



2018-2019
YUBA COMMUNITY COLLEGE DISTRICT HANDBOOK
Updated 3/28/2019

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SECTION 1

GOVERNANCE

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YUBA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Board Member	Position Term Expires	Area
Michael K. Pasquale, President	2020	IV
V. Richard Savarese, Vice President/Vice Chair	2020	VII
Richard Teagarden, Clerk	2018	I
Brent Hastey, Member	2020	II
Gary Sandy, Member	2018	V
Xavier C. Tafoya, Member	2020	VI
David Wheeler, Member	2018	III
Michaela Christensen, Student Trustee – Yuba College	2019	
Victoria Young, Student Trustee – Woodland Community College	2019	



Yuba Community College District Vision Statement

Adopted by the Board of Trustees October 11, 2011

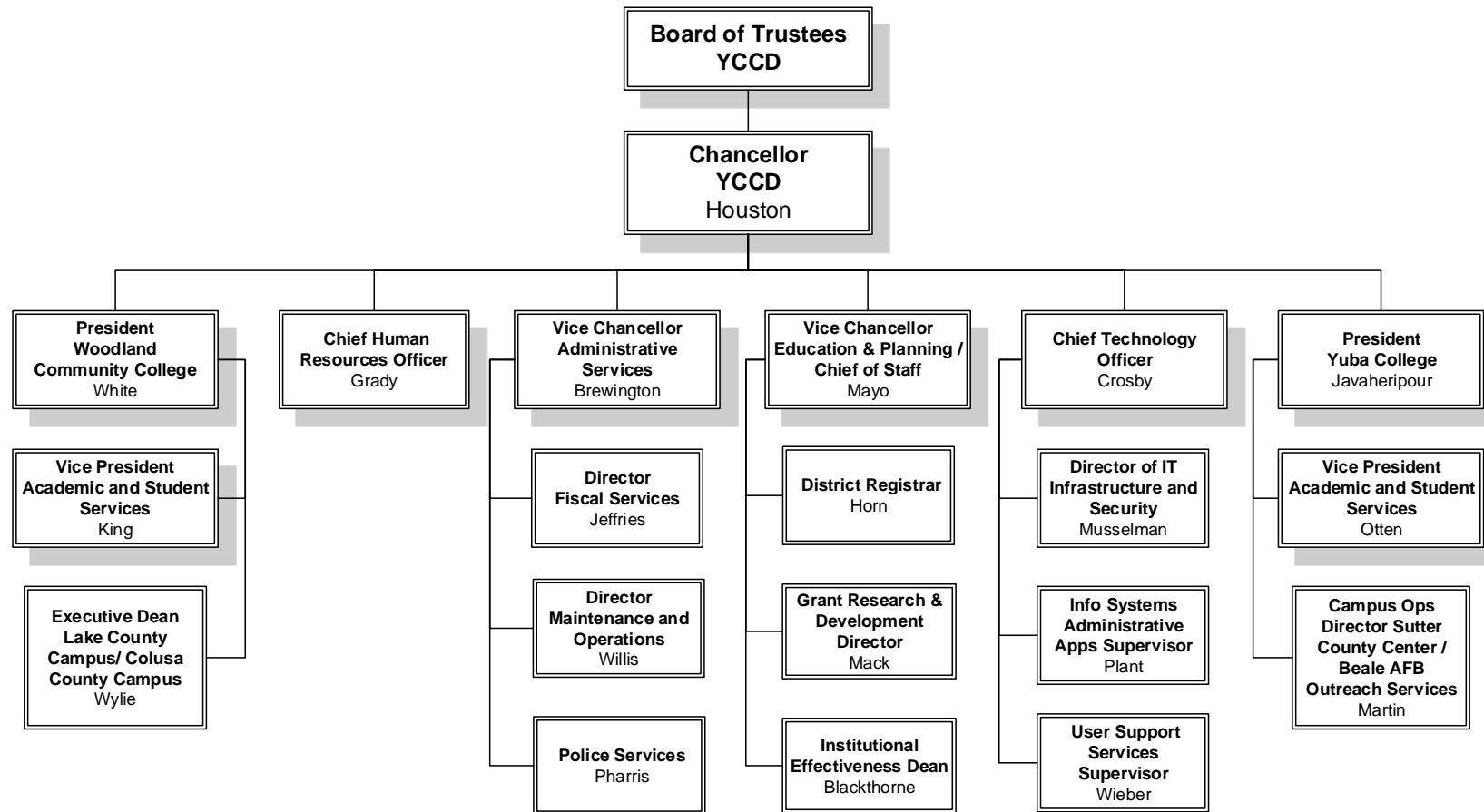
The vision of the Yuba Community College District Board of Trustees is to ensure student success by:

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

Adopted October 12, 2011



District Organizational Chart





Participatory Decision-Making

I. Overview

In accordance with Yuba Community College District [Board Policy 2510](#), broad participation in decision-making is achieved through committees and councils at the college and district-wide levels charged with ensuring faculty, staff and students have the opportunity to provide meaningful input on various policy and operational matters. Generally, decision-making will be achieved through consensus on recommendations to the respective individual, designated by District policies (i.e., the Chancellor or respective College President), or to the Governing Board as appropriate. In addition, Title 5 states that colleges are to rely on the recommendations of their academic senates on the development of academic and professional matters. ([Title 5, Article 2, Section 53200.](#))

It is incumbent upon these District constituent groups, committees and councils to ensure that representation is fair and inclusive. The same principle is applied to College committees and councils. Participatory decision-making is organized through a District Consultation and Coordination Council, a College Council at each college, a site council for approved educational centers, and a variety of cross-functional committees that serve the district. Additionally, project teams may be established to accomplish major district and/or college projects through the participatory decision-making process.

A charter is established for each council, committee and project team with a clearly defined scope of work, types of decisions, and a description of the representative membership from across the District, Colleges and campuses. The chair(s) and a recorder are assigned to each council, committee and project team. Roles of the chair, recorder and members are defined, and the levels of decision-making are clarified.

II. Guidelines

The following guidelines serve as a framework for the participatory decision-making model.

- Standing committees shall consist of administrators, faculty, staff and students as appropriate to the work of the committee.
- The size of the committee (usually 8-12 members) should be suitable to facilitate decision making in a timely manner.
- Committees may use subcommittees to ensure progress is made and work completed.
- Committees will strive for consensus before providing recommendations.
- Decisions made by District or College committees and their recommendations will be shared with the District Consultation and Coordination Council,

District/College/Academic Senates Leadership Committee, and/or College Councils for information.

- Campus site councils make recommendations to the College Council or other committees when appropriate.
- The District Consultation and Coordination Council makes recommendations to the Chancellor. If the Chancellor recommends something different to the Governing Board, it is reported and explained to the District Consultation and Coordination Council.
- Decisions on academic and professional matters are recommended by the District/College/Academic Senates Leadership Committee, the Colleges Academic Senates and Academic Senate committees to the administration of the District and Colleges respectively.
- Information sharing is critical; 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 participatory 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 improve the District and its colleges/campuses and to strengthen its ability to successfully carry out the District's vision and the Colleges' missions.
- To provide a participatory role in decision making, the processes are structured to provide representation of the various opinions and perspectives found in the District/College while retaining the appropriate level of accountability for those responsible in the decision-making process. All groups operate inside the participatory decision-making process on those issues deemed by the Board of Trustees to be included in the scope of the participatory 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-making authority for the District in accordance with state and federal laws and regulations. The Board establishes policies by which the District is governed. The Chancellor makes recommendations to the Board regarding policies and other decisions/actions.

B. Chancellor and College Presidents

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. Additionally, the College President provides staff and students the opportunity to participate effectively in college decision making.

The Chancellor receives recommendations from District Consultation and Coordination Council (DC3), District, College, and Academic Senate Leadership Committee (DCAS), executive staff, and other District committees and advisory boards; reviews such recommendations; and provides recommendations to the Board for action and/or policy.

IV. The Role of Accountability

The Yuba Community College District utilizes decision-making processes not unlike other organizations. Four levels of decision making are utilized, depending on the situation. Available time, resources, the possibility of multiple solutions, and the impact on the organization and its members must all be considered when selecting a level of decision making.

The levels of decision making display the relationship between participation in the process and the role of the accountable party. As the decision-making process selected moves from Level 1 to Level 4, more participation and more time are required for a decision to be made. The organizational response will be one of greater "buy-in" to the decision made as one progresses down the pyramid (page 14).

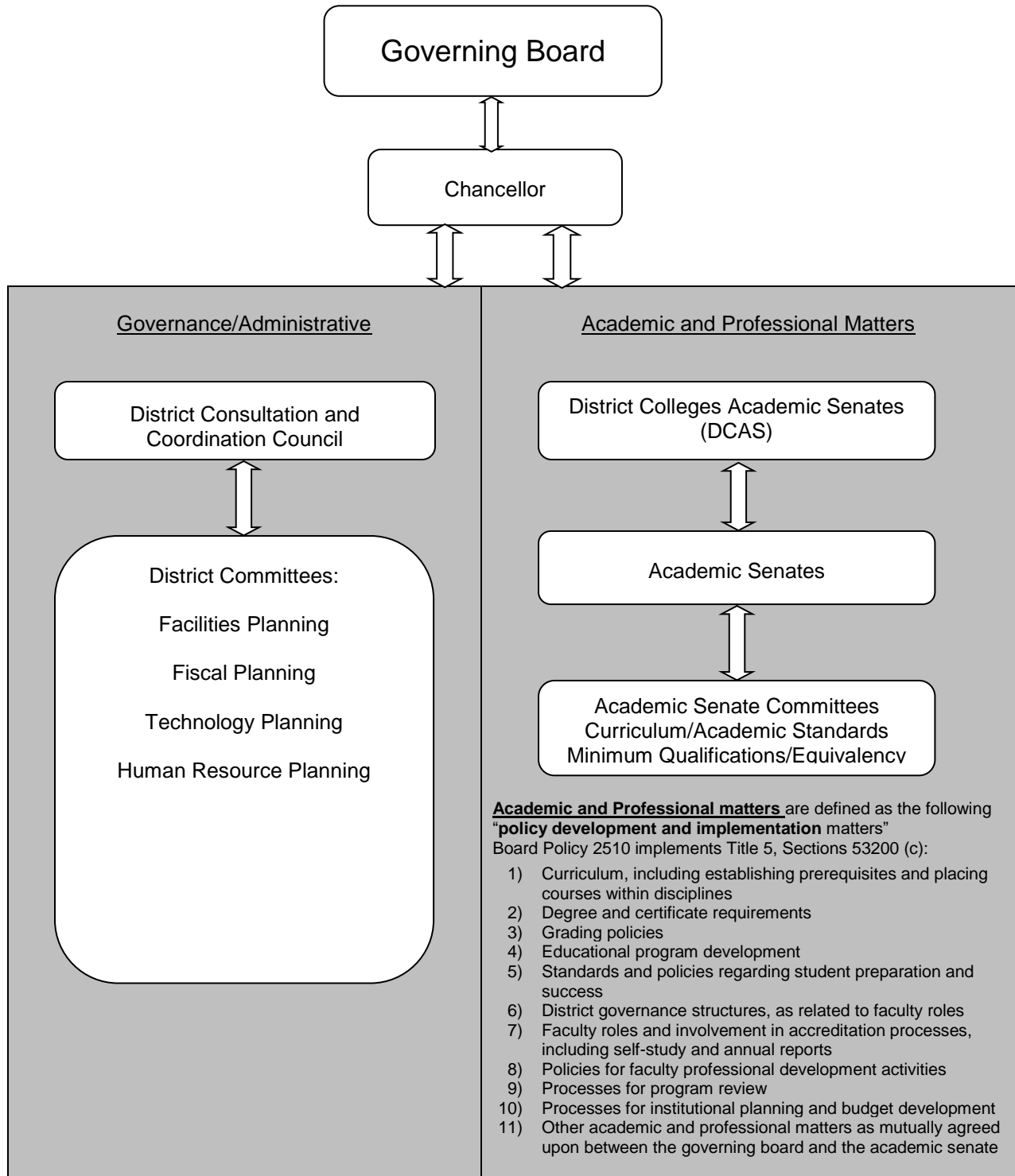
The accountable individual must consider many factors when determining which level to employ in any given situation. In addition to available time and resources, the decision maker must address several questions. Is there only one solution (e.g. legal compliance) or are there multiple solutions where increased participation will result in weighing the value of two or more alternatives? Do the individuals involved have the expertise to contribute to and/or engage in the decision-making process? Are all the key stakeholders that will be affected by the decision represented by the participants involved?

Lastly, it is important to note that the stronger the participation, the more buy-in will be achieved; however, an organization can be immobilized (or at least compromised in achieving its objectives) if it expects 100% buy-in.

Updated: 11/16/2010; 8/2014; 5/2018

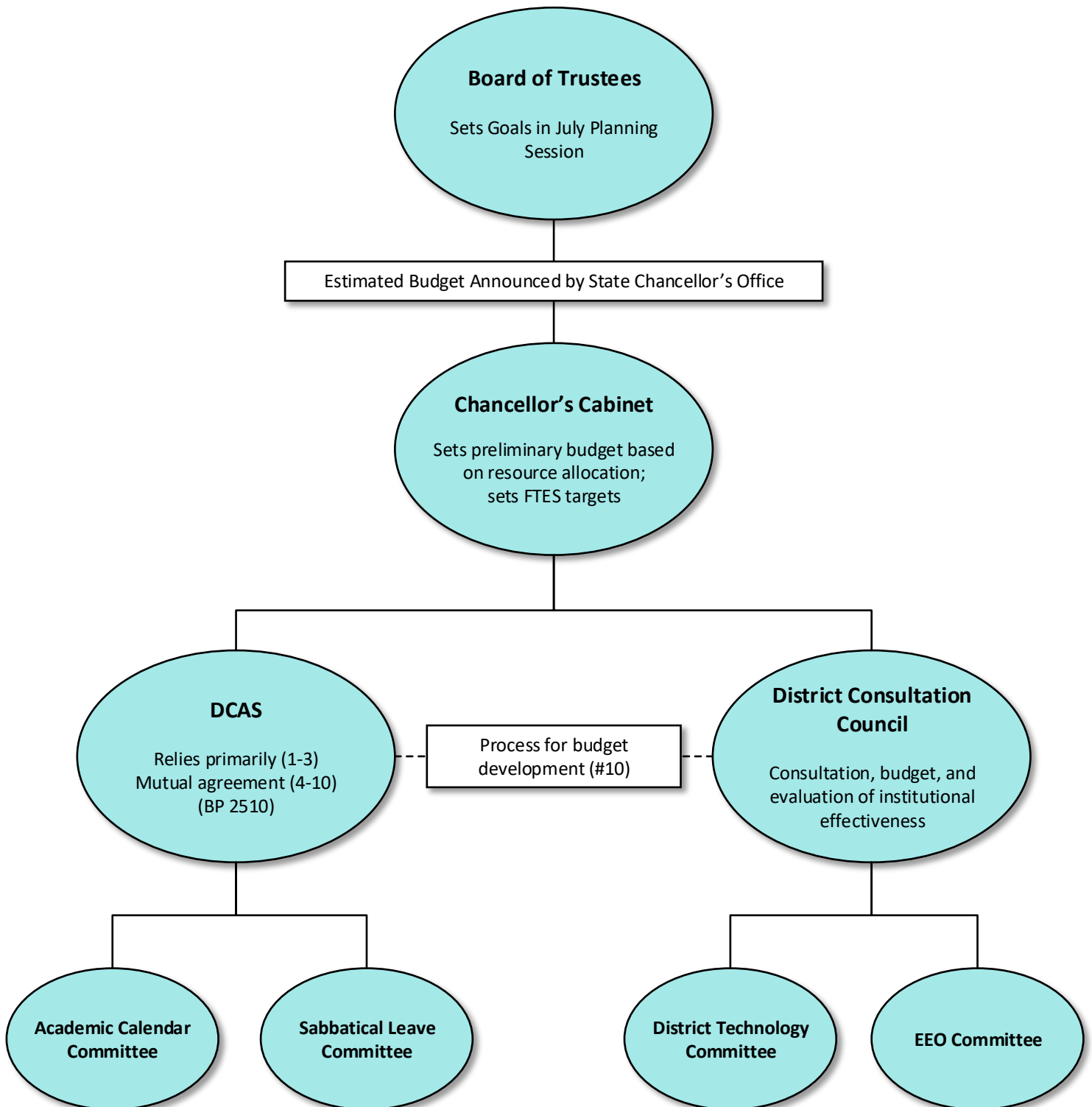


Yuba Community College District Governance Structure



Multi-College District Participatory Decision-Making Structure

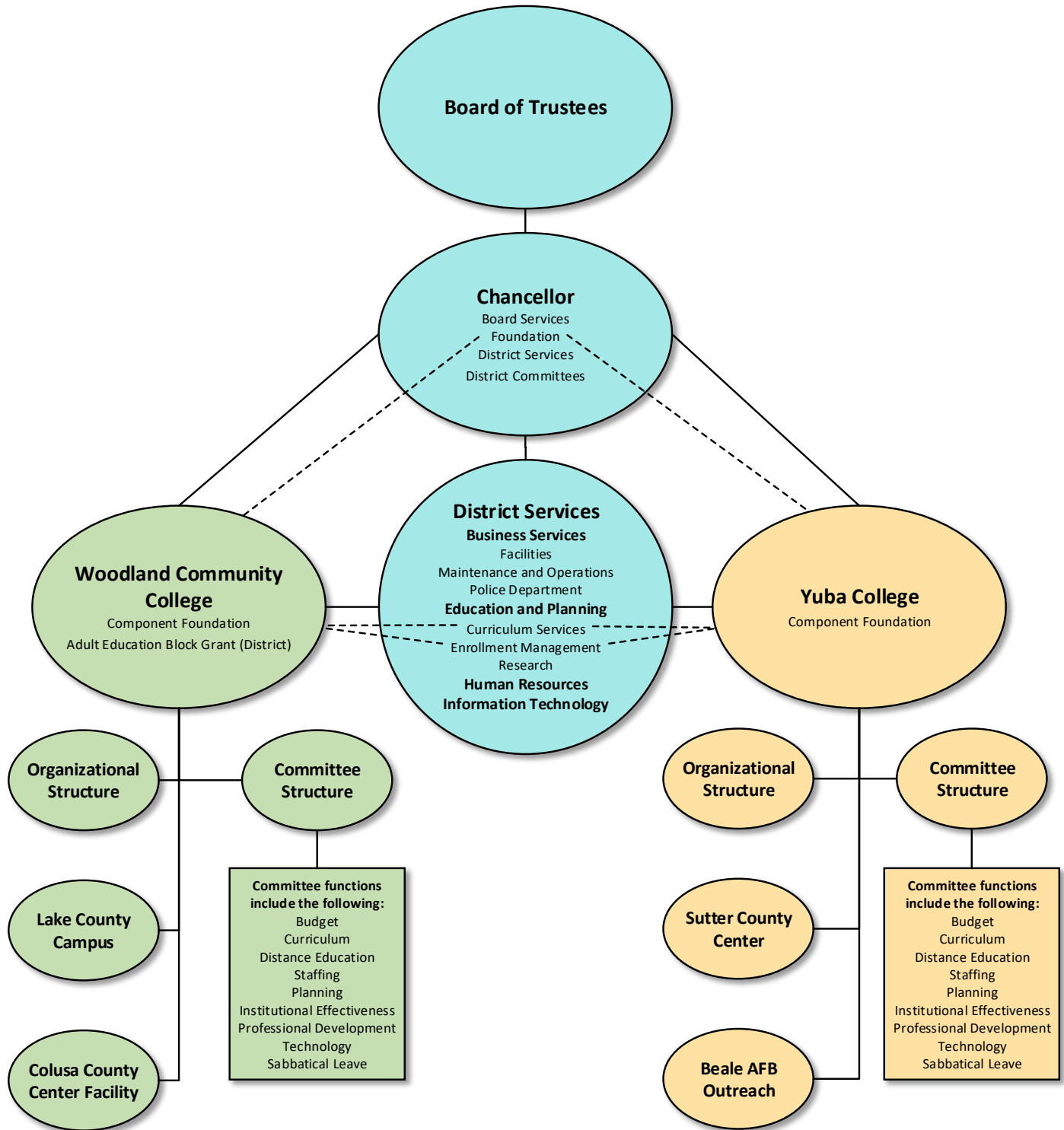
3/28/2019



College Organizational and Committee Structure

within the Multi-College District

6/18/2018





Participatory Decision-Making – Key Elements

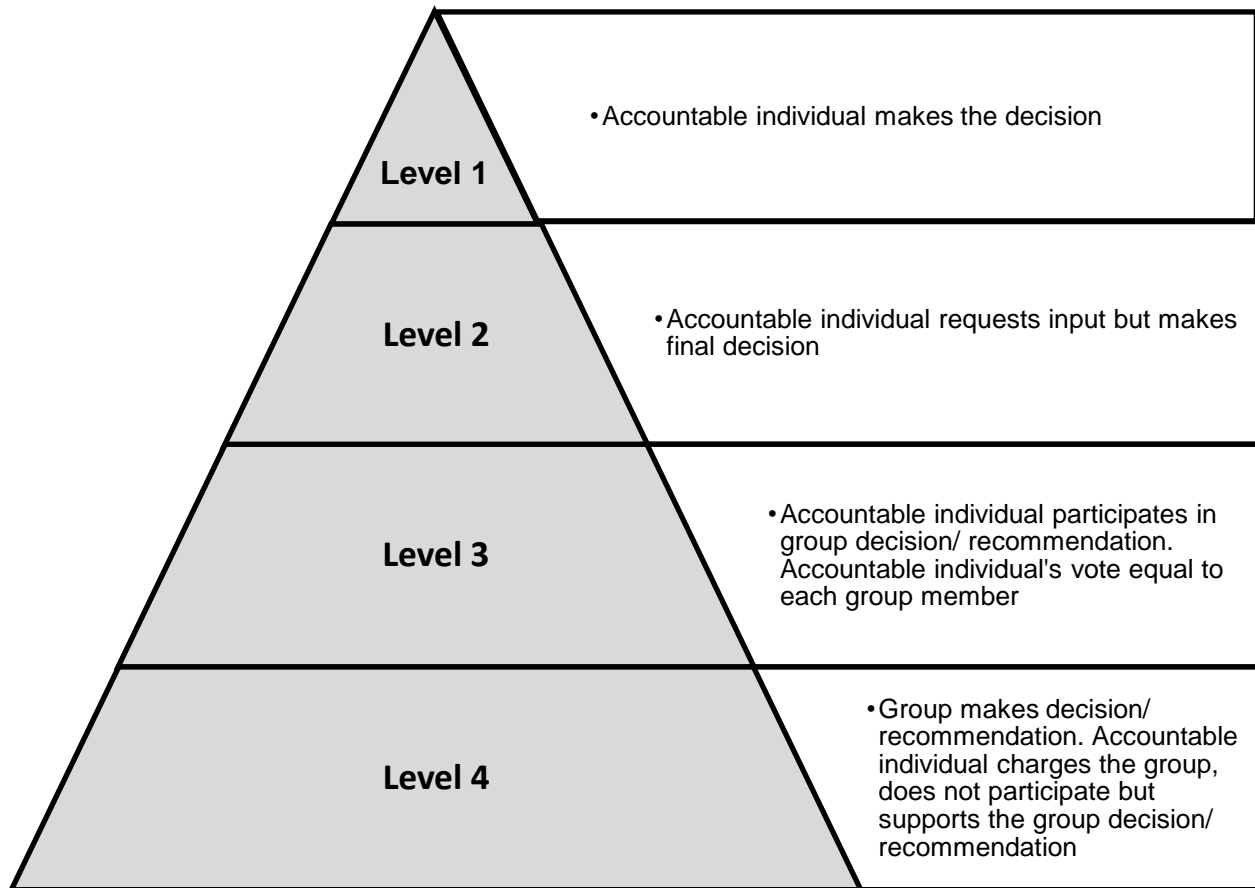
The YCCD participatory decision-making has four key elements:

1. **All decisions/recommendations are documented.** Every recommendation will be documented in detail and forwarded to the accountable individual.
2. **“Levels of Decision-Making” (1-4) are clear and communicated prior to any decision/recommendation process.**
3. **The Primary Decision Rule is through “Consensus”.** Standing District committees are charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore, it is recommended that the committees work toward solutions that are based on the results of such agreed-upon processes and criteria, and the “consensus” decision framework.

Proposal Rating	Proposal Rating Description	Result
A	Support Fully – The proposed solution is fully supported	Consensus is achieved when all members of the group rate a proposal as A, B or C.
B	Support with Reservations –The proposed solution is supported with reservations	
C	Oppose – The proposed solution is not supported, but the decision-making process was followed	If all members do not indicate A, B, or C the group can continue to refine the proposal if there is sufficient time to do so to arrive at consensus
D	Do Not Support – The proposed solution is not supported, because the decision-making process was not followed	Consensus can also be achieved if a majority of the group indicates A, B, or C, and the remaining members indicate D Majority is defined by the individual standing District Committee

4. **Recording is the Secondary (Back-up) Decision Process.** If consensus cannot be reached by a District standing committee, within the time constraints of the decision timeline, the committee will vote on the issue. However, voting will not be used to achieve a decision based on a majority of votes, but rather as a method of recording committee members’ assessment of proposals. The full record of the vote including any alternative viewpoints will be documented and sent to the accountable individual.

Levels of Decision Making



Principle #1: The level of decision making used depends upon time available and amount of input desired.

Principle #2: The greater the participation, the more time will be required, and the greater the likelihood of broad participatory buy-in to the decision.

Principle #3: The greater the participation, the broader the perspective will be in making the decision as multiple viewpoints are shared.

Principle #4: Each decision process reaches a point where, when consensus has not been reached, no longer will additional input move the decision to resolution and the accountable individual will have to decide.

LEVEL 1

The accountable individual makes independent decisions; may elicit some information from others.

Uses: When impact on others is low; in cases of emergency (i.e., no time to consult); when only one solution is available (e.g. law governs)

Organizational Response: Low participation; can yield low buy in; should be used sparingly

LEVELS 2 and 3

The accountable individual makes interdependent decisions; others (individuals or groups) are asked for information, advice, guidance, or opinions based on experience or expertise prior to the accountable individual making decisions.

Uses: When others will be impacted; when more than one solution is available; when additional information or expertise is needed; when collective judgment will yield more comprehensive results; when time allows for the consultation.

In Level 2 the accountable individual gathers information from the group and makes final decision.

In Level 3 the accountable individual participates in making the decision, but the final decision is determined through group consensus.

Organizational Response: Participation by those affected (stakeholders) yields greater buy in; should be used for most organizational decisions.

LEVEL 4

The accountable individual provides parameters for the decision(s) to be made (guidelines, available resources, limitations) and allows the collective judgment of the group to determine the outcome(s).

Uses: When specific purposes/projects and/their expected outcomes are identified in advance; and, when those present have the knowledge, skills, and abilities to accomplish the outcomes with the resources available.

Organizational Response: Because participation is high, buy-in is high; should be used for well-defined purposes/projects where expertise is high, stakeholders are included, maturity level of working as a team is present, and the team possess a high level of competency in decision-making.



ORID Decision-Making Process

The ORID-focused discussion method has four consecutive stages: **O**bjective, **R**eflective, **I**nterpretive and **D**ecisional. It is a logical series of questions that probes the natural sequence individuals use to think about an issue. Through this process, a series of probing questions are asked, in sequence, which help group members explore (discuss) their common experience.

The Process:

1. **O**bjective discussion – draws out the facts about an issue.
2. **R**eflective discussion – enables the group to discuss how they felt about the event.
3. **I**nterpretive discussion – enables the group to consider the meaning and value of the issue, its significance and usefulness to the group?
4. **D**ecisional discussion – enables the group to make a decision or respond to the experience.

Discussion: ORID

Level	Description	If Level is omitted
Objective	Getting the facts: What do we know about the subject?	There will be no shared image of what the group is discussing; the various comments will seem unrelated
Reflective	Emotions, feelings and contextual associations (e.g., history...): How do we feel about the subject and what impact does it have on our colleagues?	Those who rely on intuition, memory, emotion and imagination feel ignored.
Interpretive	Values, meaning and purpose: What options can we consider? What is possible? What is the ideal?	Group is denied the opportunity to make sense out of the first two levels. No higher-order thinking goes into the decision.
Declarative	Action focus: What will we do (e.g., decision or next steps)?	The responses from the first three levels are not applied or tested in actual practice. Decisions are made – but decision-making does not occur.

Useful Tips for ORID:

Open-ended questions that require specific examples and illustrations work best. The discussion is informal and should flow naturally from one stage to the next. One may need to be patient and wait for responses. Silence is OK. It lets people think. Individuals should not be forced to speak, but those who have not contributed should be asked what they have to share.



SECTION 2

DISTRICT COMMITTEES & COUNCILS

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Standing District Committees & Councils 2018-19

DISTRICT COMMITTEE	LEAD
Academic Calendar Committee	Sandra Mayo
The Academic Calendar Committee develops the District 2-year academic calendar for the following years.	
Chancellor's Cabinet	Douglas B. Houston
The Chancellor's Cabinet is the consultative body of the District's Executive Staff reporting to the Chancellor to provide insight and direction for the District and the Colleges.	
District, College, and Academic Senate Leadership (DCAS)	Sandra Mayo
DCAS serves as the forum for discussing those academic and professional matters of the Academic Senates that require collaboration between the two colleges. It does not discuss topics specific to only one college.	
District Consultation and Coordination Council (DC3)	Douglas B. Houston
DC3 serves as the Districtwide consulting body and as a forum for dialogue providing feedback and advice to the Chancellor. DC3 is a standing council composed of executive staff and representative faculty, staff and students from across the District. The Council shall serve as a venue for participatory decision-making processes and as a forum for discussion with the Chancellor on various matters. Both colleges are represented on the Council. District Consultation and Coordination Council shall not address matters that are within the scope of DCAS (BP 2510) or are negotiable (SB 160).	
Sabbatical Leave Committee	Sandra Mayo
The Sabbatical Leave Committee serves to implement the section of the FAYCCD contract that pertains to the granting, annually, of sabbatical leaves to Unit Members. The committee, abiding by Sabbatical Leave Guidelines, recommends up to four (4) Full-Time Equivalent (FTE) faculty leaves to the Chancellor.	
District Technology Committee	Devin Crosby
This committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the district and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the Yuba Community College District.	



Team Roles

TEAM LEADER – Individual responsible for providing leadership to the team to accomplish its purpose; works with sponsor and recorder to ensure the team’s success; sets meeting agenda and plans meeting.

FACILITATOR – Leads or coordinates the discussion of the committee making it easier for the group to arrive at consensus. The facilitator encourages full participation, promotes mutual understanding and cultivates shared responsibility.

TEAM MEMBER – Attends and participates regularly, prepares by reading materials and soliciting input from constituents as appropriate in advance of meeting. Keeps constituents informed by providing information following meeting. Follows team ground rules.

RECORDER – Documents the team’s work and assists the team leader in the preparation and distribution of team agendas, minutes, and other handouts.

TIMEKEEPER – Keeps team “on time” for its agenda; ensures meeting begins and ends on time, and that agenda allows for breaks.



Team Definitions and Glossary

AT LARGE – Representing the whole of a body rather than one specific division or part of it.

CONSENSUS – Collective judgment or belief; general agreement; concord.

CONSTITUENCY – The body of voters represented by an elected legislator or executive; a group of supporters.

CONSTITUENT – Serving as part of a whole; one who authorizes another to represent him or her; a member of a group represented by an elected official.

CONSULT – To seek guidance or information from; to refer to for information; to have regard for (a person's interest, convenience, etc.) in making plans.

COUNCIL – A representative body of the district/college campus whose purpose is to provide oversight for strategic planning, monitoring, effectiveness, and serving as a communication forum and vehicle for issues confronting the district/college/campus.

CROSS-FUNCTIONAL TEAM – Two or more individuals from differing disciplines, departments, or work areas (Examples: College Council, Project Teams)

DELIVERABLE – Something that can be provided as the product of development.

DEPARTMENT TEAM – Two or more individuals from the same functional (department or work) area who work together for a common purpose; department teams align priorities and resources with the District's annual plan of work; strive to meet student/customer needs; seek continuous improvement and engage in professional development and training. Team is ongoing. (See list of College Department Teams).

EX-OFFICIO – By virtue of an office or position.

FUNCTIONAL TEAM – Two or more individuals from the same discipline, department, or work area. (Examples: Counseling, Mathematics, Information Services)

HORIZONTAL TEAM – Two or more individuals from the same hierarchical level in the organization (Examples: Dean's Team, Academic Senate)


PROJECT TEAM – Two or more individuals from differing functional areas working cross-functionally together for a specified period of time on a common purpose to accomplish a particular outcome; team has beginning and ending dates; retain same membership from beginning to end of project.

RECOMMEND – To counsel or advise (that something be done).

STANDING COMMITTEE – A cross-functional team convened for an ongoing purpose; may have rotating terms for members. (See Standing Committee Purpose Statements).

TEAM – “Two or more individuals working together toward a common purpose” (P. Senge).

VERTICAL TEAM – Two or more individuals from differing hierarchical levels of the organization (Examples: College Council, Safety Committee).

 <p>2018-2019 Charter</p>	<p>ACADEMIC CALENDAR COMMITTEE</p>
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Committee Purpose:

The Academic Calendar Committee, a subcommittee of District / Colleges / Academic Senates Joint Leadership Committee (DCAS), develops the District 2-year academic calendar for the following years.

Special Guidelines, Parameters, and/or Resources:

1. The Academic calendar is established by considering the academic needs of students within the mandated policies and regulations.
2. The Committee uses input from represented groups to develop an initial draft. As the draft is being developed, members will continue to take it to their respective group for feedback.
3. The Committee will set a deadline for calendar approval, and once closed, any other recommendations for the calendar will be considered for the next calendar year. Exceptions will be made for legal requirements and compliance issues.
4. The Academic Calendar Committee will obtain agreement of both academic senates for issues that touch on academic senate purview* as outlined in [Board Policy 2510, Participation in Local Decision Making](#).
5. The final calendar draft is forwarded to the Faculty Association of Yuba Community College District (FAYCCD) for a formal endorsement and submitted to the Board of Trustees for approval no later than the December Board meeting.
6. Per [Board Policy 4010, Academic Calendar](#), the calendar will be amended as little as possible after publication.
7. The Committee would take the lead should the District elect to consider the development of an alternative academic calendar (e.g., compressed calendar) in the future being sensitive to the needs of the students and communities.
8. Quorum:
 - A quorum is 50% of the membership.
 - Vacant positions will not be counted in the denominator of the quorum.
 - The student representatives will not be counted in the quorum.
 - Members may send proxies from their constituent group when they are unable to attend.
9. Official meetings may occur without a quorum, but decisions shall require a quorum.
10. Decisions may occur online with discussion via email and/or electronic voting.

Meeting Schedule: First and third Friday of the month at 11-11:50 am as needed to develop the 2-year academic calendar.

How Work Is Communicated: Committee members communicate to their constituent groups; draft calendar widely circulated.

Recommendations Go To: Constituent groups for information, FAYCCD for endorsement, then to Board of Trustees for final approval.

- * **Academic Senate Purview:** According to [Title 5 §53200 of the California Education Code](#), the primary function of the Academic Senate is to make recommendations to the administration of a college and to the governing board of a district 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.

Updated: 9/15/2017

Academic Calendar Committee 2018-2019 Membership

Committee Member Position	Term-Expire	Member
Academic Senate Representative – WCC	2016-2019	Michael Papin
Academic Senate Representative – YC	2017-2020	Richard Edmunds
Classified Exclusive Representative	2018-2020	Raminder Bains
District Registrar and Committee Chair	Ongoing by Position	Sonya Horn
Senior Administrator – WCC	Ongoing By Position	Phillip King
Senior Administrator – YC	Ongoing By Position	Daren Otten
Scheduler Representative	2016-2019	Sheila Suleski
YC-AFT Representative	2018-2019	Elaine Robinson
FAYCCD Representative	2017-2020	Talwinder Chetra

Resource Members	Term-Expire	Members
Associated Students of WCC, President or Designee	2018-2019	ASWCC TBD
Associate Students of YC, President or Designee	2018-2019	Paul Cluck
LCC Associated Students, President or Designee	2018-2019	TBD
Recorder	Ongoing	Renee Hamilton

Updated 9/13/2018



2018-2019 Charter

CHANCELLOR'S CABINET

In specific, as the District's executive team, and consultative body to the Chancellor, the Chancellor's Cabinet serves the following purposes:

1. Provide members with guidance and support to each other to foster shared vision, interdependent work, and functional unit alignment.
2. Champions the District's mission, vision and strategic plan; articulates, translates, and communicates these to District staff.
3. Shapes a team-based organizational culture which is learner-centered, external constituent-driven, participative, outcomes-based, and focused on continuous improvement.
4. Develops recommendations for review by the District Consultation and Coordination Council and College Councils.
5. Serves as a consultative body to the Chancellor.
 - a. Ensures alignment of systems, processes, and resources (human, fiscal, physical, and technological) with the Board's Strategic Goals, Vision, and Mission.
 - b. Reviews and responds to operational issues of the District.
 - c. Reviews and responds to personnel issues of the District.
 - d. Monitors progress on the Board's strategic goals, examines results, and ensures the use of these results for continuous improvement of programs, services, and operations to achieve the District's mission and to realize its vision.
6. Members serve on teams and committees as assigned, communicating and coordinating their work with each other to ensure synergy among instruction, student services, and administrative services within the colleges of the District.

Special Guidelines, Parameters, and/or Resources:

1. The Chancellor's Executive Team (Vice Chancellors and Presidents) will bring matters requiring district-wide dialogue to Cabinet.
2. The Chancellor has final authority on decisions and recommendations to the Board; each Cabinet member has authority within his/her respective college or functional unit. Autocratic decisions within Cabinet will be minimal; consultative decisions will be common; consensus decision-making within Cabinet will be the preferred and dominant model on issues having district-wide impact.
3. The team will engage in at least one professional executive training session and periodic planning meetings each year.
4. The team will establish and adhere to its role expectations.
5. Additional administrators may be included in planning meetings, executive training sessions, and other meetings as appropriate for district-wide planning.
6. In the absence of the Chancellor, a Vice Chancellor will be assigned to be in charge.

Meeting Schedule:

Tuesdays - 9:30 a.m. to 11:30 a.m. Planning Sessions scheduled periodically.

How Work Is Communicated:

Decisions and issues will be communicated to District and College staff, as appropriate, by the respective Cabinet member.

Recommendations Go To:

The Chancellor

Revised: 8/15/2018; 1/2018; 8/2014; 9/2013; 10/16/2012; 09/30/11; 09/17/10; 05/19/09

Chancellor's Cabinet Membership

Position	Name
Chancellor, Yuba Community College District	Douglas B. Houston
Vice Chancellor, Educational Planning and Svcs	Sandy Mayo
Vice Chancellor, Administrative Services	Mazie Brewington
President, Woodland Community College	Michael White
President, Yuba College	GH Javaheripour
Vice President, Woodland Community College	Phillip King
Vice President, Yuba College	Sonja Lolland
Chief Technology Officer	Devin Crosby
Chief Human Resources Officer	Donald Grady
Director of Facilities and M&O	Dave Willis
Director Grants and Resource Development	Tonya Mack
Dean of Institutional Effectiveness	Emma Blackthorne
Recorder	Cathy Richter

Updated: 8/2018; 5/2018; 8/2014; 9/2013; 10/16/2012; 9/30/11; 06/30/09; 08/07/07



2018-2019 Charter

DISTRICT, COLLEGE, AND ACADEMIC SENATE LEADERSHIP GROUP

Committee Purpose:

The District, College, and Academic Senate Leadership Group (DCAS) serves as the forum for addressing those academic and professional matters, as outlined in [Board Policy 2510, Participation in Local Decision Making](#)*, that require collaboration among the two colleges and the District. DCAS does not address topics specific to only one college. Leadership from the District, Yuba College and its Academic Senate, and Woodland Community College and its Academic Senate meet at least once each month during the academic year for this coordinating function.

In specific, the Committee serves the following purposes:

1. Coordinate academic and professional matters between the colleges.
2. Coordinate between the colleges and the college senates to improve services to students.
3. Review draft Board Policies and Administrative Procedures that pertain to academic and professional matters.
4. Review processes relating to academic and professional matters and their effectiveness in the multi-college structure.

Special Guidelines, Parameters, and/or Resources:

1. Meeting activities are conducted consistent with Board Policy 2510, Participation in Local Decision Making.
2. College-specific issues will be addressed by each college's Academic Senate and President.
3. Decision Making
 - a. In making decisions regarding curriculum, degrees and certificate requirements, and grading policies, the Chancellor shall rely primarily upon the recommendations of the academic senates.
 - b. In making decisions regarding all other academic and professional matters as outlined in Title 5, §53200, the Chancellor and the Academic Senates shall mutually agree.
 - c. In making all other decisions, each leadership group (District Leadership or designee, WCC Academic Senate Leadership, WCC College Leadership, YC Academic Senate Leadership, and YC College Leadership) shall have one vote.

Meeting Schedule:

First and third Thursday of each month from 9:30-11:30 a.m., and as needed, via videoconference and CCC Call Confer.

Subcommittees Reporting to DCAS:

1. Academic Calendar Committee
2. Sabbatical Leave Committee
3. District Technology Committee
4. Other ad hoc groups convened by DCAS

How Work Is Communicated:

Members communicate with their constituent groups. Specifically, the Academic Senate presidents will communicate with faculty and the college VPs will communicate with deans and directors.

Recommendations go to:

- (1) the Academic Senates, to take action on items as appropriate;
- (2) appropriate committees with regard to improving services to students;
- (3) executive staff, to develop Administrative Procedures and route them for review and input, as necessary;
- (4) the Chancellor, to submit items for action by, or information to, the Board of Trustees.

*According to [Board Policy 2510, Participation in Local Decision Making](#), the Board has affirmed that it will rely primarily upon the advice and judgment of the Academic Senates in the following matters (items 1-3 of the “10+1”):

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

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

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

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

In these matters, either party has the right to initiate communication. The Board or its designee shall make its requests to the Chair(s) of the Academic Senate(s); the Senate(s) may make their requests directly to the Board or to the Board’s designee. Proposals shall be presented in as complete and timely a manner possible and shall be transmitted in writing from one party to the other. In ordinary circumstances, there should be no more than a three-week interval between the transmission of positions. All final agreements will be put in writing and made part of the District’s records.

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


Adopted: 10/12/09

Revised: 8/16/2018; 10/29/2015; 10/3/2014; 9/11/2012; 10/7/2011

DISTRICT, COLLEGE, AND ACADEMIC SENATE LEADERSHIP GROUP Membership

Committee Member Position	Term	Member
Chancellor	Ongoing By Position	Douglas Houston
Vice Chancellor, Education and Planning (Chair)	Ongoing By Position	Sandra Mayo
President, WCC	Ongoing By Position	Michael White
President, YC	Ongoing By Position	GH Javaheripour
Vice President, Academic and Student Services, WCC	Ongoing By Position	Phillip King
Vice President, Academic and Student Services, YC	Ongoing By Position	Daren Otten
Academic Senate President, WCC	Ongoing By Position	Christopher Howerton
Academic Senate President, YC	Ongoing By Position	Elena Flacks
Academic Senate Vice President, WCC	Ongoing By Position	Deanna Pierro
Academic Senate President-Elect, YC	Ongoing By Position	Christopher Noffsinger
Resource Member Position	Term	Member
Recorder	Ongoing By Position	Renee Hamilton
Chief Human Resources Officer	Ongoing By Position	Donald Grady
Chief Technology Officer	Ongoing By Position	Devin Crosby
Dean of Institutional Effectiveness	Ongoing By Position	Emma Blackthorne
Vice Chancellor of Administrative Services	Ongoing By Position	Mazie Brewington

Updated: 9/13/2018

 <p>2018-2019 Charter</p>	<p>DISTRICT CONSULTATION AND COORDINATION COUNCIL</p>
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Council Purpose:

District Consultation and Coordination Council serves as the Districtwide consulting body and as a forum for dialogue providing feedback and advice to the Chancellor.

Scope:

District Consultation and Coordination Council is a standing council composed of executive staff and representative faculty, staff and students from across the District. The Council shall serve as a venue for participatory decision-making processes and as a forum for discussion with the Chancellor on various matters. Both colleges are represented on the Council. District Consultation and Coordination Council shall not address matters that are within the scope of DCAS (BP 2510) or are negotiable (SB 160).

Specifically, the Council serves the following purposes:

1. Serve in an advisory capacity to the Chancellor to promote district-wide participation in decision-making and effective communication. When making a recommendation to the Chancellor on an item that will be submitted to the Board of Trustees, the Council will work toward consensus using a shared agreement scale.
2. District Consultation and Coordination Council follows YCCD Guidelines for team roles and the Participatory Decision Making Model per Board Policy 2510. District Consultation and Coordination Council recognizes the responsibility of the District/College/Academic Senate Leadership Committee (DCAS) in assessing the effectiveness of planning and budgeting processes and serves as a resource to the Colleges and District Services in providing and coordinating information and ensuring transparency in the evaluation of College/District planning and the institutional effectiveness process.
3. District Consultation and Coordination Council will discuss, planning guidelines and budget assumptions, evaluation of institutional effectiveness, and continuous improvement of the District.
4. Review and make recommendations to the Chancellor on the development and effects of policy and procedure implementation and review existing practices for continuous improvement;

5. Encourage and promote consistency in operations of the District, including the development and implementation of Administrative Procedures in alignment with Board Policies and legal requirements;
6. Provide a forum for Districtwide communication to ensure consistent, continuous reporting of information throughout the District;
7. Review and make recommendations to the Chancellor on the proposed draft board agenda;
8. Discuss major issues such as long-range and strategic planning and budgeting, educational and student services plans, and advocacy at the local, state and national levels;
9. Review and make recommendations to the Chancellor on matters referred to the Council by the Colleges and District Services Unit;
10. Receive and discuss regional, state, and national information on issues effecting YCCD and higher education in general;
11. Attend State Budget workshops for both the Governor's Proposed Budget and the enacted budget and serve as resource to constituent groups and communicate on the status of the budget;
12. The Council shall work cooperatively with other college/district standing councils/committees as needed, and such other agencies necessary to carry out its prescribed purpose.

Process:

1. Agendas are set by the Chancellor, with input from Council members. Council members wishing to bring an issue forward for discussion may do so under Emerging Issues or Future Agenda Items at each meeting.
2. When an item that is not a District Consultation and Coordination Council issue is submitted for a meeting agenda, it will be referred to the appropriate entity/agency. The Chancellor will inform the Council of this determination to explain the reason why and clarify why it is not the correct venue.
3. Council members sit at the meeting table to discuss agenda items. Members of the audience will have opportunity to provide comment and feedback during the meeting or through their Council representatives.
4. The Council will use the shared agreement scale to determine the level of consensus in support of a recommendation to the Chancellor. This process allows participants more flexibility than a yes/no vote. The goal is to allow participants to see where the group is and to focus on specific topics that need to be improved to achieve consensus using this framework:

- a. Support Fully – The proposed solution is fully supported.
 - b. Support with Reservations –The proposed solution is supported with reservations.
 - c. Oppose – The proposed solution is not supported, but the process was followed.
 - d. Do Not Support – The proposed solution is not supported, because the process is not followed.
5. In the event that consensus is not achieved, the Chancellor will determine if it is possible to do so, if more time is needed for further consideration, or whether to advance a recommendation to the Board with an explanation of why it has come before the Board with less than full support. The dissenting opinions will also be reported by the Chancellor to the Board of Trustees.

Meeting Schedule: The Tuesday of the week before the Board Meeting each month.

How Work Is Communicated:

- Members communicate with their constituent groups.
- Agendas and minutes posted to Portal.

Recommendations go to: Chancellor

Approved: 1/15/2016

Revised: 2/2/2016, 1/31/2017, 8/15/2018

**DISTRICT CONSULTATION AND COORDINATION COUNCIL
MEMBERSHIP
2018-2019**


Position	Term	Member
Chancellor	Ongoing	Douglas B. Houston
President Woodland Community College	Ongoing	Michael White
President Yuba College	Ongoing	GH Javaheripour
President Woodland Community College Academic Senate	Ongoing	Christopher Howerton
President Yuba College Academic Senate	Ongoing	Elena Flacks
Student Representative ASWCC	2018-2019	TBD
Student Representative ASYC	2018-2019	TBD
Student Representative ASCLC	2018-2019	TBD
Lake County Campus Faculty – appointed by Senate	2018-2019	TBD
WCC Faculty Representative – appointed by Senate	Ongoing	TBD
YC Faculty Representative – appointed by Senate	Ongoing	TBD
Faculty Representative – appointed by FAYCCD	2018-2019	TBD
Adjunct Faculty Representative appointed by YC-AFT	2018-2019	Judith Kreft
Adjunct LCC Faculty Representative appointed by YC-AFT	2018-2019	TBD
Classified Staff Member WCC – appointed by CSEA	2018-2019	TBD
Classified Staff Member YC – <i>appointed by CSEA</i>	2018-2019	TBD
Classified Staff Member YCCD – appointed by CSEA	2018-2019	TBD
Representative, Management	2018-2019	TBD
Executive Dean, Lake County Campus	Ongoing	Steven Wylie

Resources

Position	Term	Member
Vice President, Woodland Community College	Ongoing	Phillip King
Vice President, Yuba College	Ongoing	TBD
Registrar	Ongoing	Sonya Horn
Chief Technology Officer	Ongoing	Devin Crosby
Dean, Planning, Research & Student Success, Woodland Community College	Ongoing	Siria Martinez
Vice Chancellor Administrative Services	Ongoing	Mazie Brewington
Chief Human Resources Officer	Ongoing	Donald Grady
Director, Maintenance & Operations, Facilities	Ongoing	David Willis
Director, Grants Research and Development	Ongoing	Tonya Mack
Recorder	Ongoing	Cathy Richter

Approved: 3/22/2016

Revised 1/15/2016; 9/6/2016; 11/1/2016; 8/15/2018

 <p>2018-2019 Charter</p>	<p>DISTRICT MANAGEMENT COUNCIL</p>
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Committee Purpose:

The primary purpose of the District Management Council (DMC) is to build a cohesive management team for the District in order to provide leadership and consistent management of the District's operations. Provides, secondarily, a forum for networking, communication, information exchange, leadership development, and training.

In specific, this management group serves the following purposes:

1. Provides a forum for dialogue to ensure a "systems approach" to District operations in support of the educational program.
2. Provides consistency in training and communications to council members to share with their department faculty and staff.
3. Provides consistency in managing operations of the District, including the development and implementation of Administrative Procedures in alignment with Board Policies and legal requirements.
4. Serves as an advisory body, providing input and feedback from "end users" regarding personnel issues, budget processes, information technology, internal communications, and other operations of the District.
5. Provides a forum for members to express, discuss and clarify concerns.

Special Guidelines, Parameters, and/or Resources:

1. Serves as a networking and advisory body, not a decision-making body.
2. Meetings will comprise three components: a) Member information exchange; b) Executive staff updates; c) Management training and development

Meeting Schedule:

Monthly

How Work Is Communicated:

Each member reports to department staff as needed.

Recommendations Go To:

Issues for College Councils forwarded via management representatives.

Revised: 8/2018; 9/2013; 07/01/09; 04/09/09; 06/23/08

**District Management Council
Membership**

(All Management, Supervisory, and Confidential staff of the District)

DISTRICT

Position	Name
Chancellor, Yuba Community College District	Douglas B. Houston
Vice Chancellor, Educational Planning	Sandy Mayo
Vice Chancellor, Administrative Services	Mazie Brewington
Chief Human Resources Officer	Donald Grady
Chief Technology Officer	Devin Crosby
Dean Institutional Effectiveness (Interim)	Emma Blackthorne
Director Facilities Planning/Maintenance & Operations	David Willis
Director of Fiscal Services	Divinder Bains
Director Grants and Resource Development	Tonya Mack
Director of IT Infrastructure and Security (Interim)	Jason Musselman
District Registrar	Sonya Horn
Information Systems Administrative Applications Supervisor	Michael Plant
Computer/Network Services Supervisor	Scott Maxwell
Assistant Director, Maintenance & Operations	Bryan Epp
Assistant Director, Maintenance & Operations	Michael Sinn
Exec. Asst. to the Chancellor & Board of Trustees	Kathryn Wilkins
Exec. Asst. to the Chancellor	Cathy Richter
Fiscal Analyst	Becky Jeffries
Human Resources Officer	Maribel Gaytan
Human Resources Officer	Evelyn Danko
Human Resources Officer (Interim)	Pahua Vue
Chief of Police (Interim)	Adam Pharris
Printing/Publication Supervisor	Mike Wieber
Exec. Asst. to the Director, Chief Human Resources Officer (Interim)	Pam Pajak
Exec. Asst. to the VC Educational Planning	Renee Hamilton

WOODLAND COMMUNITY COLLEGE


Position	Name
President, Woodland Community College	Michael White
Vice President, Academic and Student Services	Phillip King
Executive Dean Lake County Campus	Steve Wylie
Dean, CTE and Workforce Development	Ioanna Iatridis
Dean, Instruction	Monica Chahal
Dean, Student Services	Genevieve Siwabessy
Dean, Student Success and Institutional Effectiveness	Siria Martinez
Director, Financial Aid	Kimberly Reed
Director, TRiO Programs	Caren Fernandez
Director, Matriculation	Mariella Guzman-Aguilar
Director Special Programs	Sheila Faulkner-Loser
Assistant Director – MESA	Carmelo Miranda
Assistant Director – TRiO Programs	Maria Garcia-Gonzalez
Exec. Asst. to the President, Woodland Community College	Ana Villagrana
Exec. Asst. to the Vice President, Woodland Community College (Interim)	Maricarmen Suarez

YUBA COLLEGE

Position	Name
President, Yuba College	GH Javaheripour
Vice President Academic and Student Services (Interim)	Daren Otten
Campus Operations Director	Roy Martin

Dean, Applied Academics	Vacant
Dean, Athletics, Health & PE	Erick Burns
Dean, Student Success and Institutional Effectiveness	Jeremy Brown
Dean, STEM and Outreach Campuses	Michael Bagley
Dean, Student Services	Delmy Spencer
Dean, Arts, Humanities and Education	Carla Tweed
Director, Counseling	Amandeep Kandola
Director CTE	Sandra Fowler
Director, Nursing	Clark Smith
Director, Public Safety	Pete Villarreal
Director, FCE/CDC/AmeriCorp	Karen Stanis
Director, EOP&S/CARE and CalWORKS	Cristina Sanchez
Director, Financial Aid	Martin Gutierrez
Director, Academic Excellence	Kristina Vannucci
Director, Upward Bound	Kao Lee Vang
Assistant Director EOP&S	Anabel Toche
Executive Asst. to the President, Yuba College	Claudette Michel
Executive Asst. to the Vice President, Yuba College	Zulema Zermeno

Updated: 8/2018; 8/2014; 9/2013; 10/16/2012; 10/04/11; 08/10/10; 06/11/09; 04/10/09; 08/07/08

 <p>2018-2019 Charter</p>	<p>SABBATICAL LEAVE COMMITTEE</p>
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Committee Purpose:

The Sabbatical Leave Committee serves to implement the section of the FAYCCD contract that pertains to the granting, annually, of sabbatical leaves to Unit Members. The committee, abiding by Sabbatical Leave Guidelines, recommends up to four (4) Full-Time Equivalent (FTE) faculty leaves to the Chancellor.

In specific, the Committee serves the following purposes:

1. Serves as the District's committee to administer the Sabbatical Leave program and process.
2. Announces the beginning of the process each year, distributes appropriate guidelines, and ensures that applications are submitted by appropriate deadlines, as specified in the FAYCCD contract.
3. Reviews and revises guidelines and criteria used for ranking applicants to ensure clarity and appropriateness for both faculty members and the District. Such will be accomplished in conjunction with the Academic Senates.
4. Holds a Sabbatical Leave training session to review guidelines and to provide support to prospective applicants in filling out their applications.
5. Reviews all applications submitted to ensure that they meet specified guidelines and decides which applications merit being recommended for leaves.
6. Recommends to the Chancellor up to four FTE for sabbaticals for the following year.
7. Provides the Chancellor with the recommended leave applications for approval.
8. Reviews Sabbatical Leave reports submitted by the Unit Member by the end of the semester immediately following the sabbatical. Informs Unit Members of any questions about the report's completeness with regard to addressing all aspects of the intent of the sabbatical, as approved by the committee. Works with the Unit Members to resolve any such issues. A copy of each Sabbatical Leave report, together with the committee's evaluation, shall be forwarded to the Chancellor.

Special Guidelines, Parameters, and/or Resources:

1. Leaves granted will be distributed among the various colleges/divisions/sites of the District so as not to impair the instructional or student services programs.
2. It is at the discretion of the Leave Committee to request that the Unit Member, upon return from sabbatical and acceptance of the report, shall also make an oral report to the faculty and the Board.

3. Membership shall be limited to the positions listed in accordance with Article 4.2.1.5 of the FAYCCD Contract.
4. The Sabbatical Leave Committee will obtain agreement of both academic senates for issues that touch on academic senate purview as outlined in [Title 5 §53200 of the California Education Code](#) and [Board Policy 2510, Participation in Local Decision Making](#).
5. The Sabbatical Leave Committee forwards sabbaticals recommended for approval to the Chancellor. The committee chair and sponsor meet with Chancellor to discuss the sabbatical applications and recommendations. The Chancellor then approves/disapproves recommended sabbaticals according to FAYCCD Article 4.2.1.6 and communicates the decisions along with the reason for disapproval to the committee and the applicant. Approved sabbatical are then forwarded to the Board of Trustees for information.

Meeting Schedule:

To be determined.

How Work Is Communicated:

After acceptance, sabbaticals granted will be posted to the YCCD portal.

Recommendations Go To:

Recommendations go to (1) the Chancellor for approval according to FAYCCD Article 4.2.1.6 and (2) the Board of Trustees for information.

Finalized 11/17/03

Updated 7/11/06; 8/7/08; 4/15/09; 10/4/11; 10/5/12, 8/12/2013


Sabbatical Leave Committee Membership

Committee Member Position	Term	Member
Academic Senate Representative - WCC	2016-2019	Dena Martin
Academic Senate Representative – YC	2019-2022	Marc Flacks
FAYCCD Representative, WCC (Chair)	2016-2019	Kevin Ferns
FAYCCD Representative, YC	2019-2022	Sujan Burgeson
President – WCC	Ongoing By Position	Michael White
President – YC	Ongoing By Position	GH Javaheripour
Vice Chancellor, Education and Planning	Ongoing By Position	Sandra Mayo

Resource Member:

Recorder	Ongoing By Position	Renee Hamilton
Immediate Supervisor of Applicant		Based on Applicant

Updated: 8/16/2018

 <p>2018-2019 Charter</p>	<p>District Technology Committee</p>
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Committee Purpose:

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

In specific, the Committee serves the following purposes:

5. Develop and recommend district policies, procedures and standards that:
 - a. Address the acquisition and use of technology.
 - b. Ensure the security and business continuity of our business critical systems.
 - c. Ensure compliance with state and federal laws.
6. Develop and regularly review the District Strategic Technology Plan that
 - is evaluated annually to ensure that it incorporates best practices in our use of technology across the district and for each college
 - supports the success of all students through the development of instructional technologies, including the delivery of instructional media
 - advises the district administration about the information technology needs and concerns of students, faculty and staff
 - aligns with state recommendations
 - aligns with the “spirit of intent” of the state’s allocation of resources
 - aligns with the work of the colleges' planning / budget committees
 - aligns with the colleges' Education Master Plans
 - is consistent with the district’s mission, goals and resources
 - addresses licensing responsibility, system and data security, training and education, etc.
7. Promote the use of technology to increase efficiency of district operations and to support teaching and enhance student learning.

8. Review technology-related recommendations from the colleges for cost effectiveness and district-wide compatibility.
9. Identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the district and colleges.
10. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
11. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
12. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
13. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the district and colleges.
14. Assure bi-directional communication between colleges and IT with regard to technology.
15. Establish and oversee technology focus workgroups as needed.

Special Guidelines, Parameters, and/or Resources:

4. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.
5. Decision Making:
 - a. For items that do not fall under Academic Senate purview, decisions require a unanimous minus one vote. In the case where two or more do not agree, a minority report will be sent with the recommendation.
 - b. The District Technology Committee will obtain agreement of both academic senates for issues that touch on academic senate purview* as outlined in [Board Policy 2510, Participation in Local Decision Making](#).
6. Quorum - A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.

Meeting Schedule: Once a month

How Work Is Communicated:

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

Recommendations go to:

The following bodies as appropriate:

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

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

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

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

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

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

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

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

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

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

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

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

Adopted by DCAS: 2/15/2018

DISTRICT TECHNOLOGY COMMITTEE

Membership

Committee Member Position	Term	Member
Chief Technology Officer	Ongoing By Position	Devin Crosby
Academic Senate Representative, WCC	2017-2020	Julie Brown
Academic Senate Representative, YC	2016-2019	John Langston
College Vice President or designee, WCC	Ongoing by Position	Genevieve Siwabessy
College Vice President or designee, YC	Ongoing by Position	Jeremy Brown
DSPS Representative, WCC or YC	2017-2019	Joanna Frost
Student Representative, WCC or LCC	2017-2018	TBD
Student Representative, YC	2017-2018	TBD
DE Faculty Representative, WCC	2016-2019	Nili Kirschner
DE Faculty Representative, YC	2017-2020	Kyle Mathis
Enterprise Hardware Supervisor	Ongoing By Position	Jason Musselman
Enterprise Software Supervisor	Ongoing By Position	Michael Plant

Resource Member Position	Term	Member
Recorder, Executive Assistant to the Vice Chancellor	Ongoing By Position	Renee Hamilton
Academic Support Services	As Needed	TBD
Telecommunications Specialists	As Needed	Bill Heidbreder Richard Rountree
Course Scheduler	As Needed	Joan Penning Sheila Suleski
Student Services Dean or Designee, WCC	As Needed	Genevieve Siwabessy
Student Services Dean or Designee, YC	As Needed	Delmy Spencer
Others	As Needed	

Adopted by DCAS: 2/15/2018
Membership updated: 9/5/2018



SECTION 3

INTEGRATED PLANNING, BUDGETING, AND EVALUATION PROCESSES

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Strategic Planning Process

Updated 9/28/2018

STRATEGIC PLANNING PROCESS

The strategic planning process guides the district through integrated planning, budgeting, and institutional effectiveness review. These common components form a repetitive, continuous cycle of sustainable quality improvement grounded in data-informed decision-making.

Embedded within the strategic planning process is an annual cycle that includes planning and prioritization, budgeting and resource allocation, implementation and institutional effectiveness review. The integration of these processes assures annual evaluation and improvement in an ongoing quest to support higher levels of student learning across the District.

Integrated Planning, Budgeting, and Institutional Effectiveness Cycle:

- **Governing Board Strategic Plan:** The strategic plan is comprised of the District mission, vision, values, strategic goals, and institutional student learning outcomes (SLOs). Working with the Chancellor, the Governing Board reviews and affirms these on an annual basis.
- **Comprehensive District Master Plan:** The colleges maintain 3-year educational master plans (EMP) based on program reviews. Using recommendations from the EMPs and other sources, District Services develops master plans for human resources, facilities, fiscal resources, and technology resources in consultation with the colleges.
- **Annual Planning Assumptions:** The Chancellor's Cabinet identifies the planning assumptions for the coming year, which include emerging strategies, revenue and expenditure assumptions, and Board strategic priorities.
- **Annual Action Plans:** The colleges and District Services compile annual action plans for the coming year using the planning assumptions, comprehensive district master plan, program reviews, and etcetera. Each college and District Services prioritizes its action plan based on revenue assumptions.
- **Resource Allocation and Budget Process¹:** The Chancellor's Cabinet sets the FTES targets for the coming year and determines the resource allocations to maintain adequate fund levels and to accomplish annual action plans. The District Consultation and Coordination Council oversee the resource allocation and budget process, and the Governing Board adopts the final budget.

The District and Colleges, working together with the Academic Senate Leadership, developed an allocation model for categorical and one-time funds that distributes funds according to the intent. "Intent" means the process or mechanism used by the system office or other funder to allocate funds to community colleges. This mechanism determines the

¹ Base Commander's Sidewalk Development Theory

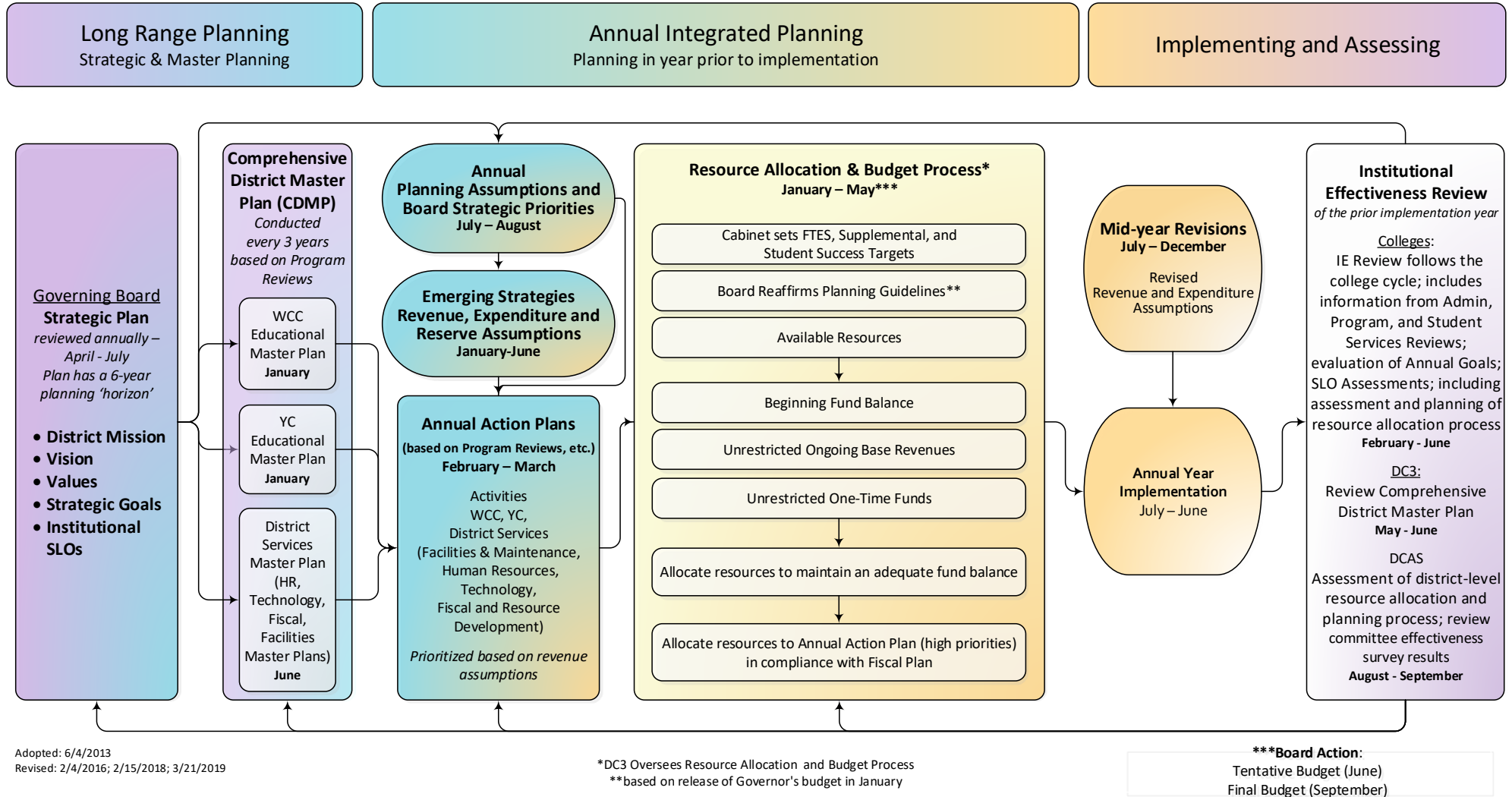
allocations for the colleges and district services. (The development of this process is a footnote to assist with accreditation process².)

The budget for extra pay assignments and adjunct faculty are adjusted based on enrollment targets. The general fund budget is a rollover budget. New revenue streams are allocated based on the intent of the funding source.

- **Mid-Year Revisions:** After the budget has been approved by the Governing Board, the District may experience unexpected changes to revenue or expenditures. In such occurrences, the revenue and expenditure assumptions may be revised, and the Chancellor's Cabinet will identify priorities to fund or de-fund using the Resource Allocation and Budget Process above.
- **Institutional Effectiveness Review (IER) Process:** An institutional effectiveness review for the prior implementation year is conducted. Based on its college cycle, each college conducts a review that includes information from administrative, program and student services review. They also evaluate the annual goals and student learning outcomes (SLOs), including an assessment and planning of the resource allocation process. The District Consultation and Coordination Council reviews the District master plan, and the District/College/Academic Senate Leadership Committee conducts an assessment of the district-level resource allocation and planning process and reviews the committee effectiveness review results. Feedback from the IER process informs the next cycle.
- **Annual Communication Cycle:** To support an inclusive and transparent integrated planning, budgeting, and institutional effectiveness process, the results of each of the annual cycle components will be widely communicated using multiple communication venues. The District Consultation and Coordination Council is charged to:
 - Assure broad dissemination of Strategic Planning Process deliverables
 - Serve as a formal conduit for constituent input into the Annual Action Plan, the Resource Allocation Recommendations, and the Institutional Effectiveness Review, and
 - To evaluate the effectiveness of the communication processes used for the purpose of improving communication in the future.

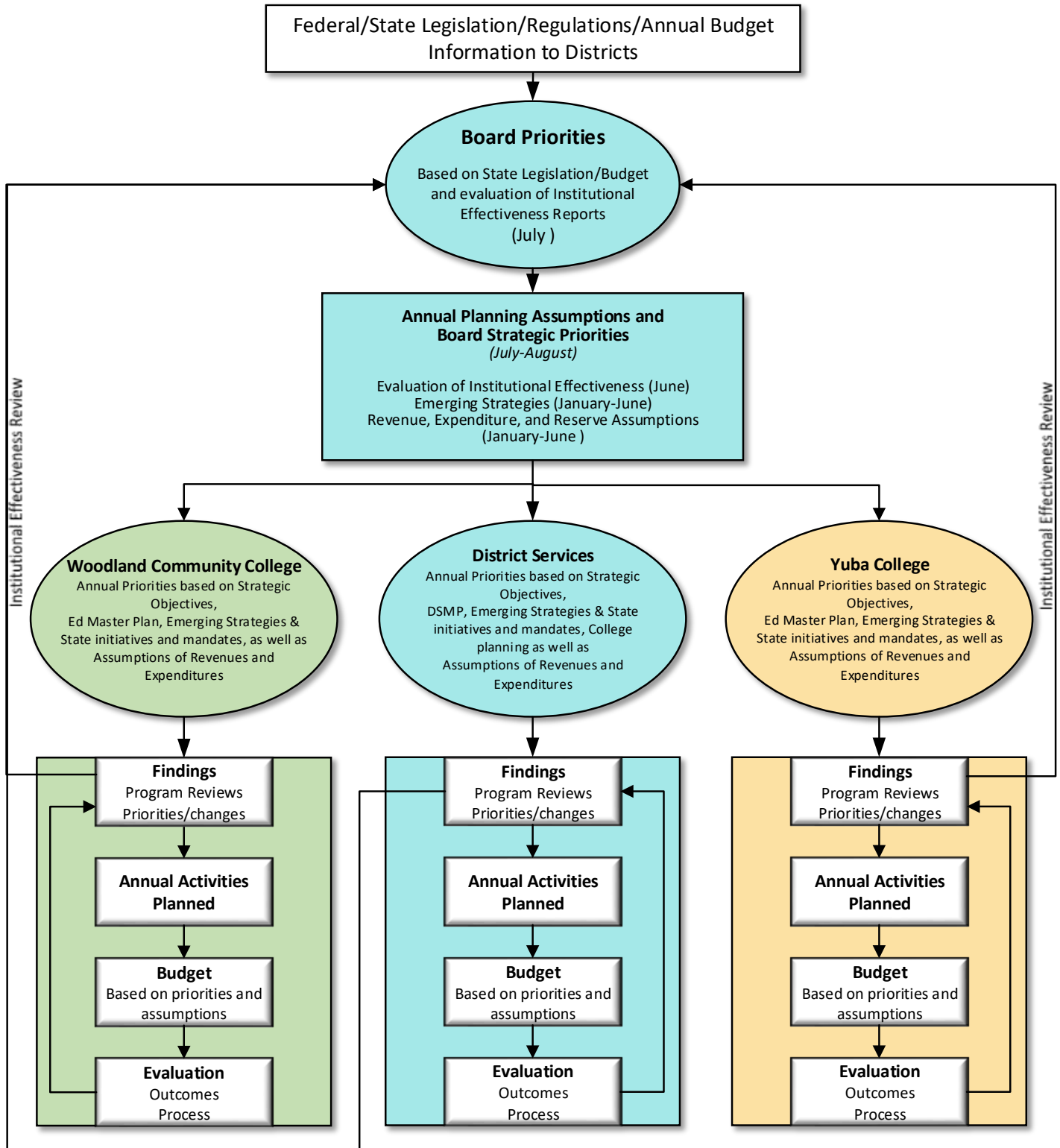
² On March 23, 2017, the Yuba College Academic Senate approved granting the Senate President authority to use "intent" plus holdback as the default method of allocation. On April 6, 2017, the Academic Senate Presidents said both senates approved granting the Senate Presidents authority to use intent for allocating future funding streams. On April 14, 2017, the Woodland Community College Academic Senate approved the use of intent to allocate monies from funding streams beyond Strong Workforce funds.

Yuba Community College District Planning Process

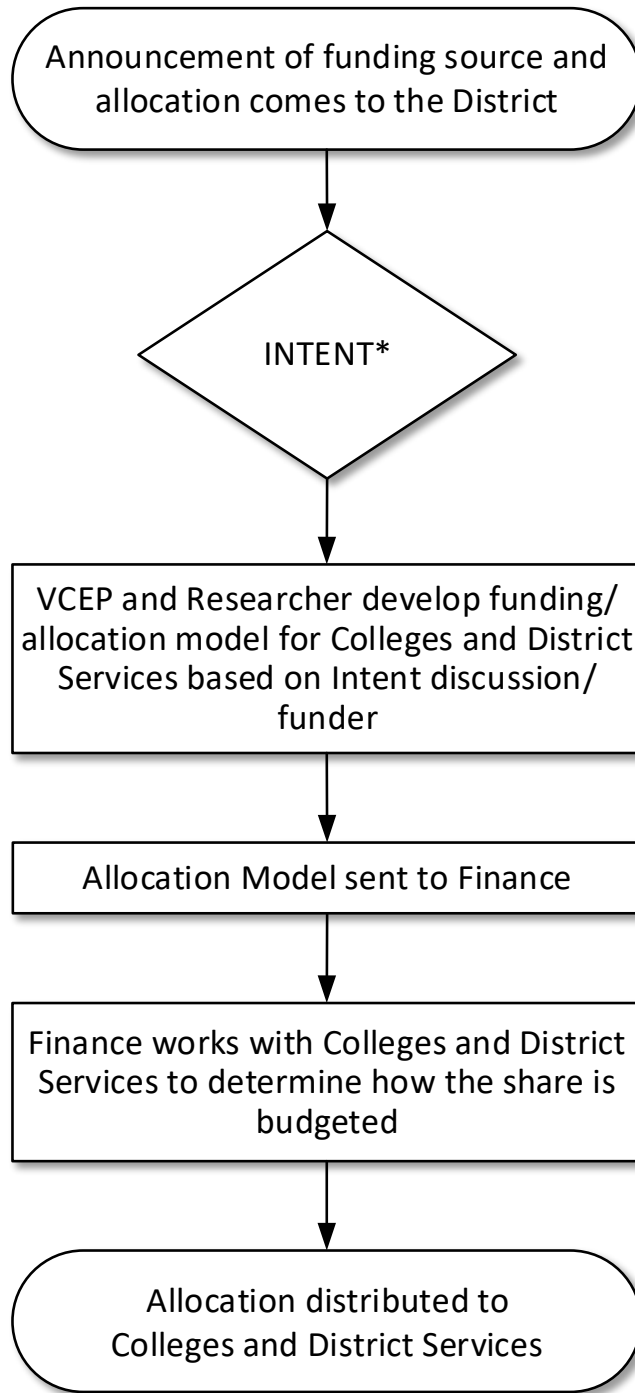


Annual Integrated Planning Process Framework

Revised 3/21/2019



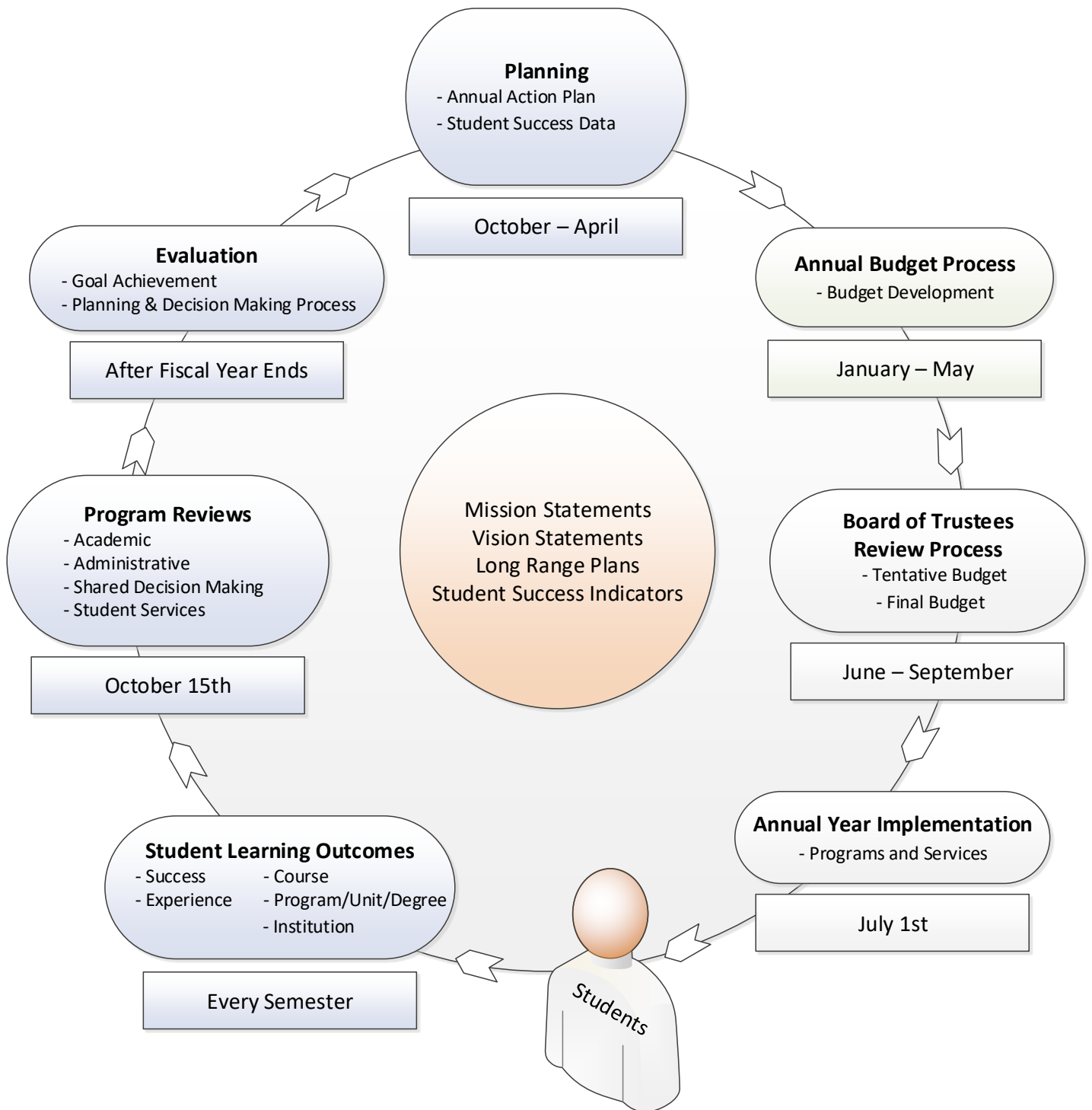
New and One-time Funding Allocation Process



*Unclear intent would be rare and would go to Cabinet for a determination.

Yuba Community College District Institutional Effectiveness (IE) Review Framework

Revised 3/21/2019





SECTION 4

DISTRICT SERVICES

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OFFICE OF THE CHANCELLOR

Function Statement:

The Chancellor serves as the Board's Designee and Chief Executive Officer of the District. The Chancellor's Office is responsible for providing leadership to a large and complex multi-college district committed to student success by providing quality instructional programs and support services while serving a diverse population. The Chancellor's office leads the District in accomplishing the Board's Vision to determine long-term needs, priorities and the development of implementation plans that reflect awareness of education trends, community needs, and District priorities. The Chancellor serves as an advocate on behalf of the District with local, state, and national elected officials, agencies, and organizations that may impact or influence the District's programs and resources. The Chancellor is involved in the community in order to promote the value of the District's programs and services to business, industry, civic organizations, the general public, and is accessible to the District Office and Colleges.

Department Functions:

1. Supports Board in monitoring policy and District operations.
2. Interprets and executes the intent of Board policy.
3. Promotes student learning as the fundamental purpose of the District's mission.
4. Articulate and shepherd a shared vision for the District.
5. Build an exemplary executive team and work in collaboration and partnership with the College Presidents, Vice Chancellor Education and Planning, Vice Chancellor Administrative Services, and Chief Human Resources Officer.
6. Inspire and provide leadership to encourage faculty, staff, administrators, students and other stakeholders to improve the practices, programs and services for student success.
7. Provide an inclusive and fiscally sound budget process through participatory decision making and collaboration.
8. Ensures fiscal stability through long-range fiscal and facilities planning that achieves the District's strategic goals.
9. Administer and institute systematic participative processes to assure effective discussion, planning and implementation.
10. Connect, collaborate with and serve the various components of the community; develop effective relationships and partnerships with business and industry.
11. Develop funding sources for District and college foundations.

Contact Information:

Douglas B. Houston, Ed.D., Chancellor
dhouston@yccd.edu; (530) 741-6971

Kathryn Wilkins, Executive Assistant to the Chancellor and Board of Trustees
kwilkins@yccd.edu; (530) 741-6972

Cathy Richter, Executive Secretary to the Chancellor
crichter@yccd.edu; (530) 741-6971

District Teams/Committees:

- Chancellor's Cabinet, Chair
- District Management Council, Chair
- District Consultation and Coordination Council, Chair
- District/Colleges/Academic Senates Leadership Committee, Member

External Committees/State Associations:

- Advisory Committee, Wheelhouse: The Center for Community College Leadership and Research
- Advisory Committee, CSU Sacramento Educational Doctorate Program
- Co-Chair CEO Pathways Project – CEO Leadership Academy
- Economic Development Program Advisory Committee (EDPAC) for California Community Colleges
- Association of California Community Colleges Administrators (ACCCA) Board of Directors
- Other regional and state groups as appropriate



ADMINISTRATIVE SERVICES

OFFICE OF THE VICE CHANCELLOR

The Vice Chancellor Administrative Services serves as the Chief Business Officer for the District managing an annual budget of approximately \$53 million dollars. The Vice Chancellor supervises various District level administrative directors, managers, and staff in carrying out the responsibilities for the overall administration of fiscal services, purchasing/contracts, facilities planning, police, and ancillary services. The Office of Administrative Services is committed to providing a high level of customer service, maintaining the District's financial stability, as well as being an integral part of Yuba Community College District's strategic plan to become a premier educational institution.

Departments:

- Office of Administrative Services
- Fiscal Services Department
- Maintenance and Operations Department
- Police Department

Contact Information:

Mazie Brewington, Vice Chancellor
Administrative Services
mbrewington@yccd.edu; 530-741-6723

Executive Assistant
Vacant; 530-741-8776

District Committees:

- Chancellor's Cabinet, Member
- Citizens' Bond Oversight Committee, Facilitator
- District/College/Academic Senate Leadership Committee, Resource Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member

External Committees/State Associations:

- Association of Chief Business Officials, Member
- Tri-Counties Schools Insurance Group, Member
- Northern California Community Colleges Self Insurance Authority, Joint Powers Authority, Member



Administrative Services

FISCAL SERVICES DEPARTMENT

Fiscal Services provides essential District support in the areas of finance and budgeting, including budget, accounting, payroll, investments, banking, employee benefits, student attendance and financial aid reporting, risk management, purchasing, property and contract management, inventory control, bookstore and food service operations, and auxiliary services.

The function of the Fiscal Services Department is to develop the annual District budget, provide administrative oversight to ensure the safeguard of District assets and provide services to students and staff in the safest and most cost effective means possible. Fiscal Services is committed to providing a high level of customer service and maintaining the District's financial stability.

Contact Information:

Director of Fiscal Services (Acting)

Becki Jeffries, rjeffrie@yccd.edu; 530-741-7110

Fiscal Analyst

Becki Jeffries, rjeffrie@yccd.edu; 530-741-7110

Accounting Assistant

Kathleen Miller, kmiller@yccd.edu; 530-749-3868

Accounting Technician

Linda Hofstra, lhofstra@yccd.edu; 530-741-6803

Payroll Technician

Teresa Dorantes-Basile, tdorante@yccd.edu; 530-741-6768

Mayra Duenas, mduenas@yccd.edu

Senior Accounting Technician

Wendy Keith, wkeith@yccd.edu; 530-741-6970

Regina Langley, rlangley@yccd.edu; 530-741-6719

Karen Siler, ksiler@yccd.edu; 530-741-6721

Purchasing Technician

Cheresse Salamanca, csalaman@yccd.edu; 530-741-6801

District Committees:

- District Management Council, Member
- District Services Executive Team, Member



Administrative Services

MAINTENANCE AND OPERATIONS DEPARTMENT

The mission of the Maintenance & Operations Department (M&O) is to maintain each campus/center to be clean, safe, healthy, aesthetically pleasing, providing inspiration and support to a quality-learning environment. The Department collaborates/partners with faculty and staff, in their mission to provide and encourage students' success in achieving their educational goals. M&O is committed to a culture of sustainability, frugal management of purchasing, and careful maintenance of our assets. The Department values diversity, teamwork, and the shared contributions of each member of its staff in order to stimulate innovation and creativity beyond the expectations of job descriptions.

The Maintenance & Operations Department (M&O) provides building maintenance, custodial services including event setup and cleanup, and groundskeeping for the 160 acres Yuba College, 120 acre Woodland Community College, 12.9 acre Clearlake, 20 acre Sutter and the 5 acre Colusa County Outreach Facility (CCOF) in Williams.

Contact Information:

David Willis, Director of Facilities Planning, Maintenance, and Operations
dwillis@yccd.edu; 530-740-4921

Bryan Epp, Assistant Director, Maintenance and Operations (Yuba College, Sutter CC)
bepp@yccd.edu; 530-741-1722

Michael Sinn, Assistant Director, Maintenance and Operations (Woodland CC, LCC, CCC)
msinn@yccd.edu; 530-668-3690

Rita Ordiway Administrative Secretary II
rordiway@yccd.edu; 530-740-1715

Maintenance Requests, District-wide
530-741-6776

District Committees:

- Chancellor's Cabinet, Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member

External Committees/Organizations:

- YC Safety Committee, Resource
- WCC Safety Committee, Resource



Administrative Services

POLICE DEPARTMENT

The Yuba Community College District Police Department is dedicated to developing partnerships with the community it serves, including students, staff, and faculty, in order to enhance the goal of providing quality higher education in a safe and secure atmosphere. The Department closely interacts with the community and local government agencies, and engage in crime prevention, criminal apprehension, and other activities which reduce concerns in the community. The Department commits itself and its resources in partnership with the community to promote a safe and secure learning environment.

The Police Department has primary law enforcement jurisdiction on the Colleges and associated District properties. The Department is empowered as a full-service State law enforcement agency pursuant to section 830.32 of the California Penal Code and fully subscribes to the standards of the California Commission on Peace Officer Standards and Training (POST). Officers receive the same basic training as city and county peace officers throughout the State, plus additional training to meet the unique needs of the community college environment. The Department manages all patrol, investigation, crime prevention, emergency preparedness, and related law enforcement duties for the campus community.

The Police Department publishes information on campus crime statistics on its website at <https://www.yccd.edu/central-services/campus-safety/>.

Contact Information:

Adam Pharris; Acting Chief of Police
apharris@yccd.edu; 530-741-6771

Heather Gardner, Police Services Technician
hgardner@yccd.edu; 530-741-6771

District Committees:

- District Consultation and Coordination Council, Resource Member
- District Management Council, Member

External Committees/Organizations:

- California Community Colleges and Universities Chiefs of Police Association



EDUCATION AND PLANNING

OFFICE OF THE VICE CHANCELLOR

The Vice Chancellor of Education and Planning serves as the Chief of Staff to the Chancellor and handles matters of institutional importance on the Chancellor's behalf. The Vice Chancellor provides coordination and oversight in the development of defined core initiatives for the District. Working with the College Presidents and other District administrators, the Vice Chancellor of Education and Planning provides overall management support, oversight and leadership for the District. The Vice Chancellor oversees services to the district in the areas of strategic planning, institutional effectiveness, and coordination of articulation and curriculum functions and services.

The Office of the Vice Chancellor of Education and Planning serves as a support and resource to the colleges, students, and communities. In response to the Yuba Community College District Governing Board's Vision, the Office of Education and Planning:

- Promotes and supports:
 - student access and success,
 - continuous quality improvement in our ongoing quest to improve student learning outcomes,
 - integrated planning and,
 - institutional accountability
- Enhance internal collaboration in an inclusive environment that values diversity, innovation, and the power of transformative change
- Identify and pursue new and existing revenue sources and increase external partnerships
- Maintain a strong identity that reflects a commitment to participation, community engagement, and service to our diverse communities

Departments:

- Office of the District Registrar
- Office of Education and Planning
- Grants Research and Development Department
- Planning, Research, and Institutional Effectiveness Department

Contact Information:

Sandra L. Mayo, Ed.D., Vice Chancellor
Educational Planning and Services
smayo@yccd.edu; 530-741-6793

Renee Hamilton, Executive Assistant
rhamilto@yccd.edu; 530-741-6792

Lani Aguinaldo, Educational Services Analyst
laquinal@yccd.edu; 530-634-7737

District Committees:

- Academic Calendar Committee, Sponsor
- Chancellor's Cabinet, Member
- District/College/Academic Senate Leadership Committee, Chair and Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Chair and Member
- Sabbatical Leave Committee, Sponsor and Member

External Committees/Organizations:

- Girl Scouts of USA Board of Directors, Chair
- South Yuba County Sunrise Rotary, President



Education and Planning

OFFICE OF THE DISTRICT REGISTRAR

The Office of the District Registrar is responsible for the coordination and oversight of enrollment and attendance accounting services for the colleges and district. The District Registrar acts as a resource for the colleges, as well as the primary contact for interpretation of FERPA, California Education Code, and Title 5 regulations that relate to admissions and enrollment services.

Services provided by the District Registrar include the following:

- Provide technical guidance and training to support staff in the student services area
- Prepare and revise admissions and records technical documentation to support staff in decision-making across all campuses and sites
- Supervise the preparation and distribution of information to faculty regarding deadlines
- Oversee and coordinate registration process and enrollment services procedures
- Maintenance and integrity of all student academic records
- Oversee collection of data for attendance accounting reports for state, federal, and local agencies
- Prepare state attendance accounting reports including CCFS 320 reports
- Oversee the collection and maintenance of rosters and grades from faculty
- Assist in adjudicating student petitions and appeals with regard to enrollment rules and regulations
- Verify, process, and respond to all requests made in conjunction with the Solomon Amendment and subpoenas
- Interpret, coordinate, and implement all Board policies, FERPA requirements, California Education Code, and Title 5 pertaining to admissions, registration, grading records, and other related materials as required by faculty, staff, and students
- Responsible for student enrollment, accounting, reconciliation, auditing and refund processing in cooperation with Fiscal Services
- Coordinate with Information Technology Department regarding various departmental needs and requirements for data processing utilization

Contact Information:

Sonya Horn, District Registrar
Office of the District Registrar
shorn@yccd.edu; (530) 741-6989

District Team/Committees:

- Academic Calendar Committee, Chair and Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member

External Committees/Organizations:

- California Association of Community College Registrars and Admissions Officers (CACCRAO)



Education and Planning

GRANTS RESEARCH AND DEVELOPMENT DEPARTMENT

The Office of Grant Research and Development (GRD) is responsible for researching funding opportunities and assisting the college leadership teams with proposal and budget development. As a member of the district-wide Central Services team, GRD ensures that proposals comply with funding guidelines and Federal, State and District policies. GRD is also responsible for coordinating submission of applications to the State of California, federal agencies, CCCCCO and private foundations.

The Office of Grant Research and Development currently provide the following services:

- Pre-award Training and Assistance
 - Ideation/brainstorming
 - Identifying funding sources
 - Assist in development of program models & designs
 - Writing and providing technical review for grant proposals
 - Securing institutional approvals
 - Submitting grant applications
- Post-award Grant Oversight, Assistance, and Support Services
 - Contract development and review
 - Securing signatures on contracts & agreements
 - Assisting with funding agency approvals for budget transfers/modifications, change of scope and no-cost extensions
 - Liaison with program officer or representative at funding agency
 - Troubleshooting
 - Providing research, analysis, and internal reports when necessary
 - Monitoring compliance with terms of award, budget & grant agreement
 - Maintaining grants submission and award files for audits, etc.

Contact Information:

Tonya Mack, Director, Grants Research and Development
tmack@yccd.edu; 530-741-6987

District Committees:

- Chancellor's Cabinet, Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member
- District EEO Committee, Member
- Yuba College Umoja Mentor
- Yuba College Administrative Team, Resource Member
- Yuba College Alumni & Friends, Member
- Woodland Community College President Cabinet, Resource Member
- Woodland Community College Multi-Cultural/Diversity Committee, Resource Member
- Woodland Community College Foundation Advisory Board, Resource Member

External Committees/Organizations:

- Yuba-Sutter Chamber of Commerce
- Association of California Community Colleges Administrators (ACCCA) – Member
- Grant Professionals Association (GPA) – Member



Education and Planning

PLANNING, RESEARCH, AND INSTITUTIONAL EFFECTIVENESS DEPARTMENT

The Office of Planning, Research, and Institutional Effectiveness is responsible for providing leadership in the ongoing development, implementation, and assessment of District research, planning and resource development activities. These functions include coordinating and/or supporting District Strategic Planning, Educational Master Planning, Facilities Planning, annual Action Plans, departmental service level agreements, Program Review, Integration of Student Equity, Basic Skills Initiative, Student Success and Support Program Plans, grant proposals, and other institutional effectiveness assessments. Services include:

- Facilitate all District planning activities aligned with the Mission, Vision, and Values in relationship to YCCD's Strategic Goals
- Facilitate the organizational design of the Design that includes internal and external culture
- Promote the Program Review and Student Learning Outcome (SLO)/Program Learning Outcome (PLO)/General Education Learning Outcome (GELO)/Service Level Agreement/Administrative Services Agreement process by providing data and facilitating annual assessment and reporting cycles
- Provide guidance to and receive advice from faculty organizations on matters relating to the instructional programs; promote the inclusion of students in the shared decision-making process

Contact Information:

Emma Blackthorne
Dean of Institutional Effectiveness
eblackth@yccd.edu

District Committees:

- District/College/Academic Senate Leadership Committee, Resource Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member

External Committees/State Associations:

- RP Group



HUMAN RESOURCES DEPARTMENT

The mission of the Office of Human Resources is to facilitate student success by hiring, retaining and developing a highly qualified diverse faculty, classified and management staff.

The Office of Human Resources is dedicated to serving the District and community. The services provided include, but are not limited to, recruitment and selection, performance management, classification maintenance, benefits and compensation administration, compliance assurance, workers' compensation reporting, collective bargaining, and management of unlawful discrimination complaints for students and employees.

More information is available online at <https://www.yccd.edu/central-services/hr/>.

Contact Information:

Donald Grady, Chief Human Resources Officer
dgrady1@yccd.edu; 530-741-6977

Ana Villagrana, Executive Assistant to CHRO/Office Coordinator
avillagr@yccd.edu; 530-741-6976

Pahua Vue, Human Resources Officer – Academic
pvue@yccd.edu; 530-741-6978

Maribel Gaytan, Human Resources Officer – Classified/Students/Temporary
mgaytan@yccd.edu; 530-741-6975

Vacant, Human Resources Analyst – Recruitments/EEO/Compliance
530-741-8765

Taranjit Chahal, Employee Benefits Specialist - Benefits/Workers' Compensation
tchahal@yccd.edu; 530-741-6979

District Committees:

- Chancellor's Cabinet, Member
- District Consultation and Coordination Council, Resource Member
- District Management Council, Member
- District Services Executive Team, Member



INFORMATION TECHNOLOGY DEPARTMENT

The Information Technology Department (IT), under the direction of the Chief Technology Officer is responsible for services related to district-wide infrastructure (network and cabling) and information systems (student services, business services, library system, telephone system, voice-mail, Internet, Web services, etc.) The department supports the mission of Yuba CCD by promoting excellence in information technology, providing expert assistance in technology services, and ensuring that all technology investments are aligned with the institutional mission, information technology planning, and other institutional planning initiatives. For additional information, visit our website at <https://help.yccd.edu/>.

Administrative Services

- Colleague support for:
 - Payroll
 - General Ledger
 - Accounts Payable
 - Human Resources
 - Fixed Assets
 - Advancement (Foundation)
 - Federal/State Reporting including MIS
- Office 365
- Voicemail
- Document Imaging
- PC Installation/Repairs
- Mobile Devices
- Technology Training
- Printers/Faxes

Instructional and Student Services

- Colleague support for:
 - Admissions and Records
 - Financial Aid
 - Accounts Receivable
 - Campus Organizations
 - Curriculum Management/Program Review/Degree Audit
 - Federal and State Reporting including MIS
 - Faculty Information
- Email for students
- Canvas support
- SARS scheduling software
- PC Installation/Repair
- Projectors/LCD/TV installation and repair

Network Services

- Data Center management
- Technology Infrastructure and Backbone

- WAN/LAN support (internet connectivity)
- WiFi access
- Voice and data lines
- Peripheral equipment (switches/hubs/routers)
- Domain services
- Active Directory

Information Security

- Vulnerability Scans
- Digital Forensics
- Firewall Management
- Access Administration
- Policies, Guidelines & Best Practices
- Security Awareness Training

Media Services

- Meeting room technology support
- Virtual Classroom Support
- Video Conversions
- Event Recording/Capture
- TV Studio support
- Educational Broadcast Channel(s) support

Web Services

- Content Management System Support
- Event Calendar
- Custom application development
- On-line application
- Web Advisor tools:
 - On-line Orientation
 - Purchase textbooks
 - Mobile applications
 - Library services

Contact Information:

IT User Support Services

helpdesk@yccd.edu; 530-741-6981

Devin Crosby, Chief Technology Officer

dcrosby@yccd.edu; 530-741-6982

Jason Musselman, Director of IT Infrastructure & Security

jmusselm@yccd.edu; 530-741-6906

Michael Plant, Information Systems Administrative Applications Supervisor

mplant@yccd.edu; 530-741-6981

Mike Wieber, User Support Services Supervisor

mwieber@yccd.edu; 530-741-6809

District Committees:

- Chancellor's Cabinet, Member
- District/College/Academic Senate Leadership Committee, Resource Member
- District Consultation and Coordination Council, Member
- District Management Council, Member
- District Services Executive Team, Member
- District Technology Committee, Chair and Member

College Committees:

- Safety Committee, Resource Member
- WCC DE Committee, Resource Member



SECTION 5

ORGANIZATIONAL REPORTING STRUCTURE

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District Office Organizational Reporting Structure

Updated August 13, 2018

Chancellor, Yuba Community College District	Douglas Houston
Executive Assistant to the Chancellor and Board	Kathryn Wilkins
Executive Assistant to the Chancellor	Cathy Richter
Vice Chancellor, Education and Planning	Sandra Mayo
Executive Assistant to the VC Education and Planning	Renee Hamilton
Educational Services Analyst.....	Lani Aguinaldo
Dean of Institutional Effectiveness	Emma Blackthorne
Director of Grant Research and Development	Tonya Mack
District Registrar	Sonya Horn
Vice Chancellor, Administrative Services	Mazie Brewington
Executive Assistant	Vacant
Chief of Police	Adam Pharris
College Police Officer (WCC)	Paul Corbin
College Police Officer (YC)	Rinna Her
College Police Officer (WCC)	James Markus
College Police Officer (YC)	Adam Pharris
College Police Officer (WCC)	Vacant
College Police Officer (YC)	Vacant
Police Services Technician (YC)	Heather Gardner
Director of Fiscal Services	Becki Jeffries (Acting)
Fiscal Analyst	Becki Jeffries
Accounting Assistant.....	Kathleen Miller
Accounting Technician	Linda Hofstra
Payroll Technician	Teresa Dorantes-Basile
Payroll Technician.....	Mayra Duenas
Senior Accounting Technician	Wendy Keith
Senior Accounting Technician	Regina Langley
Senior Accounting Technician	Karen Siler
Purchasing Technician.....	Cheresse Salamanca
Director, Maintenance and Operations.....	David Willis
Administrative Secretary II	Rita Ordiway
Assistant Director, Maintenance and Operations	Bryan Epp
Assistant Director, Maintenance and Operations	Michael Sinn

Athletic Facilities Maintenance Worker (YC)	Leonel Toche
Building Maintenance Technician (WCC)	James Day
Building Maintenance Technician (YC)	Donald Goodman
Building Maintenance Technician (YC)	Vacant
Building Maintenance Worker (YC)	Jose Casimiro
Custodial, Maintenance and Operations Specialist (YC)	Eric Mendoza
Custodial Maintenance and Operations Specialist (YC)	Carlos Gonzalez
Custodial Maintenance Worker (LCC)	Joseph Dinges
Custodial Maintenance Worker (LCC)	Stanley Patterson
Custodial Maintenance Worker (CCC) (Part-Time)	Elijah Ozbun
Custodian (YC)	Brenda Barnes
Custodian (YC)	Ignacio Cano
Custodian (YC)	Melody Deal
Custodian (YC)	Eugene Dwinger
Custodian (SCC)	Castulo Escalante
Custodian (WCC)	Andre Valenzuela
Custodian (YC)	Mario Leal
Custodian (WCC)	Joseph Manzanares
Custodian (WCC)	Vacant
Custodian (YC)	Tim Rice
Custodian (SCC)	Brandon Wacaster
Custodian (YC, DO)	Tina Wilson
Custodian (YC)	Grace Icaza
Grounds Maintenance Worker (YC)	Donna Howard
Grounds Maintenance Worker (WCC)	Raymond Sandoval
Grounds Maintenance Worker (YC)	Efren Villanueva
Lead Custodian (WCC)	Laurie Manzanares
Lead Custodian (YC)	Patrick O'Bryan
Lead Grounds Maintenance Worker (WCC)	Paul Contini
Lead Grounds Maintenance Worker (YC)	Vacant
Maintenance Operations Clerk (YC)	William Granger
Chief Human Resources Officer	Donald Grady
Executive Assistant to CHRO and Office Coordinator	Ana Villagrana
Human Resources Officer – Academic	Pahua Vue
Human Resources Officer – Classified	Maribel Gaytan
Human Resources Analyst – Recruitments/EEO/Benefits/Payroll	Vacant
Employee Benefits Specialist	Taranjit Chahal

Chief Technology Officer	Devin Crosby
Information Systems Administrative Applications Supervisor	Michael Plant
Director of IT Infrastructure & Security	Jason Musselman
Distributive Education Server Specialist	Sukhbir Grewal
Information Systems Application Software Liaison.....	Victoria Curiel
Information Systems Technical Webmaster	Peter Skillman
Programmer/Analyst II	Susan Toepfer
Programmer/Analyst II	Buddy Wagner
Senior Software Specialist	Craig Smith
Information Systems Specialist I (YC)	Dévi LaFièvre
Instructional Network Specialist (YC)	Terry Brownfield
Instructional Network Specialist (YC)	Phillip Steck
Instructional Network Specialist (CLC)	John Viray
Senior Computer and Network Specialist (WCC)	Christopher Mejia
Telecommunication Specialist II (WCC)	William Heidbreder
Telecommunication Specialist II (YC)	Richard Rountree
User Support Services Supervisor (YC)	Mike Wieber
Printing/Mail Technician (YC)	Nicole Sakurada



Woodland Community College Organizational Reporting Structure

Updated July 5, 2018

President, Woodland Community College	Michael A. White
Foster and Kinship Director	Cherie Schroeder
Secretary to the President	Edwin Ortega Beltran (Acting)
Vice President, Academic and Student Services	Phillip King
Executive Assistant	Carid Servin (Acting)
College Instructional Support Specialist	Joan Penning
Campus Executive Dean	Steve Wylie
Administrative Secretary II	Tracy Williams
AEBG Navigator	Mary Sharlow
Instructional Assistant, Culinary	Ian Anderson
Student Services Technician	Danielle Stennet
EOPS/CARE Specialist	Vacant
Student Success Specialist	Kimberly Boles-Cravea
Tutoring Center Specialist	Charlotte Lee
Clerical Assistant, Counseling	Vacant
Clerical Assistant, EOPS&S/CARE/CalWORKS	Natasha Cornett
Financial Aid Technician	Stanley Silsby
Student Engagement & Outreach Specialist	Bruno Sabatier
Library Media Specialist	Vacant
Campus Operations, Colusa	Paula Parish
Student Services Assistant, Colusa	Aletse Garcia
Child Development Center Site Supervisor	Cheryl Blake
Clerical Assistant	Katrina Walsh
Instructional Assistant	April Jensen
Instructional Assistant	Sherrie Crenshaw
Instructional Assistant	Vacant
Full-Time Faculty	
Basic Skills	Lily Woll
Biology	Andrew Miller
Business Computer Applications	Mickie Main
Business Management	Annette Lee
Counselor	Ingrid Larsen
Culinary Arts	Robert Cabrerros

Early Childhood Educations	Laura Daly
Economics	Jennifer Hanson
English	Gina Jones
Mathematics	Joel Pyzer
Mathematics	Michael Papin
Special Programs Director.....	Sheila Faulkner-Loser
Dean of Arts & Sciences	Monica Chahal
Administrative Secretary II	Gema Diaz
Instructional Assistant, Biology	Marisa Bautista
Instructional Assistant, Chemistry.....	Symone Watson
Full-Time Faculty	
Biology	Brian Gillespie (Associate)
Biology	Ralph Robinson
Biology	Jaya Shah
Chemistry.....	Julie Brown
Communication Studies.....	Christopher Howerton
Earth Science/Physical Science	Jennifer McCabe
English	Ariane Metz (Associate)
English	Catherine Strode
English	Kevin Ferns
English	Noel Bruening
ESL Resource Faculty.....	Jessica Aggrey
Ethnic Studies.....	Melissa Moreno
History	Greg Gassman
Math/Statistics	Matt Clark
Mathematics	Lewis Felver (Associate)
Mathematics	Shawn Lanier
Psychology	Alison Buckley
Sociology	Nili Kirschner
Dean of Career & Technical Education	Ioanna Iatridis
Administrative Secretary II	Edwin Ortega-Beltran
Agricultural Instructional Assistant.....	Vacant
Agricultural Deputy Sector Navigator.....	Carrie Peterson
Full-Time Faculty	
Administration of Justice.....	Leslie Deniz
Agriculture.....	Brandi Asmus
Agriculture.....	Candice Stafford-Banks (Associate)
Business	Vacant
Business & Accounting.....	Vacant

Early Childhood Education	Jeannine Mullin
Dean of Student Services	Genevieve Siwabessy
Administrative Secretary II	Marrisa Boswell
CalWORKS Director.....	Vacant
Employment Services Specialist.....	Vacant*
Administrative Secretary II	April Heras
CalWORKS Counselor	Rajdeep Johal
DSPS Coordinator/LD Specialist.....	Todd Sasano
LD Specialist	Manuela Dragos
DSPS Specialist	Mayra Martinez
Clerical Assistant.....	April Killough
EOPS & CARE Assistant Director	Ariana Velasco
EOPS Specialist.....	Vacant
Counselor.....	Laney Mangney
Administrative Secretary II	April Heras*
Financial Aid Director	Kimberly Reed
Financial Aid Support Technician	Becky Reyes
Financial Aid Support Technician	Victoria Ferrell
Financial Aid Support Technician	Vacant
Matriculation Director	Mariella Guzman-Aguilar
Administrative Secretary I	Jayne Caputo
Admissions & Records Senior Student Services Technician	Kerry Pope
Admissions & Records Senior Student Services Technician	Folu Afolabi
Admissions & Records Student Services Technician	Lisa Muratalla
Admissions & Records Student Services Technician	Tyahnnah Botello
Career & Workforce Counselor	Vacant
General Counselor	Araceli Ruiz
General Counselor	Estelita Spears
General Counselor	Jose Vallejo
General Counselor	Juana Ruiz
Administrative Secretary I, Counseling	Vacant
Student Engagement & Outreach Specialist	Alberto Miranda
Student Engagement & Outreach Specialist	Isabel Duenas
TRIO Director	Caren Fernandez
Assistant Director	Maria Garcia-Gonzalez
TRIO-SSS Counselor	Neli Gonzalez-Diaz
TRIO-SSS-ESL Counselor	Joanna Ramirez
Specialist ETS.....	Xochitl Villasenor
Specialist ETS.....	Uriel Delgado

Administrative Secretary I	Meagan Reveles
TRIO Support Specialist	Angelica Zermeno
Veterans Specialist	Diego Salazar
Dean of Student Success & Institutional Effectiveness	Siria Martinez
Administrative Assistant II	Vacant
Student Success Analyst	Lisceth Brazil-Cruz
Student Success Resource Faculty & MESA Director	Deanna Pierro
Administrative Assistant I	Vacant
Clerk	Damaris Carston
MESA/Makerspace Assistant Director	Carmelo Miranda (Interim)
Student Success & Language Arts Instructional Associate, RAWC	Jolene Torres
Instructional Associate Language Arts, RAWC	Kaitlin Leaf
Instructional Assistant Student Success & Tutoring (STEM).....	Catherine Tamse



Yuba College Organizational Reporting Structure

Updated July 1, 2018

President, Yuba CollegeG.H. Javaheripour

Executive Assistant to the President, Yuba College Claudette Michel

College Marketing and Promotions Coordinator..... Teresa Aronson

Vice President, Academic and Student ServicesDaren Otten (Interim)

Executive Assistant to the Vice President, Yuba College Zulema Zermeno

Administrative Secretary IChrystal Gillming

Scheduling Support Specialist Sheila Suleski

Dean, Applied Academics Carla Tweed (Interim)

Administrative Secretary II Raminder Bains

Community Education Specialist Vacant

Outreach and Recruitment Specialist Inderjit Deol

Director, CTE Sandra Fowler

Administrative Secretary I Crystal Ferrer

Instructional Assistant-Food Service Josh Evans

Associate Professor (Acct/BCA/Gen Bus) Vacant

Associate Professor (Veterinary Tech) Kyle Mathis

Associate Professor (Welding).....Joseph Bauer

Instructor (Fire Technology)..... David Ray

Professor (Automotive) Phillip Milks

Professor (Accounting) Christopher Myers

Professor (Automotive) Donald Schumacher

Professor (Accounting) Sherry Spina

Professor (Welding) Daniel Turner

Tool Room Assistant..... Guillermo Terrones

Veterinary Technology Specialist.....Amber Kuykendall

Director, Heath/Physical Education/Athletics..... Erik Burns

Administrative Secretary II Rosa Packard

Athletic Equipment Manager..... Tomas Rodriguez

Athletic Trainer Vacant

Athletic Trainer Gregory Lopin

Professor (Health/PE) Doug Cornelius

Professor (Health/PE) Thea Post

Professor (Health/PE)	Stephanie Reynolds
Director, Nursing/Allied Health	Clark Smith
Administrative Secretary II	Anita Wilks
Administrative Secretary I	Gloria Garcia
Instructor (Psych Tech)	Simone Ralls
Instructor/Coordinator (Rad Tech)	Linda Wood-Ibach
Instructor/Coordinator (Rad Tech)	Laura Schrettnr
Instructor (Nursing)	Carrie Mehlert
Associate Professor (Nursing-OB)	Angela Kreider
Associate Professor (Nursing)	Harinder Sohal
Associate Professor (Nursing)	Ruth Tamulonis
Professor (Nursing)	Lynette Garcia
Professor (Psych Tech)	Suzanne Jones
Professor (Nursing)	Colleen Monahan
Professor (Nursing)	Roxanne Snyder
Director, Public Safety	Pete Villarreal
Administrative Secretary I	Leanne Landis
Associate Professor (AJ)	Brian Vizzusi
Professor (AJ)	Ronald Turner
Public Safety Administrative Specialist	Corrine Gil
Dean, Arts and Education	Walter Masuda (Interim)
Administrative Secretary II	Sara Gaytan
Instructional Associate-Basic Skills	Tony Jow
Instructional Associate-Language Arts	Kelly Cunningham
Instructional Associate-Language Arts	Rosemary McKeever
Instructional Associate-Math	Quy Bui
Instructional Associate-Theatre Arts	Joseph Stottmann
Piano Accompanist	Milena Hmeleva
Associate Professor (English)	Carrie Wasinger
Associate Professor (English)	Zachary O'Neil
Associate Professor (ESL)	William Cook
Associate Professor (Theatre Arts)	James Gilbreath
Professor (English)	John Almy
Professor (ECE)	Denice Burbach
Professor (English)	Brian Condrey
Professor (English)	Richard Edmunds
Professor (English)	Shawn Frederking
Professor (ESL)	Francesca Hulin
Professor (Art)	Glenn Husted

Professor (English)	Brian Jukes
Professor (English)	Gregory Kemble
Professor (English)	Kiara Koenig
Professor (Music)	Robert Mathews
Professor (English)	Kyra Mello
Professor (Foreign Language)	Jose Munoz
Professor (Speech Communications)	Suzanne Ruckle
Professor (Music)	Aya Ueda
Professor (ECE)	Maris Wagener
Director, District Child Development Program	Karen Stanis
Clerical Assistant	Victoria Bisiar
Clerical Assistant (LCC)	Katrina Walsh
Clerical Assistant (WCC)	David Landis
Child Development Instructional Specialist	Tammy Rogers
Child Development Instructional Specialist	Virginia Velasquez
Child Development Instructional Specialist	Elizabeth Hexberg
Child Development Instructional Specialist (WCC)	Francine Corry
Child Development Instructional Specialist (LCC)	Cheryl Blake
Child Care Development Assistant	Sharon Batista
Child Care Development Assistant	Erika Bernal
Child Care Development Assistant	Virginia Cassady
Child Care Development Assistant	Erica Haviland
Child Care Development Assistant (LCC)	Aprill Jensen
Child Care Development Assistant	Afghani Obaidi
Child Care Development Assistant	Maria Vidrio
Child Care Development Assistant (LCC)	Vacant
Child Care Development Assistant (WCC)	Vacant
Fiscal Support Technician-FCE/IL/CD	Ronda Campton
Foster Care Education Specialist	Diana Adams
Infant Toddler/Child Development Assistant	Agustina Ramirez
Infant Toddler/Child Development Assistant	Vacant
Secretary	Michelle Siller
Site Supervisor-Child Dev/Infant Toddler	Renee McKenzie
Site Supervisor-Child Development/Infant Toddler (WCC)	Jesus Moreno
Site Supervisor-Child Development/Infant Toddler (LCC)	Vacant
Library Services	
Librarian	Elena Flacks
Library/Media Specialist	Julie Miller
Library/Media Specialist	April Nunez

Dean, STEM and Social Sciences.....Michael Bagley

Administrative Secretary II Kristina Page
Associate Professor (Biology) Melissa Ha
Associate Professor (Biology) Jesse Smith
Associate Professor (Mathematics) Mutka Sharma
Associate Professor (Physics) Abrar Shaukat
Associate Professor (Mathematics) Erika Noffsinger
Instructional Associate-Mathematics Paul Mickelson
Science Lab Technician-Biology Jason Goerz
Science Lab Technician-Chemistry (YC/SCC) Susie Courpet
Professor (Humanities) Sujana Burgeson
Professor (Earth Science) Korey Champe
Professor (Mathematics) Talwinder Chetra
Professor (Sociology) Marc Flacks
Professor (Political Science) Li-Chiuan Hsieh
Professor (Psychology) Lisa Jensen-Martin
Professor (Computer Science) Douglas Joksch
Professor (Mathematics) Sarah Kovacs
Professor (Chemistry) John Langston
Professor (Mathematics) Christopher Noffsinger
Professor (Chemistry) Kevin Orton
Professor (Biology) Joshua Pittenger
Professor (Psychology) Meridith Selden
Professor (History) Travis Smith
Professor (Biology) Linda Staffero
Professor (Mathematics) Karsten Stemmann
Professor (Mathematics) John Steverson
Professor (Mathematics) Jeff Stollberg
Professor (Biology) Jenine Tanabe
Professor (Mathematics) John Thoo

Dean, Student Services Delmy Spencer

Administrative Secretary II Barbara Sluder
Senior Student Services Technician Susan Jow
Senior Student Services Technician Shelly Smith
Student Services Technician Sharice Bonachea
Student Services Technician Vacant
Student Services Technician Denise Villanueva
Testing and Assessment Coordinator Vacant
Testing Technician Michael Enoksen

Transfer/Career/Veterans Resource Technician	Vacant
<u>DSPS</u>	
Administrative Secretary I	Carolie Stoner
Clerical Assistant	Heather Sutton
DSPS Alternate Media Specialist.....	Angela Fowler
DSPS Coordinator/LD Specialist	Jan Ponticelli
DSPS Counselor	Georganna O-Keefe-Schwering
DSPS Program Specialist-Interpreter	Melody Kempton
LD Specialist	Joanna Frost
Director, Financial Aid	Martin Gutierrez
Financial Aid Technical Analyst	John Marsh
Financial Aid Technician	Sonia Diaz
Financial Aid Technician	Ana Ramos-Gonzalez
Financial Aid Technician (SCC)	Ryan Goergen
Financial Aid Technician	Barbara Beltran
Financial Aid Technician	Kristi Duneheew
Director, EOPS/CARE/CalWORKs	Cristina Sanchez
EOPS/CARE Assistant Director	Anabel Toche
Administrative Secretary II	Alejandra Barnes
Administrative Secretary II-CalWORKs	Amanda Smith
Clerical Assistant (EOPS)	Vacant
Counselor-CalWORKs	Priscilla Hernandez
EOPS-CARE Counselor	Lorena Dobusch
EOPS Specialist.....	Tony McDaniel
EOPS Specialist.....	Silvia Nava
EOPS Specialist.....	Michelle Rosales
EOPS-Equity Counselor	Farough Tabrizi
Director, Upward Bound	Kao Lee Vang
Clerical Assistant (Upward Bound)	Vacant
Upward Bound Learning Specialist.....	Vacant
Director, Counseling	Amandeep Kandola
Administrative Secretary I	Irma Guzman
Clerical Assistant	Rosa DeLaTorre
Counselor	Kelly Boren
Counselor	Valerie Harris
Counselor	Neena Gil
Counselor (SCC)	(50% RWL 18-19) Leticia Gomez
Counselor	David Perez
Counselor-ESL	Vacant

Counselor (General/ESL).....	Rupinder Bajwa
Counselor (General/Transfer)	Cheryl Latimer
Counselor (SSSP).....	Fatima Ruiz
Counselor (1-YR LTT).....	Mayra Vargas
Dean, Student Success and Institutional Effectiveness	Jeremy Brown
Research Analyst	Cassie Leal
Director, Academic Excellence	Kristina Vannucci
Sutter County Center	
Director, Campus Operations	Roy Martin
Campus Operations Specialist I.....	Minerva Barron
Campus Operations Specialist I.....	Annie Revell
Campus Operations Specialist II (Beale)	Teresa Paras
Instructional Associate-Basic Skills	Stephanie Bone
Library/Media Specialist.....	Meng Thao
Library Technical Assistant	Donna Veal
Science Lab Technician-Biology (YC/SCC).....	Susie Courpet



SECTION 6

APPENDIX

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Appendix A

District Functional Map



Functional Map

The Yuba Community College District (YCCD) was founded in 1927 and spans eight counties (Yuba, Sutter, Colusa, Yolo, Lake, Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural, north-central California. It has colleges in Marysville and Woodland, educational centers in Clearlake and Yuba City, and outreach operations at Beale Air Force Base and in the City of Williams.

YCCD has one elected Governing Board of seven members. The Board has the responsibility of setting policy and hiring/evaluating the Chancellor for the effective operation of the District. Each College has a president who serves as the College's chief executive officer. The president is responsible for the College's institutional effectiveness and operation. As a multi-college district, YCCD is organized to have participatory decision-making processes occur at the college level and then coordinated with the district level for those processes that require alignment and district-wide implementation. These processes occur through committees and management/leadership groups and are outlined in the College and District handbooks.

The YCCD Functional Map delineates roles, responsibilities and decision-making authority among the College and the District. Further, the Functional Map is a mechanism to assess accountability for institutional effectiveness.

Key:

- P – Primary Responsibility
- S – Secondary Responsibility
- SH – Shared Responsibility

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

	College	District
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

	College	District
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities	P	
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
C. Institutional Integrity		
	College	District
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	S	P
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	N/A	N/A
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	

B. Library and Learning Support Services		
	College	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
C. Student Support Services		
	College	District
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.	S	P
5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	SH	SH
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	SH	SH
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
B. Physical Resources		
	College	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
C. Technology Resources		
	College	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	S	P
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

D. Financial Resources		
<i>Planning</i>		
	College	District
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	S	P
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
<i>Fiscal Responsibility and Stability</i>		
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.		P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.		P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.		P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
Liabilities		
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
<i>Contractual Agreements</i>		
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

	College	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
B. Chief Executive Officer		
	College	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:		
a. establishing a collegial process that sets values, goals, and priorities;	P	S
b. ensuring the college sets institutional performance standards for student achievement;	P	S
c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	P	S
d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;	P	S

e. ensuring that the allocation of resources supports and improves learning and achievement; and	P	S
f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
C. Governing Board		
	College	District
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)		P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P

5. The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		P

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P
D. Multi-College Districts or Systems		
	College	District
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.		P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.		P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.		P

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.		P

Approved: 7/18/2017

Corrected Footer: 9/7/2017



Appendix B

Accounting and Budget Terms

ACADEMIC EMPLOYEE: A district employee who is required to meet minimum academic standards as a condition of employment. Also referred to as Certificated employee.

ACCOUNT CODE: A sequence of numbers and/or letters assigned to ledger accounts for ease of reference (*see section on Chart of Accounts*).

ACCOUNTING: The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users of the information.

ACCOUNTS PAYABLE: Amounts due and owed to private persons, business firms, governmental units, or others for goods received and services rendered prior to the end of the fiscal year. Includes amounts billed but not paid.

ACCOUNTS RECEIVABLE: Amounts due and owed to district from private persons, business firms, governmental units, or others for goods received and services provided by the district prior to the end of the fiscal year. Includes amounts invoiced but not received.

ACCRUAL BASIS: The basis of accounting under which transactions are recognized when they occur, regardless of the timing of related cash flows. That is, income is recorded when earned, even though not collected, and expenses are recorded when a liability is incurred, even though not paid. This contrasts with the Cash Basis.

ACTIVITY: A set of institutional functions or operations related to an academic discipline or a grouping of services. Academic disciplines are classified by controlling accounts 0100 __ through 4900 __ __; Support Service, administrative, and other expense categories

are classified by controlling accounts 6000 __ __, 7000 __ __. These are also known as **TOPS** numbers as they are determined by the Taxonomy of Programs manual. *Examples of TOPS codes are: 040110 = biology; 677500 = campus security. (See Chart of Accounts)*

ACTUALS: (*See Unaudited Actuals*)

ACTUARIAL BASIS: The basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions, plus the compounded earnings, will equal the required payments to be made out of the fund. Factors include length of time over which contributions are held and rate of return on that contribution over its life. *Example— Pension trust finds (retirement system) would use actuarial data.*

ADMINISTRATOR: For the purpose of EC Sec. 834362, administrator means any employee in a position having significant responsibilities for formulating district policies or administering district programs.

ALLOCATION: The distribution or division of resources according to a predetermined plan.

APPORTIONMENT: Allocation of state or federal aid, district taxes, or other moneys among community college districts or other governmental units.

APPROPRIATION: Funds set aside or budgeted by the state or local school districts for a specific time period and specific purpose.

ASSETS: Anything owned that has value -- tangible or intangible (*see also Current Assets and Fixed Assets*).

AUDIT: An examination of records and accounts for the purpose of (1) determining the propriety of transactions; (2) ascertaining

whether all transactions are recorded properly; and (3) determining whether statements drawn from accounts reflect an accurate picture of financial operations and financial status.

BALANCE SHEET: A basic financial statement that shows assets, liabilities, and fund balance by fund of an entity as of a specific date.

BFAP / BOARD FINANCIAL ASSISTANCE PROGRAM: A categorical allowance to assist with the administration of financial aid programs.

BLOCK GRANT: A state-funded “one-time” budget allocation with specific expenditure guidelines restricted for instructional equipment, technology, library materials, and scheduled maintenance. “One-time” means the funding level is determined annually and is not part of the budget funding base.

BOND: A written promise to pay a specified sum of money (called the face value) at a fixed time in the future (date of maturity) and specified interest at a fix rate (usually payable periodically).

BUDGET: A plan of financial operation consisting of an estimate of proposed revenue and expenditures for a given period and purpose. The term usually indicates a financial plan for a single fiscal year.

BUDGET ASSUMPTIONS: A summary of the major revenue and expenditure variables affecting the adopted budget.

BUDGET DOCUMENT: The instrument used by the budget-making authority to present a comprehensive financial program. It includes a balanced statement of revenues and expenditures, as well as other exhibits to report (1) the financial condition of the several funds of the district at the end of the preceding, completed fiscal period; (2) the estimated condition of the funds at the end of the fiscal period in progress; and (3) the estimated condition of the funds at the close of the ensuing fiscal period based on the financial proposals contained in the budget document.

(For California community colleges this is the CCFS-311.)

BUDGETING: The process of allocating the available resources of an organization among potential activities to achieve the objectives of the organization; planning for the use of resources.

CAFETERIA PLAN: Denotes an individual's choice in selecting among various health plans and options. Not currently available through Yuba College's TCSIG insurance.

CalWORKS/ CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITIES TO KIDS: State funded program to meet federal welfare reform guidelines effective January 1998.

CAPITAL OUTLAY: The acquisition of fixed assets or additions to fixed assets, including land, buildings, improvements of grounds, construction of buildings, additions or remodeling of buildings, or equipment.

C.A.R.E. / COOPERATIVE AGENCY RESOURCES FOR EDUCATION: Grant program available for eligible students through financial aid package.

CARRY-OVER: Unspent budget allocations from one year that are reallocated to budgets in the subsequent year.

CASH BASIS: Method of accounting in which income and expenditures are recorded only when cash is actually received or disbursed.

CASH IN COUNTY TREASURY: Cash balances on deposit in the county treasury for the various funds of the college district.

CATEGORICAL REVENUES AND EXPENDITURE: A variety of funds are allocated at state, federal and local levels for particular categories of students and programs. These are restricted funds and must be used for the particular category or program for which they were apportioned. Federal and state laws and regulations govern the methods of delivery of

restricted programs and the general allocation of funds.

CERTIFICATED PERSONNEL: (See *Academic Employee*)

CERTIFICATE OF PARTICIPATION (COP): A lease-purchase agreement to finance public facilities. Debt is sold in the conventional municipal bond market, allowing a lower interest rate and longer-term borrowing. The leasing agency holds title to the project, the district/lessee makes annual payments and at the end of the lease term, the leasing company transfers title to the district/lessee.

CHART OF ACCOUNTS: A list of accounts, systematically arranged, applicable to a specific purpose. Components are funds, sub-funds, revenue sources, locations, programs, activity classifications, and objects/expenditure categories.

CLASSIFIED PERSONNEL: A district employee who is not required to meet minimum academic standards as a condition of employment; although some positions may have degree requirements established by the district. Some management personnel may be included.

CLEARING ACCOUNTS: Accounts used to accumulate total receipts or expenditures for later distribution among the accounts to which such receipts or expenditures are properly allocable or for recording the net differences under the proper account.

CLOSED BOOKS: A series of fiscal year-end financial accounting procedures resulting in the final unaudited actual revenue and expenditure account totals.

COLLEAGUE: An integrated administrative software system used by the district for Student Services, Instruction/Scheduling, Personnel/Payroll, and Accounting.

COMMUNITY SERVICES/EDUCATION: Educational, cultural, and recreational services that an educational institution may provide for its community in addition to regularly scheduled

classes. Community college districts receive no direct state apportionment for community services.

CONSUMER PRICE INDEX (CPI): A measure of the cost-of-living inflation index compiled by the United States Bureau of Labor Statistics.

CONTRACT EDUCATION: Contract Education is when a community college district contracts with a public or private entity for the purposes of providing instruction or services or both with no financial support from general apportionment funds.

CONTRACTED SERVICES: An expense of services rendered under contract/agreement by personnel who are not on the payroll system of the district, including all related expenses covered by the contract (e.g., travel, supplies).

COP: (see *Certificate of Participation*)

COST OF LIVING ALLOWANCE (COLA): An annual adjustment to the revenue limit and designated categorical programs. Current law ties COLAs to various economic indicators.

CREDIT: The right side of a double-entry accounting entry. A credit reduces assets or expenditures and increases liabilities, income, or fund balance.

CURRENT ASSETS: Assets that are available or can be made readily available to pay for the cost of operations or to pay current liabilities.

DEBIT: The left side of a double-entry accounting entry. A debit increases assets or expenditures and reduces liabilities, income, or fund balance.

DEFERRED REVENUE: Revenue received in a given period, but unearned, which is set up as a liability to be included as revenue in subsequent periods.

DEFICIT: Excess of liabilities over assets.

DEFICIT SPENDING: The excess of actual expenditures over actual revenues (also referred to as an operating deficit).

DIRECT EXPENSES: Expenses that can be separately identified and charged as a part of the cost of an activity, department, service or a product.

DISBURSEMENTS: Payments by currency, check, or warrant (not synonymous with expenditures).

DSPS / DISABLED STUDENTS PROGRAMS AND SERVICES: State funded program providing educational support services for disabled students.

DUE FROM . . . FUND: An asset account used to reflect amounts owed to a particular fund by another fund. This account is used by the lender fund to reflect short-term obligations due.

DUE TO . . . FUND: A liability account used by the borrowing fund to reflect short-term amounts owed to another fund.

EDUCATION CODE: The body of law that regulates education in California. Additional requirements are contained in the California Administrative Code, Titles 5 and 8, the Government Code, and general statutes.

EMPLOYEE BENEFITS: Employers' contributions to retirement plans, statutory benefits, and health and welfare benefits (*see also Statutory Benefits*).

ENCROACHMENT: Occurs when a program costs more to operate than the income received.

ENCUMBRANCES: Obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation for which part of the appropriation is reserved.

ENTITLEMENT: The amount of payment to which a state or local government is entitled as determined by the federal government according to an allocation formula contained in applicable statutes.

EOPS / EXTENDED OPPORTUNITY PROGRAM AND SERVICES: State funded program providing financial assistance and educational support services for eligible students.

EQUALIZATION: Funds allocated by the state legislature to raise districts with lower revenue limits toward the statewide average.

EXPENDITURES: Amounts paid or liabilities incurred for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis will include only actual cash disbursements.

FISCAL YEAR: A period of one year, the beginning and ending dates of which are fixed by statute. In California, the period beginning on July 1 and ending on June 30 constitutes the fiscal year.

FIXED ASSETS: Assets of a permanent character having continuing value, such as land, buildings, machinery, furniture, and equipment; also known as capital assets.

FTEF: (*see Full-time Equivalent Faculty*)

FTES TARGET: The established goal on which apportionment revenue estimates are based. The district receives approximately \$3,324.87 for each credit FTES and \$1,834.49 for each noncredit FTES. (*see also Full-Time Equivalent Students*)

FULL-TIME EQUIVALENT EMPLOYEES (FTE): Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work load of

40 hours per week. If several classified employees worked 380 hours in one week, the FTE conversion is 380/40 or 9.5 FTE.

FULL-TIME EQUIVALENT FACULTY (FTEF): See definition for full-time employee above. An FTEF is based on a 15-unit load per semester.

FULL-TIME EQUIVALENT STUDENTS (FTES): An FTES represents 525 class

(contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent students (FTES) is one of the workload measures used in the computation of state support for California Community Colleges (*form CCFS-320, Apportionment Attendance Report*).

FUND: An independent fiscal and accounting entity with a self-balancing set of accounts. These accounts record all assets and financial resources together with related encumbrances, reserves, and equities that are segregated for the purpose of carrying on specific activities or obtaining certain objectives in accordance with special regulations, restrictions or limitations. (*See the section on Other Funds for a summary of the Yuba Community College District funds and Chart of Accounts.*)

FUND BALANCE: The fund equity of governmental funds and Trust Funds.

GENERAL FUND: The General Fund is the general operating fund of the district and accounts for all revenues and expenditures of the district not encompassed within other funds.

GENERAL LEDGER: A book, file, or other device which contains the accounts needed to reflect the financial position and the results of operations of an entity. In double entry bookkeeping, the debits and credits in the general ledger are equal and, therefore, debit balances and credit balances are equal.

GOVERNMENTAL FUNDS: Grouping of funds used to account for activities directly related to an institution's educational objectives.

GRANTS: Contributions or gifts of cash or other assets from another government agency/entity to be used or expended for a specified purpose, activity, or facility.

INCOME: Revenue and non-revenue receipts. Revenue receipts are additions to assets for which no obligations are incurred. Non-revenue receipts are receipts of money in exchange for property of the district or for which the district incurs an obligation.

INDIRECT EXPENSES OR COSTS: Those elements of cost necessary in the production of an article or the performance of a service which are of such a nature that the amount applicable to the product or service cannot be determined accurately or readily (*e.g., utilities, supplies, management costs*).

INTER-FUND TRANSFER: Money that is taken from one fund under the control of the Governing Board and added to another fund under the Board's control. Such transfers are not receipts or expenditures.

INTERNAL CONTROL: A plan of organization under which employees' duties are so arranged and records and procedures so designed as to make it possible to exercise effective accounting control over assets, liabilities, revenues, and expenditures. Under such a system, the work of employees is subdivided so that no single employee performs a complete cycle of operations. For example, an employee handling cash would not also post the accounts receivable records. Under such a system, the procedures to be followed are defined and require proper authorizations by designated officials for all actions to be taken.

LEDGER: A group of accounts in which the financial transactions of an entity are recorded.

LIABILITIES: Legal obligations that are unpaid. Debt or other legal obligation (exclusive of encumbrances) arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

MANDATED COSTS: District expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

OBJECT (CODE): An expenditure classification or category -- this term applies to the type of article purchased or the service obtained (*e.g., consultant services, materials, and supplies*). *Examples of Object codes are: librarian's salary expense = 1240; instructional supplies = 4300; telephone = 5530. See Chart of Accounts.*

PARTNERSHIP FOR EXCELLENCE (PFE): Commitment to expand the contribution of community colleges to the state's social and economic success through specific student performance outcomes. Consists of five performance goals in the areas of Transfer, Degrees and Certificates, Successful Course Completion, Workforce Development, and Basic Skills Improvement.

PFE: *(see Partnership for Excellence)*

PROCUREMENT CARD: Credit card issued to use in lieu of a blanket/open purchase order for incidental purchases.

PROGRAM: A group of related activities consisting of a unique combination of objects which operate together for common outputs and objectives. Academic divisions, Maintenance and Operations, and specific Student Service functions (e.g., Testing, Records, and Job Placement) are examples of programs.

PROGRAM BUDGET: A budget under which expenditures are based primarily on programs of work and secondarily on Object or character type.

PROPERTY TAX DEFICIT: Funding short falls which occur whenever the state appropriations are insufficient to fund local district and county entitlements.

PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS): State law requires that classified employees, their district, and the state contribute to this retirement fund.

PURCHASE ORDER: A document issued to a vendor that authorizes the delivery of specified merchandise or the performance of certain services and authorizing the related cost/charge.

REGISTERS: A listing of transactions of like kind that may be totaled and summarized for convenience in posting (*e.g., payroll registers, warrant registers*).

REQUISITION: A document submitted initiating a purchase order to secure specified articles or services.

RESERVE: Funds set aside in a district budget to provide operating cash in the succeeding fiscal year until taxes and state funds become available; funds set aside to provide for future expenditures, to offset future losses of working capital; or other legally segregated or designated set-aside funds for specific future use.

RESTRICTED FUNDS: Funds to be spent for a specific purpose and cannot be expended for any general purpose.

REVENUE: Addition to assets not accompanied by an obligation to perform a service or deliver a product.

REVENUE SOURCE CODES: Assigned numbers in the Account Code string that represent whether monies are from federal, state, or local sources. *See Chart of Accounts*

REVOLVING CASH ACCOUNT: A stated amount of money authorized by the district governing board to be used primarily for emergency or small sundry disbursements. The fund is reimbursed periodically through properly documented expenditures, which are summarized and charged to proper account classifications.

SALES AND USE TAX: A tax imposed on the sale of goods and services. The use tax is paid in lieu of the sales tax on goods purchased outside the state, but intended for use in the state. Sales tax applies to goods and services purchased within the state.

SCHEDULED MAINTENANCE: The scheduled maintenance program is used for major repairs of buildings and equipment within the district. Some matching state funds have historically been available to districts with an established scheduled maintenance program approved by the state.

SECURED ROLL: Assessed value of real property, such as land, buildings, secured

personal property, or anything permanently attached to land as determined by each county assessor, plus the value of the property of public utilities as determined by the State Board of Equalization.

SHORTFALL: An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

STATE TEACHERS' RETIREMENT SYSTEM (STRS): State law requires certificated/academic employees, districts, and the state to contribute to this retirement fund.

STATUTORY BENEFITS: District-paid premiums for mandatory benefits which are part of an employee's total compensation, including unemployment insurance, workers compensation insurance, social security, retirement systems (STRS, PERS), and Medicare coverage. Benefits vary based upon employment status and start date

SUPPLANTING: To use one type of funds to provide goods or services previously paid with another type of fund. Generally, this practice is prohibited when state or federal funds are used to replace local funds.

SUPPLY: A material item of an expendable nature that is consumed, wears out, or deteriorates with use.

TANF / TEMPORARY ASSISTANCE FOR NEEDY FAMILIES: Block grant for state welfare-to-work program.

TAX REVENUE ANTICIPATION NOTE (TRANS): Notes issued in anticipation of collection of taxes, usually retireable only from tax collections, and frequently only from the proceeds of the tax levy whose collection they anticipate.

TCSIG / TRI-COUNTY SCHOOLS INSURANCE GROUP: Approximately 40 school districts that joined together to form a non-profit, self-insured group for health coverage. Yuba College is one of the founding school districts.

TOPS: Taxonomy of Programs -- refers to account codes for specific instructional or other activities as specified in the Taxonomy of Programs manual (see *ACTIVITY*).

TRANSFER: Inter-district or inter-fund payments or receipts not chargeable to expenditures or credited to income. Certain budget revisions are often referred to as transfers (e.g., moving allocated budget or expenditures from one line item budget account to another).

TRUST FUND: A fund consisting of resources received and held by an entity as trustee to be expended or invested in accordance with the conditions of the trust.

UNAUDITED ACTUALS: Revenue and expenditure totals by category for the prior fiscal year. These totals are final, subject to review of the financial statements by the district auditors.

UNENCUMBERED BALANCE: That portion of an appropriation or allotment not yet expended or obligated.

UNRESTRICTED FUNDS: Funds which may be expended for any general purpose within guidelines established for the fund.

UNSECURED ROLL: Assessed value of personal property other than secured property.

WIA (WORKFORCE INVESTMENT ACT): (formerly *JTPA*) Program offering assistance to eligible students for vocational training.



Appendix C

Enrollment Management Glossary of Terms

Apportionment	The primary mechanism used by the State to fund community colleges. The District receives apportionment funding from each credit and noncredit FTES it generates, for student fees, and for property taxes.
Assessment Workgroup	The workgroup within the Enrollment Management System responsible for the development and facilitation of activities related to system standards, system measurement, information resources, and reporting.
Base	The amount of funded FTES from the previous year. It is the point from which the current year's growth is calculated.
Cap	The maximum amount of enrollment for which the college will receive apportionment. It equals the FTES Base plus the FTES Growth.
Census Date	For credit classes that meet full-semester, the census date is Monday of the third week of the semester if the semester is 17 or 17.5 weeks in length; Monday of the fourth week if the semester is 18 weeks in length.
Census Day	Classes that are offered with a DAILY census accounting measure have a census day that is nearest one-fifth (20%) of the number of days for which each course is schedule to meet.
Community Education	Classes provided on a fee-for-service basis. Community Education classes do not generate FTES. Students do NOT earn grades or units.
Concurrent Enrollment	Students who are under 18 years of age who are non-high school graduates. Even if the student just dropped out of school, the student is still considered a "concurrent" enrollment and must have written authorization from the high school district to attend classes at the college.
CPT	Computerized Placement test.
DAILY Census	For credit courses scheduled to meet five or more times, and scheduled to meet for the same number of hours for each scheduled meeting, and not schedule conterminously with a primary term (full semester classes).
Department	A discipline organized for pedagogical and/or administrative purposes. (i.e., Reading Department; Financial Aid Department)
Discipline	An academic area of study composed of multiple courses.
Division	The largest organizational unit within the Instruction area. The divisions are Applied Arts, Science, Technology; Business Division; Fine Arts Division; Health and Physical Education Division; Language Arts/Academic Skills Division; Mathematics, Engineering, Science & Health Occupations Division; and Social Science Division.

Enrollment Efficiency	The ratio of the number of actual FTES enrollment to the enrollment capacity.
Enrollment Capacity	The amount of enrollment generated if every class seat were occupied for every hour instruction could be offered.
Enrollment Management	The process by which student enrollment, class sections offered, and support services provided are coordinated to achieve maximum access and success for students. Enrollment management decisions are made within the context of the College's mission and its institutional resources.
Enrollment Management Committee	The group of staff, faculty, classified, administrators, and students, responsible for overseeing and coordinating the College's Enrollment Management System.
Enrollment Management System	The combination of functional elements used in purposeful, regular, and methodical ways by the College in achieving maximum student success and access.
FTES	Full Time Equivalent Students – The unit of measurement used to determine the amount of apportionment paid to the District by the State.
FTEF	Full Time Equivalent Faculty – The unit of measurement that describes the number of instructional load units required of a single full time faculty member. One FTEF equals 15 load units per semester, 30 during an academic year.
Growth	The amount by which the base is permitted to increase each year. It is primarily tied to the amount of growth of the adult population within the District's service area.
Instructional Division	The largest unit within the Instruction area. The divisions are Applied Arts, Science, Technology; Business Division; Fine Arts Division; Health and Physical Education Division; Language Arts/Academic Skills Division; Mathematics, Engineering, Science & Health Occupations Division; and Social Science Division.
Load Unit	The unit of workload measurement, based on lecture hour equivalency, used to determine full time equivalent faculty (FTEF): 18 hours lecture equals one load unit; 18 hours of unassisted laboratory is equivalent to .67 load unit; 18 hours of assisted laboratory is equivalent to .50 load unit.
Mission	The purpose for which the community college exists. It's six components are: Primary Missions of Transfer and General Education, Career and Technical Education, and Economic Development; Secondary Mission of Basic Skills, and Tertiary Missions of Adult Education and Personal Enrichment.
Outreach Workgroup	The workgroup within the Enrollment Management System is responsible for the development and facilitation of activities related to recruitment, customer satisfaction, marketing and information. It is also responsible for coordinating the outreach efforts of student services, instruction, and programs serving special populations.
Program	An organized and sequential collection of courses leading to a certificate or degree.

Persistence (Student)	Students maintaining enrollment from term to term.
Productivity	The measure that represents the ratio of WSCH to FTEF. (Productivity – WSCH/FTEF).
Resources	The time, staff, money, facilities, and supplies/equipment available to support student access and success.
Retention (Student)	Students maintaining enrollment in courses within a term.
Scheduling Workgroup	The workgroup within the Enrollment Management System is responsible for maximizing student access by providing relevant student needs information, reviewing schedule data and procedures, and developing recommendations that ensure schedules are appropriate to the college mission, address student needs, and provide optimum course offerings and facility utilization.
Student Success Workgroup	The workgroup within the Enrollment Management System is responsible for the development and facilitation of activities related to student retention, customer relations, and communication and information to students. It is also responsible for coordinating the student success efforts of student services, instruction, and programs serving special populations.
Target	The enrollment goal of the District expressed as the FTES generated during the academic year. It is normally set to maximize funding.
Weekly Census	This is the course accounting method for credit classes that meet full-semester and are scheduled regularly with respect to the number of hours the course meets in each scheduled week, and schedule continuously with the district's primary term.
Workgroup	The people responsible for planning and facilitating the Enrollment Management System's activities within one of four operational areas, (Outreach, Student Success, Scheduling, and Assessment).
WSCH	Weekly Student Contact Hours – The total number of hours of instruction received each week by all enrolled students individually. (A lecture class with 30 students meeting three hours each week generates 90 WSCH. That same instructor meeting four other classes in the same way results in one FTEF developing 450 WSCH.)



Appendix D: Mission and Function of California Community Colleges

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

- (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
- (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
- (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

EDUCATION CODE, SECTION 66010.4



Appendix E:

Mission of the Economic and Workforce Development Program

CALIFORNIA CODES EDUCATION CODE SECTION 88600

CHAPTER 1. Mission Statement [88600- 88600.] (Chapter 1 added by Stats. 2012, Ch. 361, Sec. 2)

88600.

(a) The economic and workforce development program shall operate according to all of the following principles:

- (1) The program shall be responsive to the needs of employers, workers, and students.
- (2) The program shall collaborate with other public institutions, aligning resources to foster cooperation across workforce education and service delivery systems, and building well-articulated career pathways.
- (3) Program decisions shall be data driven and evidence based, investing resources and adopting practices on the basis of what works.
- (4) The program shall develop strong partnerships with the private sector, ensuring industry involvement in needs assessment, planning, and program evaluation.
- (5) The program shall be outcome oriented and accountable, measuring results for program participants, including students, employers, and workers.
- (6) The program shall be accessible to employers, workers, and students who may benefit from its operation.
- (7) The program shall provide guidance to local educational agencies on the allocation and oversight of apprenticeship training funds, consistent with the rules set by the California Apprenticeship Council.

(b) The mission of the economic and workforce development program is to do all of the following:

- (1) To advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.
- (2) To advance California's economic and jobs recovery and sustain economic growth through labor market-aligned education workforce training services, and sector strategies focusing on continuous workforce improvement, technology deployment, and business development, to meet the needs of California's competitive and emerging industry sectors and industry clusters.

(3) To use labor market information to advise the chancellor's office and regional community college bodies on the workforce needs of California's competitive and emerging industry sectors and industry clusters, in accordance with both of the following:

(A) To the extent possible, the economic and workforce development program shall work with, share information with, and consider the labor market analyses produced by, the Employment Development Department's Labor Market Information Division and the California Workforce Investment Board.

(B) The economic and workforce development program may also use its own resources to bolster and refine these labor market and industry sector and industry cluster analyses to fulfill its mission.

(4) To provide technical assistance and logistical, technical, and communications infrastructure support that engenders alignment between the career technical education programs of the community college system and the needs of California's competitive and emerging industry sectors and industry clusters.

(5) To collaborate and coordinate investment with other state, regional, or local agencies involved in education and workforce training in California, including, but not necessarily limited to, the California Workforce Investment Board, local workforce investment boards, the Employment Training Panel, the State Department of Education, and the Employment Development Department.

(6) To identify, acquire, and leverage community college and other financial and in-kind public and private resources to support economic and workforce development and the career technical education programs of the state's community colleges.

(7) To work with representatives of business, labor, and professional trade associations to explore and develop alternatives for assisting incumbent workers in the state's competitive and emerging industry sectors. A key objective is to enable incumbent workers to become more competitive in their region's labor market, increase competency, and identify career pathways to economic self-sufficiency, economic security, and lifelong access to good-paying jobs.

(Amended by Stats. 2017, Ch. 94, Sec. 2. (AB 1731) Effective January 1, 2018. Repealed as of January 1, 2023, pursuant to Section 88651.)



Appendix F: Calculating FTES

FTES Accounting Methods

There are five accounting methods that are used in calculating FTES. These five methods include:

- Census (Weekly), for courses that are scheduled to meet coterminously: meet same number of hours each week for the term.
- Daily Census (Daily), for courses that are **not** scheduled coterminously: meet the minimum required number of hours for the term but alter their meeting dates during the term.
- Positive Attendance-Credit (PAC), for courses that provide an actual count of enrolled students present at each class meeting (i.e., short-term).
- Positive Attendance Non-Credit (PANC), same as PAC except counts only non-credit courses.
- Independent Study and Work Experience (IS/WE), for courses that meet the census criteria, but are titled Independent Study or Work Experience.



Appendix G: Fifty Percent Law

EDUCATION CODE SECTION 84362 (50/50 LAW)

84362.

(a) As used in this section, “salaries of classroom instructors” means:

(1) The salary paid to each instructor employed by the district whose duties require that the full time for which the instructor is employed be devoted to the instruction of students of the district.

(2) The portion of the salary of each instructor whose duties require that a part, but not all, of the full time for which the instructor is employed be devoted to the instruction of students of the district, which is equal to the portion of the full time actually devoted by the instructor to teaching students of the district.

(3) The salary paid to each instructional aide employed by the district, any portion of whose duties are required to be performed under the supervision of an instructor. However, the cost of all health and welfare benefits provided to the instructors by the community college district shall be included within the meaning of “salaries of classroom instructors.”

(b) (1) As used in this section, an “instructor” means an employee of the district employed in a position requiring minimum qualifications and whose duties require him or her to teach students of the district for at least one full instructional period each schoolday for which the employee is employed. An instructional period is the number of minutes equal to the number of minutes of the regular academic period in the community college in which the instructor is employed.

(2) As used in this section, “administrator” means any employee in a position having significant responsibilities for formulating district policies or administering district programs; and “supervisor” means any employee having authority, on behalf of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline other employees, adjust their grievances, or effectively recommend that action, if the exercise of the authority is not of a merely routine or clerical nature.

(c) “Current expense of education” means the gross total expended (not reduced by estimated income or estimated federal and state apportionments) for the purposes classified in the final budget of a district (except one which, during the preceding fiscal year, had less than 101 units of full-time equivalent student) for academic salaries other than academic salaries for student transportation, food services, and community services; classified salaries other than classified salaries for student transportation, food services, and community services; employee benefits other than employee benefits for student transportation personnel, food services personnel, and community services personnel; books, supplies, and equipment replacement other than for

student transportation and food services; and community services, contracted services, and other operating expenses other than for student transportation, food services, and community services. "Current expense of education," for purposes of this section, shall not include those expenditures classified as sites, buildings, books, and media and new equipment (object of expenditure 6000 of the Accounting Manual for California Community Colleges), the amount expended from categorical aid received from the federal or state government which funds were granted for expenditures in a program not incurring any instructor salary expenditures or requiring disbursement of the funds without regard to the requirements of this section, or expenditures for facility acquisition and construction; and shall not include the amount expended pursuant to any lease agreement for plant and equipment or the amount expended from funds received from the federal government pursuant to the "Economic Opportunity Act of 1964" or any extension of that act of Congress or the amount expended by a community college from state or federal funds received by the community college for grants to community college students or for the employment of community college students.

(d) There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education.

(e) If the board of governors determines that a district has not expended the applicable percentage of current expense of education for the payment of salaries of classroom instructors during the preceding fiscal year, the board shall, in apportionments made to the district from the State School Fund after April 15 of the current fiscal year, designate an amount of the apportionment or apportionments equal to the apparent deficiency in district expenditures. Any amount so designated by the board of governors shall be deposited in the county treasury to the credit of the community college district, but shall be unavailable for expenditure by the district pending the determination to be made by the board of governors on any application for exemption which may be submitted to the board of governors. In the event it appears to the governing board of a community college district that the application of the preceding subdivisions during a fiscal year results in serious hardship to the district, or in the payment of salaries of classroom instructors in excess of the salaries of classroom instructors paid by other districts of comparable type and functioning under comparable conditions, the governing board may apply to the board of governors, in writing, not later than September 15th of the immediately succeeding fiscal year for exemption from the requirements of this section.

(f) Immediately upon applying for the exemption described in subdivision (e), the governing board shall provide the exclusive representative of the district's academic employees or, if none exists, the district or college academic senate, and all academic employee organizations eligible for payroll dues deduction, with a copy of the application. The exclusive representative, or the district or college academic senate, and all academic employee organizations eligible for payroll dues deduction, within 30 days of its receipt of the application, may transmit to the board of governors a written statement opposing the application, setting forth reasons for its opposition.

(g) Upon receipt of the application described in subdivision (f), duly approved, and of the statement of opposition, if any, the board of governors shall grant the district exemption for any amount that is less than one thousand dollars (\$1,000). If the amount is one thousand dollars (\$1,000) or more, the board of governors may grant the district exemption from the requirement

for the fiscal year for which the application is made if a majority of all the members of the board of governors finds, in writing, that the district will in fact suffer serious hardship or will have to pay salaries of classroom instructors in excess of those paid by other districts of comparable type and functioning under comparable conditions unless the district is granted an exemption. If the exemption is granted, the designated moneys shall be immediately available for expenditure by the community college district governing board. If no application for exemption is made or exemption is denied, the board of governors shall order the designated amount or amount not exempted to be added to the amounts to be expended for salaries of classroom instructors during the next fiscal year.

(h) The board of governors shall enforce the requirements prescribed by this section, and may adopt necessary rules and regulations to that end. It may require the submission during the college year, by community college district governing boards and county superintendents of schools, of the reports and information as may be necessary to carry out this section.

(i) The board of governors, no later than the 10th calendar day of each year of the Legislature, shall submit to the Legislature a written report on the operation, effect, and the extent of compliance with this section by community college districts in the state during the two most recently ended fiscal years. The report shall describe the activities of the board of governors and the chancellor's office, undertaken to ensure compliance with this section, and may contain recommendations for legislation pertaining to that subject.

(Amended by Stats. 1995, Ch. 758, Sec. 122. Effective January 1, 1996.)



Appendix H: Delineation of Functions

Map of District and College Functional Organization

The Yuba Community College District is comprised of three major operational units: Yuba College, Woodland Community College and the District administrative departments. The District departments that support campus and overall operations are Information Technology, Education and Planning, Administrative Services, Human Resources.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of the various District operational units. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each college.

Following is a delineation of the areas of functional responsibility between the District administrative departments and the colleges within the Yuba Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the operation of the college is under the authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

- **Board Policy & Administrative Regulations**

- **Board of Trustees**

The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District and the colleges. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups.

For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process.

The general public may comment at public Board meetings on any policy consideration before the Board.

- **Chancellor**

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees. The execution of all decisions made by the Board of Trustees concerning operations of the District is the responsibility of the Chancellor.

- **Presidents**

The President of each college is the institutional Chief Executive Officer. The Presidents report to the Chancellor. The President is responsible for providing leadership for the day-to-day operation of the College including coordination of all programs, services, and operational matters. The Chancellor and Presidents provide overall leadership and operational authority on all the functional areas that follow, listed in alphabetical order.

- **Bookstore**

District – Vice Chancellor of Administrative Services
Colleges – Presidents

The bookstores, contracted to Follett, are managed and operated as a separate business enterprise of the District. Management and oversight is the responsibility of the College President. Bookstore operations are managed locally and have consultative relationships with the President at each college. The Vice Chancellor of Administrative Services is responsible for direct oversight of the district-wide contract with Follett.

- **Budget Development**

District – Chancellor/Vice Chancellor Administrative Services
Colleges – President

Through delegation of authority by the Board of Trustees, the Chancellor delegates budget development to the District administration, under the leadership of the Vice Chancellor of Administrative Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District allocation process drives District Services and the Colleges decision-making processes in developing their respective budgets. And, in turn, when rolled up, results in a district budget for Board approval.

Colleges: The Colleges manage their budgets through the Vice Chancellor of Administrative Services and their planning and budget committees. The distribution of funds and resources, general purchase orders and expenditures as well as Measure J expenditures are authorized and approved at the College level. Additional ancillary services such as Foundation, Bookstore, Associated Students, Community Services, Contract Education, and Food Service function at the College level.

Collaboration: While the District dispenses funds based on established criteria, the colleges have discretionary authority to distribute these funds according to Federal, State and Local prescribed standards. The District completes the annual fiscal report (311) and submits it to the state, validating the expenditures and ensuring that the Colleges have met all criteria. While the District implements recommendations from fiscal audits, the District works with the Colleges to ensure that revenue and expenditures will meet audit, accounting, and fiscal requirements.

Currently, the District is testing an allocation process for on-going and one-time funds that has been refined annually over the last few years with input from the District/Colleges/Academic Senate Leadership Group, comprised of the District Executive Leadership, Academic Senates Leadership, and Colleges Leadership. This intent-based methodology is for new/increased ongoing and one-time revenues. The District and Colleges are continuing to refine this allocation methodology until satisfied and then explore using it to reallocate (rationalize) the ongoing College and District Services budgets (i.e. a zero-based budget.)

- **Food Services**

The cafeteria at Yuba College is a contracted service, and management and oversight is the responsibility of the College President. At the Sutter Center Campus students rely on limited contracted services and vending machines for food services. There are contracted vending machines at Woodland Community College and the Colusa County Campus. At Lake County Campus, Aroma's is an academic program with student interns providing food services and at times event food services.

- **College Police**
District – Chief of Police; Vice Chancellor Administrative Services

Campus safety and parking operations are the overall responsibility of the District administration. The College Police Department is a centralized function reporting to a Chief of Police who reports to the Vice Chancellor for Administrative Services. The Police Department includes P.O.S.T. Certified Police Officers assigned to each college. The College Police has agreements with local law enforcement agencies to respond for 24/7 emergency operations. There is also a police sub-station located on each college main campus.

The College Police staff at the colleges and centers interface directly with the College President, Chancellor, and the Vice Chancellor for Administrative Services, who serves as the district administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the colleges with twenty-four-hour coverage, seven (7) days a week with support from local law enforcement agencies. The Chief of Police is also responsible for the development, maintenance, and execution of emergency response operations for the District. The Police Chief is also responsible for supporting the reporting requirements under the Clergy Act.

- **Communications and Public Relations**

District – Chancellor’s Office

Colleges – President’s Office

The Chancellor serves as the official District spokesman and conveys the official position of issues of general impact or significance as noted in BP 2433 Spokesperson for the District and AP 2434 Media Protocols. The Offices of the College President respond to requests from the media regarding their respective institutions.

The District recognizes the media significantly influences the public’s understanding of community college needs. The Board respects the public’s right to information and recognizes that the media has a legitimate interest in the District and Colleges and its responsibility to inform the communities served.

The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Presidents work directly with the Chancellor to build partnerships, guide legislative advocacy, and maintain relations with federal, state, and local agencies and officials, including media relations. The Chancellor provides information to the colleges to enhance public awareness. Media communications related to the Board of Trustees, the District, and State and National matters are produced by the Chancellor. Each College President, and the Lake County Campus Executive Dean, or designee, responds to requests from the media regarding their respective institutions. When deemed necessary, the President or Executive Dean will forward the response-action responsibility to District personnel. When follow-up inquiries are made, The Presidents work with the Chancellor to ensure a coordinated and consistent response. Each college works closely with the President and also maintains liaison with local, city, and county organizations, as well as state and national agencies, to promote public and media relations and activities. In the event of a major crisis at the District or on a campus, the Presidents’ and Chancellor’s Office are alerted as early as possible to ensure an official communication plan is developed to disseminate timely, accurate information and to ensure inquiries are routed to the appropriate sources.

The District Office is responsible for a monthly District Newsletter (<https://dc3.yccd.edu/>) formerly known as the DC3 Newsletter as well as other periodic reports like an Annual Report, an Economic Impact Report, and bond reporting.

- **Fiscal Oversight**

District – Vice Chancellor Administrative Services

Colleges – Presidents

The District Office has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance and fiscal accountability.

The District authorizes payments for all financial obligations and receipt of income, administers purchasing and bid procedures, accounting services, grants and contract management, accounts payable activities, processes payroll, and prepares annual audits. The District allocates the initial college budget based on the District’s

established allocation process. However, while the District's involvement is in the overall process and not the detail, the District does monitor the college's expenditures focusing on abnormalities and preparing for unforeseen events.

In addition, the District Office is also responsible for monitoring accounting practices and internal controls throughout the organization. The Yuba Community College District is fiscally independent.

- **Grant Development**
District – Director of Grant Research and Development
Colleges – College Leadership

Grant Development is the responsibility of the College Presidents who are supported by the Grant Research and Development Officer in consultation with the College and District Leadership Teams.

Under the general direction of the Vice Chancellor of Education and Planning, the Grant Research and Development Officer coordinates and supports colleges' efforts to develop successful grant proposals. The Director develops external sources of funding by identifying grant opportunities, organizes proposal writing teams and assists in the development of proposals to include research support and budget development.

The Grant Research and Development Officer ensures that proposals comply with sponsor guidelines, federal, state, and district policies prior to submission and is the office responsible for coordinating submission of applications to the State of California, federal agencies, and private foundations. The functional responsibilities include updating the college and district communities on grant opportunities through the website, email, and the District Newsletter.

- **Human Resources**
District – Chief Human Resources Officer (CHRO)
Colleges – Presidents

Through delegation of authority by the Board of Trustees, the Chancellor has delegated the responsibility for Human Resources management to the Office of Human Resources. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, employee benefits, employee records, payroll, legal services, equal employment opportunity and risk management. While the CHRO oversees district policies, the presidents are accountable for the implementation of those policies as well as the health and viability of the human resources (i.e. staffing planning, staffing, professional development, performance management, etc.) at their respective colleges.

The CHRO, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this department. Job classifications and descriptions are developed and maintained by the District Office. The hiring process also is managed and monitored by the Office of Human Resources. The Presidents, Chancellor, and Board of Trustees are responsible for final hiring decisions and other personnel actions. Each college, as well as the various District departments have defined

responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities.

Payroll is also centralized at the District Office and reports to the Vice Chancellor of Administrative Services. Legal services are coordinated through the CHRO, in consultation with the Chancellor.

- **Information Technology**
District – Chief Technology Officer (CTO)
Colleges – President

The District Information Technology department is responsible for the development and oversight of district technology guidelines, standards and procedures. The colleges are responsible for establishing their respective priorities and ensuring adherence to the established guidelines, standards and procedures. The CTO serves as subject matter expert to the college leadership on technical features and systems that will help to meet the objectives and implementation strategies outlined in the Educational Master Plans.

The District Information Technology department will manage/oversee technical projects as established and prioritized by the colleges. The colleges are responsible for resource assignment and collaboration on the development of schedules and milestones.

The District Information Technology department is responsible for the District's administrative computing, network data and voice services, data center operations, web services, desktop computing, and Help Desk functions. Support for the instructional labs at the colleges is provided by technicians from the IT department and report to leadership at the District.

The CTO reports to the Chancellor. The District Information Technology department is responsible for the maintenance and administration of the Administrative Finance System, the Human Resources System, and the Student Information System.

Additional information is available in the IT Service Level Agreement.

- **Planning, Research, and Institutional Effectiveness (PRIE)**
District – Vice Chancellor Education and Planning; Dean of Institutional Effectiveness
Colleges – Dean and Planning Analyst

Planning, Research and Institutional Effectiveness is the responsibility of the presidents supported by College Deans of Institutional Effectiveness and the District Dean of Institutional Effectiveness.

The District Dean of Institutional Effectiveness supports districtwide studies and maintenance of the district data library, as well as the Deans of Institutional Effectiveness at the colleges who support college data and information needs. The District Dean of Institutional Effectiveness conducts research at the district level, provides analysis, collaborates with IT to review data infrastructure, data governance, compliance, and reporting to produce timely and accurate information required to

shape and support strategic institutional goals and decision-making and advance District-wide strategies.

The PRIE develops enrollment projections, assessment of various student outcomes, and state reporting and develops a culture of evidence and data-informed decision making. The PRIE staff work collaboratively with the colleges to identify and provide data and information support to District and college planning efforts, including program review, accreditation, basic skills, student success and equity outcomes, strategic planning, and enrollment management. The PRIE maintains a website and the staff provide support to the data and information needs of the Chancellor and Board of Trustees. The PRIE is also responsible for establishing an annual research agenda for the District and supporting the colleges in updating their research agendas.

- **Instructional Services**

District – Vice Chancellor Education and Planning (VCEP); Dean of Institutional Effectiveness

Colleges – Vice President of Academic and Student Services

Curriculum development, as well as the provision of the academic program, is the responsibility of the Vice Presidents at the colleges. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure is the responsibility of the Vice Presidents of Academic and Student Services. The development of policies and procedures in compliance with Title 5 and the Ed Code is the responsibility of the VCEP in consultation with the colleges' academic leadership and administration. The District's online education program, including training, website development, and maintenance is the responsibility of the colleges and is supported by the VCEP and the CTO.

- **Legal Services & EEO**

District – Chief Human Resources Officer (CHRO)

Colleges – President

The college presidents are responsible for legal mandates related to compliance and employment and are supported by the CHRO. Discrimination complaint investigations and formal resolutions are also the responsibility of the college presidents in consultation with the CHRO. The president is responsible to address complaints and issues on campus, and may resolve complaints informally, as appropriate. The college presidents are responsible for complaints involving sex or gender-based misconduct with support from the CHRO who also serves as the Title IX Compliance Officer. The CHRO may conduct investigations or manage third-party investigations on the Presidents' behalf. The CHRO also coordinates all the legal and contractual matters of the District including working with outside counsel on various matters as required. EEO reporting, monitoring, and training are the responsibility of the CHRO in consultation with the colleges.

- **Maintenance and Operations**

District – Director of Facilities Planning, Maintenance, and Operations (reports to the Vice Chancellor of Administrative Services)

Colleges – Assistant Directors of Maintenance and Operations (report to the Director of Maintenance and Operations)

The Director of Facilities Planning, Maintenance, and Operations reports to the Vice Chancellor of Administrative Services.

College Leadership is responsible for setting priorities and providing collaborative guidance regarding resource prioritization associated with maintenance and operations services, facilities leases, and construction projects. The Director of Maintenance and Operations works closely with College and District Leadership regarding the procurement, construction, maintenance and operations of all District facilities and construction projects. The Director Maintenance and Operations coordinates contracts, leases, facilities planning, construction, maintenance, and operations. The Director of Maintenance and Operations provides maintenance and construction project technical insight and expertise as the primary subject matter expert to College Leadership to provide information and recommendations that ensure campus needs are met. The Director of Maintenance and Operations and College Leadership work through participatory governance to develop College facilities master plans and schedule maintenance priorities that reflect the educational and student support needs of each institution. These plans form the basis for facilities master planning and facilities development in the District. The Director of Maintenance and Operations is responsible for facilities maintenance and operations, along with supporting facilities planning at each college. The Assistant Directors of Maintenance and Operations oversee the daily operation of the physical plant of the campuses assigned to them, including maintenance and operations of all facilities, as well as construction projects.

The Director of Facilities Planning, M&O is also responsible for coordination and construction of bond and other funded projects (Series D Bonds and Measure Q). The Director and Assistant Directors of Maintenance and Operations as well as faculty and staff participate in the design, planning and build-out of each project. The Director of Facilities Planning, M&O is also responsible for reporting and responding to the District Bond Oversight Committee on all matters pertaining to the bond projects.

Additional information is available in the M&O Service Level Agreement.

- **Registrar**

District – District Registrar; Vice Chancellor of Education and Planning (VCEP)

Colleges – Vice President of Academic and Student Services; Dean of Student Services

The Vice Presidents of Academic and Student Services are accountable for ensuring the college complies with Title 5, Ed Code, and District Policies and Procedures pertaining to registration, attendance accounting (i.e., the faculty comply with requirements for grading, attendance, and census). The Registrar is responsible for identifying college compliance issues related to Title 5, Ed Code, and District Policies and Procedures pertaining to registration attendance accounting. The development of

policies and procedures in compliance with Title 5 and the Ed Code is the responsibility of the VCEP in consultation with the Registrar, the Chancellor and colleges' academic and student services leadership.

The District Registrar reports to the VCEP. The District Registrar provides technical support of attendance accounting services for the colleges and district. Major duties include the coordination of the key functions associated with admissions, attendance accounting, technology for admissions and registration processes, registration, transcripts, and data related to annual accountability reporting. Additionally, the Registrar provides training and support for the designated staff; provides technical expertise, direction and implementation of new software and hardware technology; is responsible for proper accounting of all college enrollment fees and tuition collection, and ensures minimum exposure to error or misappropriation.

- **Risk Management – Human Resources**
District – Chief Human Resources Officer (CHRO)
Colleges – President

In compliance with Board Policies and Procedures, the college presidents are responsible for the health and safety of staff and students by identifying and rectifying areas of concerns. When an incident occurs, the college president is responsible to ensure filing of proper paperwork and follow up. The CHRO manages the claims and other legal processes related to issues at the colleges as well as at the District Office.

The CHRO works in consultation with the Chancellor's Cabinet for all legal matters, as well as with the President at each college for workers' compensation and liability matters.

- **Risk Management – Property and Liability**
District – Vice Chancellor Administrative Services (VCAS)
Colleges – President

Risk management, including property, physical plant, and general liability is the responsibility of the Vice Chancellor of Administrative Services (VCAS). The VCAS works in consultation with the Chancellor's Cabinet for all legal matters, as well as with the President at each college for property and liability matters.

Colleges, within the governing board policies, have local jurisdiction over health and safety issues on campus. The Colleges are expected to meet the guidelines and parameters of the processes. The colleges are informed by the District concerning changes, claims and or/payments made. The district writes all claims contracts.

- **Student Services**
District – Vice Chancellor Education and Planning (VCEP)
Colleges – Vice President of Academic and Student Services; Dean of Student Services

Student Services program development and operations are the responsibility of the Vice Presidents of Academic and Student Services and the Dean of Student Services at the colleges. Policy development and oversight, program development, student records maintenance and disposition, state reporting, state and federal compliance

and audit, Outreach, Title IX Compliance, and Disability Support Programs and Services are the responsibility of the Vice Presidents of Academic and Student Services. Policy review and development is coordinated with the college's academic and student services leadership with the support and technical assistance of the VCEP. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the Vice President of Academic and Student Services with the support and technical assistance of the CTO and VCEP. Compliance with state and federal laws, including legal matters related to students and records are the responsibility of the College Vice Presidents supported by the VCEP.

July 2018