to the College Council.
- Information sharing is a critical issue; it is the responsibility of all committee members to share information both among themselves and with their constituents.
- Committee processes will establish timelines for review and recommendations
- If any recommendations in the process are contrary to recommendations passed along through the process, the rationale should be reported and explained to previous committees.
- Mutual trust, support, and civility are imperative for the success of shared decision-making. Mutual trust and support result from the consistent demonstration that each individual and group involved in the process seeks first and foremost to carry out the

community college mission in meeting the needs of students and the communities we serve.

- To provide a shared role in decision-making, the processes are structured to provide representation of various opinions and perspectives, while retaining the appropriate level of accountability for those responsible in the decision-making process. All groups operate inside the shared decision-making process on those issues deemed by the Board of Trustees to be included in the scope of the shared decision-making model as outlined by California law. This guarantees that all groups are heard and that the processes continue to have integrity.

### III. District Roles

#### A. Board of Trustees

The Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. The Board establishes policies by which the district is governed. Recommendations for policies and other decisions/actions are provided to the Board by the Chancellor.

#### B. Chancellor

The Board delegates to the Chief Executive Officer (Chancellor) the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor is authorized as the Board's delegate to consult collegially with the Academic Senate, through the College President, with respect to academic and professional matters (see below). Additionally, the College President provides staff and students the opportunity to participate effectively in college decision making.

The Chancellor receives recommendations from each Vice Chancellor and College President, reviews such recommendations, and provides recommendations to the Board for action and/or policy.

#### C. Faculty (Title 5, Subchapter 53200)

Each college maintains an "Academic Senate" as the representative body of its faculty. Each Academic Senate works with its college president in making recommendations to the Board of Trustees via its designee, the Chancellor, with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

- (1) Curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) Degree and certificate requirements;
- (3) Grading policies;
- (4) Educational program development;
- (5) Standards or policies regarding student preparation and success;
- (6) District and college governance structures, as related to faculty roles;
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) Policies for faculty professional development activities;
- (9) Processes for program review;
- (10) Processes for institutional planning and budget development; and
- (11) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) Relying primarily upon the advice and judgment of the academic senate; or
- (2) Agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

[Note: The YCCD Board of Trustees and its Academic Senates have agreed to academic and professional matters, numbers 1 through 3, to utilize the first category “rely primarily upon” and, numbers 4 through 11, to utilize the second category “mutual agreement”.]

D. Staff (Title 5, Subchapter 51023.5)

College staff shall be provided the opportunity to participate effectively in college decision-making.

- (1) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff.
- (2) Policies and procedures shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

E. Students (Title 5, Subchapter 51023.7)

Students shall have the opportunity to participate effectively in the district's decision-making processes.

District and college policies and procedures that have or will have a "significant effect on students" include the following:

- (1) Grading policies;
- (2) Codes of student conduct
- (3) Academic disciplinary policies;
- (4) Curriculum development;
- (5) Courses or programs which should be initiated or discontinued;
- (6) Processes for institutional planning and budget development;
- (7) Standards and policies regarding student preparation and success;
- (8) Student services planning and development;
- (9) Student fees within the authority of the district to adopt; and
- (10) Any other district and college policy, procedure, or related matter that will have a significant effect on students.

# APPENDIX K

## Process Flowchart- Planning and Shared Decision-Making Process Review 2009-2010

