



2022-23 COVID-19 EMERGENCY CONDITIONS ALLOWANCE MID-YEAR UPDATE

California Community Colleges memorandum FS-22-07, 2022-23 COVID-19 Emergency Conditions Allowance states that the Chancellor's Office will verify that districts continue to meet all eligibility participation requirements as outlined in the memo. One of the requirements to maintain eligibility is submission of a mid-year update by February 28, 2023. This document provides an update on the Yuba Community College District's ongoing compliance with all the requirements of the 2022-23 COVID-19 Emergency Conditions Allowance. The District continues to meet all of the requirements articulated in memorandum FS-22-07. This mid-year update was provided to the Board of Trustees at the February 9, 2023 Regular Board Meeting.

PART 1: EMERGENCY CONDITIONS RECOVERY PLAN

What is the district currently doing to increase enrollment, persistence, and completion?

In recent years, the Yuba Community College District (YCCD) has been experiencing a downward trend in student enrollment, and this trend has been exacerbated by the COVID-19 pandemic. In recognition of the seriousness of this trend and its impact on district finances, the Yuba Community College District Board's Finance Committee requested that the Fiscal Crisis and Management Assistance Team (FCMAT) conduct a study to analyze the district's cost structure and assess its current and future fiscal condition. FCMAT presented its report to the YCCD Board in October 2021.

As follow-up to the report, the Chancellor directed the colleges and District Services to gather input from their constituency groups and develop recommendations to address the challenges identified by the FCMAT fiscal analysis. He further directed that a DC3 working group be formed to analyze, synthesize, and prioritize recommendations from the colleges and District Services reports. The group identified twenty-four (24) recommendations, a number of which focus on increasing enrollment, persistence and completion. This [report](#) was presented to the YCCD Board of Trustees in June 2022, and the Chancellor took forward finalized priorities to the Board of Trustees in July 2022. Implementation has begun on a number of the recommendations and the District Consultation and Coordination Council (DC3), a districtwide governance body, will monitor on-going implementation during the 2022-23 academic year.

In addition to the above, the District and Colleges have also done the following to address enrollment declines:

- Increased marketing, outreach and engagement
- Expanded dual enrollment offerings
- Focused on outreach to older students that have some college or an interest in upskilling
- Targeted re-engagement to students who departed during the COVID-19 pandemic
- Attended the UC San Diego Enrollment Management Academy
- Completed College Educational Master Plans that include specific strategies to improve enrollment, persistence and completion
- Implemented a new waitlist process
- Conducted fill-rate analysis
- Participated in the Degrees When Due National Initiative to completion and equity initiative to help states and colleges increase degree attainment among the "some college, no degree" population
- Updated scheduling processes to better align to program needs and student demand
- Participated in CCC Statewide College Decisions
- Administered schedule preference survey to current, departed, and perspective students

Fall 2022/Spring 2023 Update:

The above activities documented in the Emergency Conditions Application and additional work undertaken during the Fall 2023 semester is having a positive impact on YCCD enrollments. Specifically, for the Fall 2022 semester District enrollments are up 6.4 percent over the previous Fall term. Spring 2023 enrollments are up 11.0 percent when compared to the same date of the Spring 2022 semester.

Work undertaken during the Fall 2023 semester includes:

- Development of a district-level Strategic Enrollment Plan
- Expansion of marketing and outreach efforts (Radio, billboards, registration mailers, newspaper ads, social media)
- Work to establish a Middle College High School at Yuba College in partnership with Marysville Joint Unified School District, which will lead to additional dual enrollment FTES
- Continued planning with Chico State, YCOE, and SCOE to establish a local 2+2 arrangement for a teacher preparation pathway to increase FTES
- Joined the Avenue M partnership with UC Davis to recruit students into a community college through a medical school pathway to bolster rural medical providers.
- Express registration for Fall and Spring semesters
- On the spot counseling that increased the number of counselors available for weekend services leading up to express registration
- Intentional outreach to students who qualify for categorical programs.
- Execution of planning to increase dual enrollment participation (For spring 2023, districtwide dual enrollment FTES is up 61 percent when compared to spring 2022).
- Continuation of the Degrees When Due project that focuses on completion and re-engagement with adult learners
- Binational Week of Education Opening Ceremony- Hosted by Mexican Consulate of Sacramento for the first time on our campus,(August 22, 2022) provided participants which included community leaders (city, k-12), WCC students, staff and faculty, community members an opportunity to hear from Mexico's Secretary of Education

Licenciado Gutierrez on the country's efforts to strengthen education (access, resources, opportunities for growth, including partnerships) along with several other speakers. This is the first event of its kind hosted by WCC.

- WCC Transfer Fair
- HEERF Textbook program
- Numerous campus activities and events to build community and engagement
- First Generation Day (WCC)
- Districtwide waitlist training and information sessions for faculty and students on new waitlist processes which facilitate student enrollment through removal of barriers
- Implementation of additional processes to detect registration fraud to ensure that fraudulent students do not enroll
- Improvement in scheduling processes to ensure student progression and to meet student demand
- Participation in the Sacramento K-16 Regional Educational Collaborative focused on improving transfer rates, data sharing, expansion of dual enrollment, support for special populations, and development of pathways
- Analysis of student departure patterns
- Research and implementation planning for degree/certificates auto awarding
- Amazon Choice Program (WCC)
- Curriculum updates made to clarify pathways and increase equity and inclusion in courses
- Maintained breadth of online and hybrid course offerings, while protecting low-enrolled face-to-face opportunities to support students who needed this option to return to school and were disproportionately impacted by the complete transition to remote learning during the pandemic.
- Expanded use of OER materials and the Academic Senate has created an Affordable Learning Material Workgroup
- Improved use of course rotations in scheduling
- Zoom drop-in hours are available for all services
- Hosted successful College Information Day to highlight campus resources and university transfer options to both current YC students and high school seniors (YC)
- Developed 2022-25 Student Equity Plan activities related to Successful Enrollment and Retention that align with the college's Educational Master Plan goals.
- Hired Basic Needs Specialist to help build out comprehensive basic needs services that support student retention (YC)
- Currently planning matriculation activities on-site at high schools during spring to provide hands-on application, orientation, educational planning and registration support
- Planning Spring Open House for prospective students and families
- Will host workforce development/CTE event for high school students during spring (YC)
- Currently engaging in remodel discussions for building 100B that will support enrollment initiatives through an expanded Welcome Center and better access and wayfinding for Admissions and Records, Financial Aid and other college programs (YC)

What will the district do differently to increase enrollment, persistence, and completion? Please include information about strategies related to: student reengagement and persistence, changes to course scheduling and program review, and/or strategies by affected population(s).

The [Woodland Community College Educational Master Plan](#) and [Yuba Community College Educational Master Plan](#) were completed in the spring/summer of 2022. These plans document specific strategies to increase enrollment, persistence, and completion which include:

Access:

- Strengthen and expand partnerships with regional K-12 districts, four-year colleges and universities, local industries, employers, and non-profit institutions
- Create a comprehensive outreach and recruitment framework
- Promote Credit for Prior Learning
- Implement a one-stop approach to providing “high touch” student support services
- Simplify student onboarding through process improvements and website redesign
- Implement an opt-out holistic survey for special programs and basic needs support

Persistence/Retention:

- Implement Student Success Teams to help students complete their educational mission in a timely manner
- Create equitable structures, processes, and instructional approaches that remove barriers to student’s success and address structural inequities in programs and support services for students at all teaching sites and in all modalities
- Fully implement equitable placement (AB 705) to increase students’ ability to pass gateway transfer-level math and English
- Ensure tutoring is adequately and actively provided to students so they can successfully stay in the classroom
- Increase professional learning opportunities, which are focused on innovative approaches to improving student success and eliminating opportunity and outcomes gaps between different student populations
- Increase on-campus and community-based student engagement opportunities to develop communities of belonging and support, as well as enriched experiences beyond the classroom
- Increase or enhance partnerships with nonprofits and local agencies to address students’ basic needs, including but not limited to food, housing, and medical and mental health resources

Completion:

- Complete a District Strategic Enrollment Management Plan during Fall 2022
- Continue to implement student-centered scheduling strategies including scheduling that guarantees full-time students’ completion in two years
- Improve the alignment between the college’s courses and programs and the needs of our students and our communities
- Support high quality learning through high quality facilities/equipment/technology
- Implement degree and certificate auto awarding
- Redesign existing and/or offer new instructional programs (credit and noncredit) in high-

- demand occupations that provide living wages
- Complete processes and policy changes that support automated reverse transfer awards through data sharing agreements

Career:

- Create a Career Center that provides training/support for students seeking jobs/careers
- Partner with employers to increase CTE enrollments and increase the number of students who find high wage jobs/careers
- Ensure CTE technology and systems reflect the 21st century workplace
- Participate in the development of a Rural Community Learning System with our regional partners to improve education and workforce training systems for under-served adult learners
- Strengthen partnerships with local businesses and industries to expand experiential, career exploration, and work-based learning opportunities (e.g., internships, apprenticeships, portfolio development, and resume building)

Transfer:

- Partner with our four-year partners to make transfer easier for students
- Create a Yuba College Transfer Center that provides support for transfer-seeking students

Fall 2022/Spring 2023 Update:

Woodland Community College and Yuba College are making good progress with the implementation of the activities identified in the college Educational Master Planning (EMP) documents. These planning documents function as the blueprint for the advancement of each college's organizational development and the fulfillment of its mission. The WCC and YC 2022-2025 Community College Educational Master Plans provide the overarching structure for all College planning. Furthermore, the EMPs align with the California Community College Chancellor's Office (CCCCO) Vision for Success, supports the full development of the Guided Pathways framework, and facilitates the local work necessary to execute the CCCCCO's Call to Action to address systemic racism and discrimination. As noted above, each college has identified activities to promote access, persistence/retention, completion, career/workforce development and transfer.

Progress is monitored by the college governance bodies as well as by the Chancellor's Cabinet and the YCCD Board of Trustees. To facilitate communication with the Board, the District Research team developed an annual presentation calendar that includes four presentations each academic year that examine the student experience from "connection" through "completion". During the Fall 2023 semester the "connection" and "entry" presentations were made to both the Policy Committee and abbreviated presentations were provided to the full Board of Trustees. The "progress" and "completion" presentations will be presented during the Spring 2023 semester.

How is the district using existing resources to support student basic needs and direct resources to students?

- Providing free meal vouchers to students through basic needs funding

- Operating multiple food pantries
- Operating active Cal Fresh outreach programs
- Hiring basic needs coordinators
- Contracts and partnerships in place that provide comprehensive health services
- Providing food and gas cards through special program funding (e.g., EOPS)
- Financial Literacy training
- Free bus passes are available to students who are income eligible
- Operating an active emergency grant funding program through the Foundation for student basic needs support to address emergency situations
- Direct aid payments using CARES Act and HEERF funding continue to support students with basic needs

Fall 2022/Spring 2023 Update:

Both Woodland Community College (WCC) and Yuba College (YC) are using existing and one-time COVID-19 funding to support student basic needs. This is a priority for both institutions and basic needs offerings have been expanded in a number of ways:

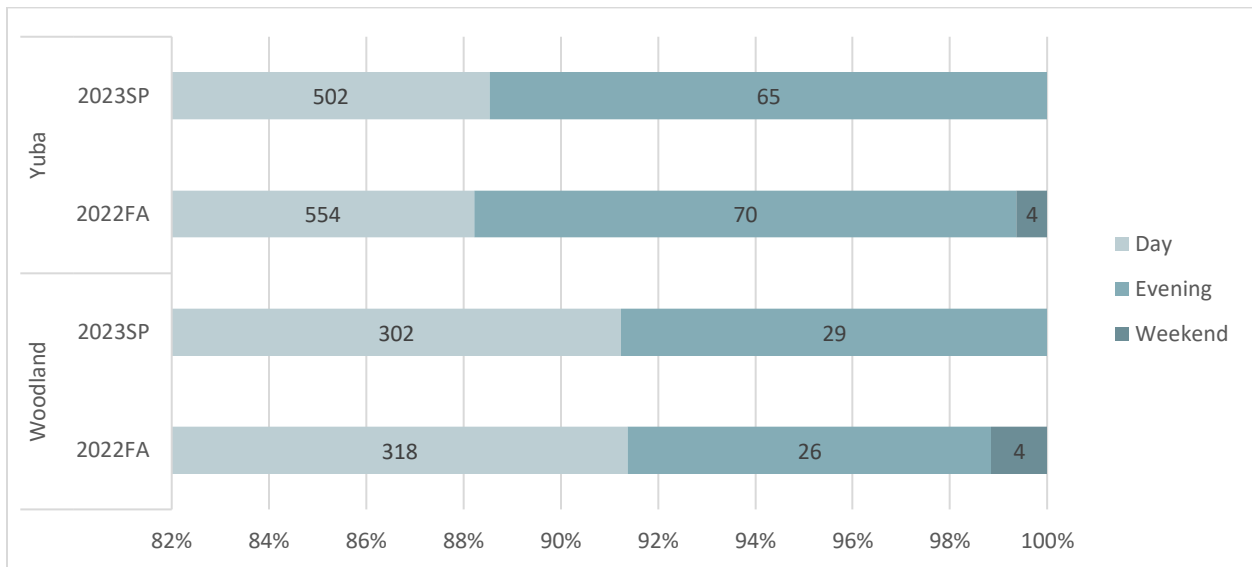
- WCC has increased food distributions to six/seven per month
- WCC will be opening an expanded basic needs center during the Spring 2023 semester in a new, larger facility that will house an industrial size refrigerator and freezer. The new facility will allow for more robust offerings including expanded food items, personal hygiene materials, home cleaning supplies, clothing, and diapers. The college is working to expand clothing offerings to include professional clothing for students who are going to job interviews and attending academic events.
- A food basket distribution calendar has been created and baskets will be given to students around important dates such as the beginning of the term, midterms, finals, and holidays (WCC)
- “Grab-n-goes” are available at expanded college locations. These are mini pantries that have snacks and other food items for students to grab on their way to or from class (WCC)
- Work with WCC transportation partners is ongoing and is focused on addressing transportation insecurity (WCC)
- A robust housing guide is in development and will identify partnerships, collaborations, and other resources available to students to address housing insecurity. Vouchers are also available to help students who are housing insecure (WCC)
- Dusty’s Food Pantry was reopened and hosted successful food distributions (YC)
- Yuba College engaged with community health partners and county agencies to identify opportunities for collaboration and service delivery
- Yuba College provided connections to mental health and food insecurity resources through the YC student app
- CARES Act and HEERF direct aid payments were provided to students (WCC & YC)
- Emergency grants were offered through the YCCD Foundation (WCC and YC)
- A Basic Needs Specialist was hired to coordinate comprehensive basic needs services (YC)
- A student health partnership will be launched during the Spring 2023 semester to include on-site and virtual medical and behavioral health services (YC)
- Yuba College is developing a partnership with a local food bank to expand access to food resources

- Work is ongoing to support transportation as a basic need through gas cards and bus passes including engagement with local transportation agencies to advocate for routes that connect students to Marysville and Sutter sites (YC)
- Investigating emergency housing opportunities such as short-term hotel vouchers (YC)
- Updating and developing comprehensive webpage, resource guide, and handout to ensure food, housing, transportation, childcare and financial resources (YC)
- Work is ongoing to provide basic needs assessment and referral training/professional development for employees (YC)

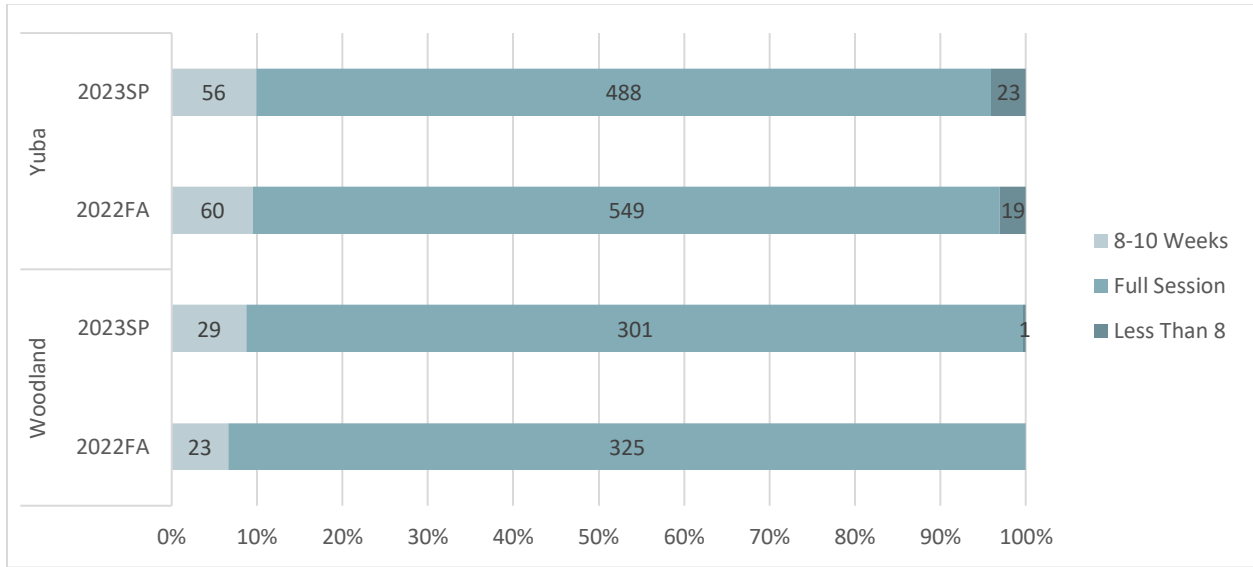
Update:

Provide details on class scheduling for Fall 2022 and Spring 2023 (as available) including the proportion of courses offered by time of day (day/evening/weekend), the proportion of courses offered by course length (full session, 8 - 10 week, less than 8 weeks), and the proportion of courses offered by modality (in person, online, hybrid).

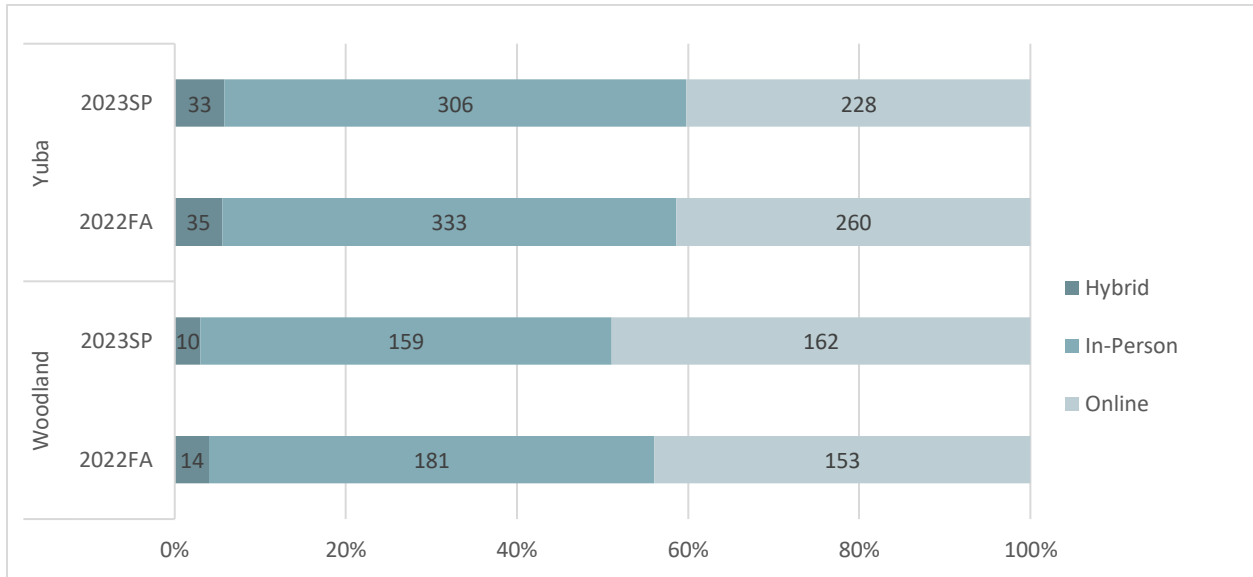
YCCD Sections by Day and Time



YCCD Sections by Course Length



YCCD Sections by Modality



Describe the district's operational plans to absorb enrollment losses after 2022-23.

As discussed in the DC3 Planning and Implementation Recommendations in Response to the Fiscal Crisis & Management (FCMAT) Study, the District has implemented a plan to steadily increase classroom efficiency, has identified areas for expense reductions, and is working to increase enrollment. Multi-year modeling has been done to ensure fiscal viability.

Fall 2022/Spring 2023 Update:

The recommendation implementation work has progressed as planned during the Fall 2022 semester and will continue during the Spring 2023 semester. The District has seen improving enrollments and efficiency rates during this academic year.

During the Fall 2022 semester, the District also formed a Resource Allocation Workgroup charged with developing and recommending a new districtwide resource allocation model. The following timeline documents what actions have been completed to date and the ongoing Spring 2023 activities:

- September 2022: Kickoff meeting – Charter/Timeline review
- October 2022: SCFF Review / Data Integrity
- October 2022: Model Priorities / Incentives
- November 2022: Review College Level Data / Outcomes Distribution Possibilities
- November 2022: Model Comparisons
- December 2022: Current Year Side by Side Comparison
- January 2023: P1 Side by Side/ Identify Challenges
- February 2023: Determine Transition Plan (if needed)
- February 2023: Actual (draft) Model Using P1
- March 2023: Propose Policy & Procedure Edits
- April 2023: The District, College, and Academic Senate Leadership Group (DCAS) and District Consultation Council (DC3) Review and Approval
- May 2023: Chancellor's review of the DC3 recommended RAM and recommendation to the Finance Committee and the Governing Board Review
- July – September 2023: Feasibility of Full or Partial Implementation of the new Resource Allocation

Describe efforts to increase uptake of federal financial aid and fee waivers and key contact at the District leading this work.

The financial aid application process is now part of the matriculation process. In addition, counselors are assisting the Financial Aid Department by informing students to apply for financial aid, or if they already applied, to contact the Financial Aid Department for an update on their application. The Financial Aid Office is also identifying enrolled students who have not applied for financial aid. Financial Aid staff and student workers are calling those students and providing assistance with the application process.

With the assistance of the Outreach and Recruitment Specialist, the importance of applying for financial aid is continuously communicated to our local high school counselors and most importantly to our high school seniors. The Financial Aid Department and the outreach and recruitment specialist will be meeting with our high school counselors to plan this fall's Cash for College events (Yuba College) and how to increase the FAFSA applications with our high school seniors. Similar events are planned at Woodland Community College. Additionally, the Woodland Financial Aid Office will work with other Student Services areas to identify "at-risk" students who have not completed an application (Foster Youth, housing insecure, etc.) and will contact these students to provide assistance with the application.

Fall 2022/Spring 2023 Update:

During the Fall semester the financial aid departments at Woodland Community College and Yuba College performed the following activities to increase FAFSA completion:

- An email and phone campaign to enrolled students who had not completed a FAFSA application for the fall semester was conducted.
- Financial Aid collaborated with Outreach and Recruitment to promote FAFSA completion.
- Emails were sent to faculty to promote and encourage FAFSA completion in their classes.
- Financial Aid presented at the YuZoom and Student Zoom meetings and encouraged students to complete FAFSAs.
- Promotion of the College Promise, especially for those students who do not qualify for the California College Promise Grant, also known as the BOG Fee Waiver.
- In collaboration with Outreach and Recruitment, Cash for College Workshops (FAFSA completion) were performed at our local High Schools from October to December. Cash for College events are essential to promote accessibility at the colleges. High School seniors are informed of their financial aid eligibility and what grants they are eligible to receive.
- Financial Aid presentations were done at our local high schools.
- Financial Aid staff met with high school counselors to collaborate and share the importance of AB 469, which requires school district, county offices of education, or charter schools to ensure that a grade 12 pupil completes a FAFSA unless the pupil opts out.

During the spring semester the college financial aid departments will continue activities to increase FAFSA completion.

Update:

Conduct an analysis of students the district lost between Spring 2020 and Fall 2022 disaggregated by age, race & ethnicity, and other impacted groups

YCCD Fall Headcount – Disaggregated by Ethnicity

Number of Unduplicated Students Disaggregated by College and Ethnicity	2020FA	2021FA	2022FA	Percentage Difference
Yuba College				
American Indian or Alaska Native	31	33	42	35%
Asian	1011	947	954	-6%
Black or African American	172	161	177	3%
Hispanic	2154	2218	2292	6%
Native Hawaiian or Other Pacific Islander	25	23	26	4%
Two or more Races	374	355	381	2%
Unknown	147	183	237	61%
White	1782	1664	1795	1%
Woodland Community College				
American Indian or Alaska Native	18	25	24	33%
Asian	554	381	391	-29%
Black or African American	87	79	106	22%
Hispanic	2075	1997	2203	6%
Native Hawaiian or Other Pacific Islander	11	19	16	45%
Two or more Races	199	162	178	-11%
Unknown	173	261	286	65%
White	1169	877	900	-23%
District Unduplicated Total	8479	8242	8861	5%

YCCD Spring Headcount – Disaggregated by Ethnicity

Number of Unduplicated Students Disaggregated by College and Ethnicity	2020SP	2021SP	2022SP	Percentage Difference
Yuba College				
American Indian or Alaska Native	37	28	30	-18.9%
Asian	1009	955	922	-8.6%
Black or African American	169	152	151	-10.7%
Hispanic	2091	2027	1960	-6.3%
Native Hawaiian or Other Pacific Islander	27	26	20	-25.9%
Two or more Races	388	361	330	-14.9%
Unknown	181	134	166	-8.3%
White	1772	1727	1475	-16.8%
Woodland Community College				
American Indian or Alaska Native	17	14	23	35.3%
Asian	509	511	417	-18.1%
Black or African American	84	85	90	7.1%
Hispanic	2166	1764	1726	-20.3%
Native Hawaiian or Other Pacific Islander	13	18	14	7.7%
Two or more Races	165	194	183	10.9%
Unknown	224	187	153	-31.7%
White	1080	1032	856	-20.7%
District Unduplicated Total	9076	7638	7279	-19.8%

YCCD Fall Headcount – Disaggregated by Age Range

Number of Unduplicated Students				
Disaggregated by College and Age				
	2020FA	2021FA	2022FA	Percentage Difference
Yuba College				
17 and Under	974	1227	1523	56%
18 to 24	2841	2750	2682	-6%
25 to 49	1751	1475	1552	-11%
50 and Over	130	130	147	13%
Unknown		2		-100%
Woodland Community College				
17 and Under	857	986	1020	19%
18 to 24	2113	1712	1800	-15%
25 to 49	1209	980	1142	-6%
50 and Over	105	118	138	31%
Unknown	2	5	4	100%
District Unduplicated Total	8479	8242	8861	5%

YCCD Spring Headcount – Disaggregated by Age Range

Number of Unduplicated Students				
Disaggregated by College and Age				
	2020SP	2021SP	2022SP	Percentage Difference
Yuba College				
17 and Under	660	743	824	25%
18 to 24	3110	2744	2595	-17%
25 to 49	1712	1777	1517	-11%
50 and Over	190	146	117	-38%
Unknown	2		1	-50%
Woodland Community College				
17 and Under	911	556	485	-47%
18 to 24	2041	1973	1701	-17%
25 to 49	1150	1153	1133	-1%
50 and Over	151	120	143	-5%
Unknown	5	3		-100%
District Unduplicated Total	9076	7638	7279	-20%

YCCD Fall Headcount – Disaggregated by Gender

Number of Unduplicated Students				
Disaggregated by College and Gender				
	2020FA	2021FA	2022FA	Percentage Difference
Yuba College				
Female	3620	3494	3592	-1%
Male	2061	2062	2272	10%
Not Specified	15	28	40	167%
Woodland Community College				
Female	2754	2401	2541	-8%
Male	1505	1377	1535	2%
Not Specified	27	23	28	4%
District Unduplicated Total	8479	8242	8861	5%

YCCD Spring Headcount – Disaggregated by Gender

Number of Unduplicated Students				
Disaggregated by College and Gender	2020SP	2021SP	2022SP	Percentage Difference
Yuba College				
Female	3519	3481	3179	-10%
Male	2142	1914	1859	-13%
Not Specified	13	15	16	23%
Woodland Community College				
Female	2631	2488	2264	-14%
Male	1599	1296	1182	-26%
Not Specified	28	21	16	-43%
District Unduplicated Total	9076	7638	7279	-20%

Tell us about the plan to engage your Board in this data and mitigating actions, including long-term planning to advance the district's Vision for Success goals.

As noted above, the YCCD Board of Trustees is very engaged in the District's enrollment data, student success and completion data, budgeting, and fiscal monitoring. In mid-2021, the Yuba Community College District Board's Finance Committee requested that the Fiscal Crisis and Management Assistance Team (FCMAT) conduct a study to analyze the district's cost structure and assess its current and future fiscal condition. FCMAT presented its report to the YCCD Board in October 2021.

As a follow-up to the report, the Chancellor directed the colleges and District Services to gather input from their constituency groups and develop recommendations to address the challenges identified by the FCMAT fiscal analysis. He further directed that a DC3 working group be formed to analyze, synthesize, and prioritize recommendations from the colleges and District Services reports. The group identified twenty-four (24) recommendations, a number of which focus on increasing enrollment, persistence and completion. This report was presented to the YCCD Board of Trustees in June 2022, and the Chancellor took forward finalized priorities to the Board of Trustees in July 2022. Implementation has begun on a number of the recommendations and the District Consultation and Coordination Council (DC3), a districtwide governance body, will monitor on-going implementation during the 2022-23 academic year. The Board will be provided written updates to keep them apprised of the progress of this work.

The colleges have both recently developed new Educational Master Plans. These plans were adopted by the Board of Trustees in 2022. Progress against the goals articulated in these plans is tracked by the colleges and shared with the Board Policy Committee via four annual presentations that focus on the student experience in the following four areas: Connection, Entry, Progress and Completion. These presentations include metrics to evaluate progress against Vision for Success goals, YCCD Strategic Plan goals and college Educational Master Plan goals. The general presentation outline is below:

- I. Background/History/Emerging Trends: Why is this topic important?
 - Governmental or regulatory changes
 - Statewide/national/local trends
- II. Data: What does the data look like for the colleges?
 - Disaggregated by demographics
- III. Interpret: How are we doing?

- Strengths: Where are we doing well? Why are we doing well in those areas?
- Challenges: Internally, what can be improved?
- Externally, what factors may prevent us from sustaining improvement or implementing new strategies?
- Evaluation of progress on Colleges' Education Master Plan (EMP) and Equity Plan Goals and Metrics

IV. Plan: What is the Plan for Continuous Improvement?

- Opportunities: What actions/activities will we use to improve?
- How, and when, will we assess the effectiveness of these activities?
- Alignment to Colleges' Education Master Plan (EMP) activities that will support improvement

Finally, the District Intuitional Research team has developed a simple scorecard that will be shared with the Board and Policy Committee annually that looks at five year trend data using the metrics and format below:

		2017-18	2018-19	2019-20	2020-21	2021-22	District/CCCCO Goals	% Change
The Student	Counts							
	Total Student Headcount	14,190	14,122	13,894	12,068	11,769		-17%
	Full-Time Equivalent Student (FTES)	7,444.37	7,291.15	7,105.84	6,154.18	5,735.25	6,500 (2025-26)	-23%
	Total Course Enrollment	62,078.00	61,276.00	60,271.00	49,514.00	45,832.00		-26%
	Success (Academic Year Average)							
	Successful Course Completion Rate - Face-to-Fac	75%	75%	76%	77%	78%		5%
	Successful Course Completion Rate - Online	73%	73%	75%	76%	74%		2%
	Successful Course Completion Rate - Hybrid	N/A*	71%	74%	81%	71%		-1%
	Successful Course Completion Rate - Overall	74%	75%	76%	77%	75%		1%
	Completions							
	Degrees Awarded	1190	1210	1206	1359	1943		63%
	Degree Completers	942	951	942	1048	1463	+ 20% in 5 Years	55%
	Certificates Awarded	276	269	170	369	1768		541%
	Certificate Completers	263	244	164	299	1468	+ 20% in 5 Years	458%
	Transfers							
	CSU Transfers	419	400	398	524	436	+ 35% in 5 Years	4%
UC Transfers	69	81	103	103	77	+ 35% in 5 Years	12%	
Private/Out-of-State Transfers	191	189	173	210	211		10%	
All Transfers	679	670	674	837	724		7%	
The District	Class Modalities							
	Course Count	925	882	863	751	732		-21%
	Section Count - Face-to-Face	2481	2305	2224	1044	912		-63%
	Section Count - Online	340	346	371	1004	1067		214%
	Section Count - Hybrid	0	8	2	54	104		1200%
	Section Count - Overall	2821	2659	2597	2102	2083		-26%
	Efficiency Rates							
	Full-Time Equivalent Faculty	279.75	282.28	274.11	236.41	229.17		-18%
FTES/FTFEF	13.49	12.96	13.01	13.05	12.46	14.0 (2025-26)	-8%	
Average Class Size	27	26	26	26	25	28 (2025-26)	-8%	

* N/A: Not Available; Because there are no sections for that modality, there would not be any data for their Completion Rate

Fall 2022/Spring 2023 Update:

Administrative Procedure 2220, Committees of the Board, identifies a standing committee (Policy/Student Success Standing Committee) that continuously monitors progress on student success goals and outcomes, regularly reviews disaggregated data, evaluates progress on the Strategic Plan and EMP goals and activities, and reviews student success initiatives to ensure they are informed by effective practices. The District Institutional Research Team makes regular presentations to this committee and to the full Board of Trustees. On October 5, 2022, and

November 2, 2022, the team made the following presentations:

- [Student Access and Success Presentation on Connection: From Interest in College Enrollment to Application](#)
- [Student Access and Success Presentation on Entry: Enrollment to First College-Level Course](#)

Additionally, the Chancellor provides regular written updates to the Board of Trustees. These updates include progress on the implementation of the DC3 Recommendations in Response to the Fiscal Crisis & Management (FCMAT) Study.

Update on professional development activities to enhance quality online teaching and design.

Fall 2023 Flex Workshop events at the colleges included:

- Online Learning Quick Talk: Modules tune-up
- Online Learning Quick Talk: Crowdsource from Canvas Commons
- Online Learning Quick Talk: Student Surveys in Canvas
- Online Learning Quick Talk: Rubrics in Canvas
- Online Learning Quick Talk: Canvas Groups for Student Interaction
- Online Learning Quick Talk: Course Design Resources
- Online Learning Quick Talk: Self-assessment & PO CR (Peer Online Course Review)
- Online Learning Quick Talk: Humanizing Online Learning
- PO CR Re(Training)
- Self-Paced WCC PO CR Prep Module
- Hands-on with HTML: Simple elements to add visual design to Canvas Pages
- Hands-on with Canvas: Accessible Home Page & Course Orientation Module
- Course Review/Validation Orientation meeting
- Creating Accessible Math Content (presented by the CCC Accessibility Center)
- Accessible Documents and using the PopeTech Accessibility Guide in Canvas (webinar series presented by the CVC in September-October)
- STEM Accessibility Workshop with the CCC Accessibility Center
- Introduction to Online Teaching and Learning
- Zoom Enabled Classroom Training (Hyflex)
- Orientation to Accessibility Resources @WCC
- ACUE Cohort (25 week course)
- Self-paced training modules were made available to faculty for flex hours: these could be completed at one's own pace within a timeframe and included feedback from the Instructional Design Resource Faculty member.
 - Create interactive video activities with PlayPosit
 - Teaching with Canvas Essentials
 - WCC PO CR Prep Module

Faculty also had ongoing opportunities to consult with the Instructional Design Resource members. Spring activities include a robust offering of workshops, trainings and one-and-one support.

Status of CVC California Virtual Campus Work

The District is a member of the CVC-OEI Consortium and both colleges have signed the Master Consortium Agreement. Both colleges have implemented all the steps to become Home College Ready. The Chancellor’s Cabinet met with the CVC representatives on January 3, 2023 and has scheduled participation in the May 2024 Teaching College Cohort implementation. All requirements have been met as indicated by the screen shot below:

Show 25 entries Search:

District Name	College Name	Consortium Member	Home College	Financial Aid Agreement	Course Finder API	SuperGlue & eTranscript Sending (Teaching College Ready)	Teaching College Cohort Scheduled	Teaching College	All CVC Requirements Met
Yuba CCD	Woodland Community College	Yes	Complete	Signed	In Progress	Complete	May 2024	-	Yes
Yuba CCD	Yuba College	Yes	Complete	Signed	In Progress	Complete	May 2024	-	Yes

PART 2: DISTRICT CERTIFICATIONS

The Yuba Community College District **certifies that it continues** to meet all of the requirements outlined in the Emergency Conditions Allowance Memorandum, FS 22-07, dated June 14, 2022.

- Attachment 1:** [Emergency Condition Allowance Application](#)
- Attachment 2:** [Board Approved Policy on District Reserves](#)
- Attachment 3:** [February 9, 2023 YCCD Regular Board Meeting Agenda Item 11.02, Update on 2022-23 COVID-19 Emergency Conditions Allowance](#)