



Yuba  
College

2018

Institutional Self-Evaluation Report of Educational  
Quality and Institutional Effectiveness in Support of  
Reaffirmation of Accreditation

## ORGANIZATION OF THE SELF-EVALUATION PROCESS WRITING TEAMS

In order to embed accreditation in the ongoing governance process at YC, the College Effectiveness and Accreditation Committee (CEAC) was established in 2012-13. CEAC organized the current self-evaluation process over a several-year period.

In spring 2016, an Accreditation Self-Study Liaison/Faculty Co-Chair was selected for a multi-year release time position starting 2016-17. The coordinator was tasked to collaborate closely with the Accreditation Liaison Officer (ALO) in spearheading the accreditation effort. An organizational change occurred in spring 2017 when the faculty Co-Chair stepped down from this position. In spring 2017, a new Accreditation Self-Study Liaison/Faculty Co-Chair was selected for 2017-19. For over two years, the faculty co-chair and ALO met weekly to oversee the self-evaluation process.

*Table 15*

Sonja Lolland	Administration	Accreditation Liaison Officer (2016-present)
Brian Jukes	Faculty	Accreditation Self-Study Liaison/Faculty Co- Chair (2016-2017)
Elena Flacks	Faculty	Accreditation Self-Study Liaison/Faculty Co- Chair (2017-2019)

In August 2016, a group of approximately 40 faculty, classified staff, and administrators was recruited to serve on 11 Writing Teams for Standards IA, IB, IC, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, and IV. A Standard Lead writer was recruited for each team, in addition to one or two Standard Chairs/Co-chairs. The remaining team participants were carefully selected to include representation from various constituent groups as well as to provide the required expertise relevant to each Standard.

*Table 16*

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Role	Standard Lead: Martin Gutierrez
<b>Standard I.A. Mission</b>	Administration	Martin Gutierrez
	Faculty	Kiara Koenig
<b>Standard I.B. Assuring Academic Quality And Institutional Effectiveness</b>	Faculty	Talwinder Chetra
	Faculty	Ruth Tamulonis
	Faculty	Maris Wagener
	Administration	Karsten Stemmann
<b>Standard I.C. Institutional Integrity</b>	Faculty	Jose Munoz
	Faculty	Brian Vizzusi
	Classified	Leanne Landis
	Administration	Carla Tweed

<b>Standard II: Student Learning Programs and Support Services</b>	<b>Role</b>	<b>Standard Co-Leads: Angela Willson and Delmy Spencer</b>
<b>Standard II.A. Instructional Programs</b>	Faculty	Angela Willson ( <b>Sub-Standard Co-Chair</b> )
	Faculty	Meridith Selden
	Faculty	Sherry Spina
	Faculty	Kyle Mathis
	Administration	Daren Otten ( <b>Sub-Standard Co-Chair</b> )
<b>Standard II.B. Library and Learning Support Services</b>	Faculty	Christopher Noffsinger
	Faculty	Elena Flacks/James Wagner
	Classified	April Nunez
	Classified	Julie Miller
	Administration	Carla Tweed ( <b>Sub-Standard Chair</b> )
<b>Standard II.C. Student Support Services</b>	Faculty	Kelly Boren
	Administration	Amandeep Kandola
	Administration	Cristina Sanchez
	Administration	Delmy Spencer ( <b>Sub-Standard Chair</b> )
<b>Standard III: Resources</b>	<b>Role</b>	<b>Standard Lead: Roy Martin</b>
<b>Standard III.A. Human Resources</b>	Administration	Pete Villarreal
	Administration	Roy Martin
	Faculty	Ron Turner
<b>Standard III.B. Physical Resources</b>	Administration	Karen Stanis
	Administration	Roy Martin
<b>Standard III.C. Technology Resources</b>	Administration	Kristina Vannucci
	Administration	Roy Martin
<b>Standard III.D. Financial Resources</b>	Administration	Martin Gutierrez
<b>Standard IV: Leadership and Governance</b>	<b>Role</b>	<b>Standard Lead: Greg Kemble and Anabel Toche</b>
<b>Standard IV.A. Decision Making Roles and Processes</b>	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
<b>Standard IV.B. Chief Executive Officer</b>	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche

<b>Standard IV.C. Governing Board</b>	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Administration	Anabel Toche
<b>Standard IV.D. Multi-College Districts or Systems</b>	Faculty	Greg Kemble
	Faculty	Brian Jukes
	Classified	Joseph Stottmann
	Faculty	Anabel Toche
<b>Other Report Sections and Super Readers:</b>	<b>Role</b>	
<b>Introduction, History, Quality Focus Essays, Student Achievement and Institution Set Standards</b>	Faculty	Brian Jukes
	Faculty	Dan Turner
	Faculty	Julie Colombo
	Faculty	Dena Martin
	Faculty	Susan Gabrielle
	Classified	Cassie Leal
	Confidential	Claudette Michel
	Confidential	Zulema Zermeno
	Administration	Erick Burns
	Administration	Daren Otten
	Administration	Sonja Lolland
	Administration	Karen Stanis
Administration	Kristina Vannucci	

In addition to the 11 teams working directly on the self-evaluation, another group consisting of the College President, Vice President, Faculty Accreditation Co-Chair, and the CEAC undertook the task of evaluating the institution from the perspective of the Accreditation Standards. The goal was to uncover possible gaps in performance, establish a plan of action for each, and address to the extent possible all gaps within a proposed timeline. Gap analysis meetings were held in fall 2017, a list of potential gaps was generated, and responsible parties identified to spearhead action plans in his/her area.

In examining gaps, specific areas emerged as good candidates for the multi-year action projects of the Quality Focus Essay (QFE). Using the areas for improvement as a foundation, CEAC decided on the areas for the QFE and subsequently coordinated the composition of the essay, which included participation from the faculty Student Learning Outcomes (SLO) and Distance Education Coordinators. The responsibility for writing initial drafts of each section of the QFE was assigned to the faculty coordinators, together with a CEAC member.

The Writing Teams worked closely with District Services staff in the areas of self-evaluation pertaining to district services. Two District Services / College meetings were held at the District Office in fall 2017, allowing the Writing Team members to ask questions and solicit evidence. Additionally, District Services staff provided some narrative for the standards.