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WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Preface #1

Report of the Institutional Self Study for Candidacy/Initial Accreditation

of

Woodland Community College

Presented to

The Accrediting Commission for Community and Junior Colleges

The Western Association of Schools and Colleges

in support of

Application for Candidacy/ Initial Accreditation

Site Visit: March 3rd – 6th, 2008

Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

Dr. Angela Fairchilds
President

Board of Trustees

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CERTIFICATION
of the
Self Study Report

This institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the Campus communities, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Dr. Nicki Harrington   *Chancellor*

Dr. Angela Fairchilds   *President, Woodland Community College*
                                                   Accreditation Project Team Sponsor

Ms. Susan Houle   *President, Board of Trustees*

Mr. George Galamba   *President, WCC Provisional Academic Senate*

Ms. Minerva Lemus   *WCC CSEA Representative*

Ms. Julie Brown   *Faculty Steering Committee Co-Chair / Accreditation Liaison*

Dr. Stacey Cook   *Dean of Student Services*

Mr. Ken Nather   *Dean of Instruction & Self Study Co-Chair*

DATE: _January 30, 2008_

Preface #5

ABSTRACT
OF
REPORT

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Preface #5

Abstract of the Report

STANDARD I
Institutional Mission and Effectiveness

I-A   Institutional Mission

Woodland Community College (WCC) established a Mission Statement that was approved by the Yuba Community College District (YCCD) Board of Trustees on June 13, 2007. This statement guides the institution's transition into a comprehensive community college.

> "The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.
>
> At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas."

The Mission Statement is accompanied by a set of WCC's priorities, established under the leadership of the WCC College Council during the fall term of 2007. These priorities are guided by the "Board Strategic Directions" (District), a set of seven strategic goals, which in turn were established in consonance with the California Community College's System Strategic Goals of 2006. The seven WCC priorities are listed below:

1. Accreditation of the College
2. Basic Skills Plan
3. Curriculum Development
    - Educational Master Plan
        - Career Technical Education
        - Future Program Directions
4. Communication Strategies
5. Multi-cultural Awareness Series
6. Student Learning Outcomes
7. Student Services Master Plan

> Note that these priorities are still in draft form and are subject to further input from the college community. They will be broadened in scope during Spring Term of 2008.

I-B   Improving Institutional Effectiveness

Woodland Community College's transition toward a college structure has had, as a core challenge, the goal of elevating research as a decision-making tool. This aspect of WCC's emergence has been driven both by an internal belief in the need for accountability and by the District's demonstration of commitment in providing funding for two research-related positions (District-wide) in the past two years. One of these positions, a Research Analyst, is dedicated to WCC's research needs and reports to the President of WCC.

The District has tied research to a Long Range Planning model (2003, 2007), an *Institutional Effectiveness Model* (2003, 2007), *District Strategic Goals* (2002, 2007), *Woodland Community College Strategic Priorities* (2007), an *Educational Master Plan* (2005), a *Multi-College District Plan* (2005), the *Board Strategic Directions* (2007) and the development of core SLOs for all campuses. At WCC, college personnel were part of the dialogue critical to the development of such plans and have added to these plans their own College priorities – which include outcomes-based student assessment.

Research efforts, at both the District and College level, are presently geared toward three concurrent initiatives; (1) supporting the planning processes described above, (2) addressing core research needs, and (3) coordinating and standardizing research efforts. Most of these involve a combination of community and student surveys, community focus groups, and their amalgamation into reports that help to guide basic college and District-wide planning efforts.

Outcomes Assessment: At the same time, outcomes-related studies are emerging on multiple fronts. First, a baseline study has been developed that segments success rates of various District and College demographics in basic skills courses. For the first time, such a study has segmented the Woodland student population from that of Yuba College or the District as a whole. At the same time, the research officers are working jointly with representatives of the Academic Senate in developing means of assessing Student Learning Outcomes. A third prong in this approach is a statement by the Board of Trustees indicating that it will be their role to support the research priorities necessary to a successful SLO process **(See PR-1)**.

STANDARD II
Student Learning Programs and Services

II-A   Student Learning Programs

Woodland Community College's breadth of educational programming is driven by a comprehensive community college mission. That mission has, in part, been identified through an extensive needs assessment process that is manifest in comprehensive planning documents such as the *Woodland Community College Needs Analysis* (2002, 2005), the *Multi-College District Plan* (2005), and the *Educational Master Plan* (2005 with annual updates).

WCC strives to make quality programming and comprehensive student development the cornerstones of the student experience at WCC.   An ongoing needs assessment has been implemented in support of WCC's curricular development. This assessment impacts the curricular emphases embraced in the upgraded Program Review process. The program review, which is slated to incorporate the outcomes of the SLO assessment process, drives not only program revisions, but also provides input into the annual budget development process.

Students at WCC attain, through a combination of the college catalog, and course syllabus, a clear idea of course requirements, course sequences, transferability, and the focus of their field or discipline. Breadth, as well as depth, is encouraged in the curriculum. Students are required to select from among an array of general education courses while

faculty strive to bring depth to specialized courses through an emphasis on life skills such as critical thinking, cultural literacy, communication, ethics, citizenship, diversity, and aesthetics.

Faculty, as well as staff and administrators, enjoy professional development opportunities through a combination of activities that include flex programming, competitive professional development funding, Convocation Day seminars, and peer evaluation. Service to the College through participation on committees, councils and project teams is also basic to strengthening a faculty member's breadth and depth of understanding about the educational mission of the college.

Colusa Instructional Outreach: WCC has increased the number of courses offered at the four teaching locations utilized in the Colusa and Williams areas. Currently (Fall 2007) 18 courses are being offered throughout Colusa County. A two-year rotating class schedule has been developed (2004) to establish a pathway for students in Colusa County to either complete an Associate's Degree or the core courses for transfer within a predictable time frame. Curricular decisions were arrived at through the needs analysis conducted through the Colusa Task Force, a college-citizens committee dedicated to providing effective and efficient pathways to degrees and transfer in the Colusa County service area.

II-B   Student Support Services

Woodland Community College provides a broad range of student support to the diverse body of students enrolled in its educational programs. Whether enrolled at the WCC campus or in the more dispersed programs in the Colusa/Glenn area, support services are available.

The services provided come through multiple sources. These include permanent services, fixed to the College's base budget, categorical programs funded annually by the State of California, and grant-supported services that tend to be recurrent, but cannot be guaranteed over the long-term. These are bulleted below, with amplification provided in the Self Study narrative:

- Personal Counseling
- Group Orientation
- CalWorks
- CARE
- Child Development Center
- Career Development

- Academic Counseling
- Transfer Information
- Disabled Students (DSPS)
- Tutoring
- Tech Prep/Articulation
- Campus Safety

- Placement Testing
- Financial Aid Advising
- Extend Opportunity (EOPS)
- Veterans Affairs
- Student Government

The addition of a Dean of Student Services (new position, Spring 2006) has helped to bring together these formerly disparate functions, giving them increased unity and direction. This person brings with her a student development orientation that ties overall student success to both academic and support services.

Policies impacting students are well explained and provided in the Student Handbook, Student Code of Conduct, and the College Catalog as well as via the website. Within this framework, both student rights and responsibilities are spelled out.

Colusa Student Services: A full-time Student Services Specialist is dedicated to providing an array of support functions to the students enrolled, or planning to enroll, at the four Colusa-area teaching sites. Such services have included incoming student assessments, orientations, academic advising, financial aid presentations, and training on web-based tutoring. Woodland-based counseling and financial aid staff visit the Colusa County sites on a regularly scheduled basis. A Colusa Advisory Committee helps in assessing community needs, future directions and satisfaction.

II-C   Library and Learning Support Services

New Building: In light of WCC's anticipated growth needs, the opening of a Learning Resource Center has nearly doubled the usable square footage of the Woodland Community College campus. Opened in July of 2007, the LRC has 49,941 assignable square feet of floor space. Of this ASF, approximately 19,000 sq. ft. are dedicated to the Library and the rest to functions such as laboratories, a tutoring center, and media services with improved space for distance education.

New Laboratories: Laboratory improvements are especially notable. There are six new laboratories, all equipped through an equipment allowance that came with the building's construction. An open media lab is located adjacent to the library and holds 40 workstations. The other five labs include (1) business computer applications, (2) an English writing lab, (3) a multi media lab, (4) a science computer lab, and (5) a lab shared by business and math.

Improved Staffing: Staffing for these functions is improving. The library is now managed by a full-time (faculty rank) Librarian, supported by a Technician, a part-time adjunct librarian, and a Library/Media Specialist **(See Table 62, p. 190)**. The overall staffing configuration of the Library and the associated LRC functions will require continued growth to meet the anticipated increase in students and the expansion of distance education.

Collections Growth: Collections in the WCC library have improved. This growth is demonstrated longitudinally in **Table 35, (p 86).** Additionally, an influx of $137,000 for the improvement of library collections indicates that even more improvement is taking place during the 2007-08 academic year. Such influxes of funding have already made available such research resources such as Proquest, Newsbank, RAND California, and CQ Researcher.

Faculty input in the assessment of library holdings, equipment and associated materials has been reliable but informal. With a growing faculty, an enlarged facility, and an increasing number of students, most of these formerly "informal" college processes will need to be institutionalized through procedures and associated committees.

Training: There is a great awareness among Library/LRC staff of the need for training opportunities for both faculty and students. Training, to this juncture, has been sporadic and lacking in continuity, owing basically to the lack of staff or appropriate space to perform this function. However, an orientation has been developed and is provided to groups. Additionally, tutoring and laboratory assistance is provided on an as-needed basis.

Colusa Library Services: Woodland CC, as well as the Colusa County Library, are members of the Mountain-Valley Library System, thereby availing Colusa-area students of a

regional academic inter-library loan network. The full-time Woodland CC librarian is working with Colusa County Library to establish an area for reserved books relating to the 18 courses being taught in Colusa-area schools.

STANDARD III
Institutional Resources

III-A   Human Resources

While the Human Resources Office, under the multi-college configuration, remains a District function, WCC is a full partner in all HR processes. WCC input is sought in developing staffing priorities, in hiring, professional development, evaluation, and occasional policy review/reformulation.

The WCC community has participated fully in the elevated staffing activity associated with the growth of the College. Woodland Community College currently employs 35 full-time classified staff, an increase in 7.5 FTE since summer of 2005. Faculty hires have increased from 18 to 25 during the same period while administration has grown from a sole "Executive Dean," to a configuration that includes a President, a Vice President, two Deans (instruction and student services) and a Maintenance and Operations Supervisor. Additional hires, proportionalized over all classifications, are projected for a four-year period in the WCC budget allocation model and WCC Staffing Plan.

Professional Development is encouraged and resources are provided to motivate staff involvement. An orientation is provided to (and required of) all new employees. Competitive professional development funding is also provided to those seeking involvement in regional or national conferences, workshops, and seminars. Additionally, specialized training (such as on computer software), training for committee service (academic senate, curriculum committee), and sabbatical leave are available to those who wish to expand their areas of expertise.

Equity and Diversity: The concepts of equity and diversity have become part of the daily lexicon of college life throughout the District. Some of the professional development training offered (such as the presentation at WCC's inaugural convocation in Fall 2007) deals specifically with sensitivity to multi-cultural, diversity and equity issues. The District attempts to put into practice this adherence to the principles of equity and diversity by advertising position openings to hundreds of targeted sources where a qualified and diverse candidate pool can be ensured. While overall staffing at WCC reflects such diversity, the College is like many in the U.S. in that such diversity is not prevalent in its teaching faculty.

Human Resource planning is integrated into the overall fabric of larger District and College growth plans. As discussed above, the five-year budget allocation model, the Woodland Staffing Plan, and the WCC *College Council Handbook* were core planning documents that were all developed simultaneously. Through these documents, which will be reviewed and revised annually, the College has indicated of its staffing needs for the next five years.

III-B   Physical Resources

Woodland Community College's efforts to both grow and maintain facilities that are supportive of the College's mission has been a major strength of the College and the District. Several major documents have been tied to this planning process, including the WCC *Needs Analysis* (2002, 2005), the District's *Educational Master Plan* (2005), the *Multi-College District Plan* (2005), the *District Strategic Goals* – 2003-2007 (2003), the *Facilities Assessment Report* (2002), and the *Facilities Master Plan* (2006). These documents and their recommendations were instrumental in the passage of a $190 million dollar District facilities bond measure. Approximately $50 million of which will support renovation and construction at Woodland Community College with an additional $3.4 million allocated for an outreach facility in Colusa County.

Maintenance and safety are of paramount importance in protecting both these facilities and the academic community within them. A maintenance staff that was comprised of two individuals, has now grown to include a Maintenance and Operations Manager, five custodians, two grounds/maintenance staff, and a full-time general maintenance staff member. Security has improved with the full-time deployment of two police officers to the WCC campus. Additionally, the efforts of these officers are complemented by a marked patrol vehicle, security phones on campus, and three surveillance cameras that monitor external traffic and critical internal locales.

Facilities are evaluated at WCC and the recommendations for upkeep and enhancements constantly advocated in the budget development process. YCCD and WCC are part of the State of California's Scheduled Maintenance Program and receive state funding (50%) as part of this effort.

Colusa Facilities Planning: Owing to the successful passage of Bond Measure J in November of 2006, the Colusa area will gain an outreach facility to serve as both an administrative center and classroom structure for Colusa-area outreach. The forty-year tradition of providing courses in the high schools will continue as well once this facility is completed.

III-C   Technology Resources

The planning, acquisition and utilization of improved technology has accelerated at WCC over the past three years. Staffing, to support such improvements, has been elevated as well. While Technology remains under District oversight, District personnel and those now in place at Woodland have cooperated to make WCC the District's leader in some aspects of technological development.

As recently as 2004, the WCC academic community contended that it had too few computers, only modestly competitive technology, and limited staffing to address either ongoing or emergency needs. Over the past three years, a combination of dedicated funding, increased staffing, and budgetary allotments for new buildings have allowed WCC to take the lead in such areas as wireless, voice over IP, and electronic surveillance. At the same time, the number and size of computing laboratories has improved and the quality of equipment therein has increased.

Professional Development: Where the college will need to concentrate efforts in the immediate future is in professional development. The influx of new equipment, new technologies, and many new faculty and staff has left the College with a gap in training needs. The IT staff is aware that these new technologies have far greater potential than is being utilized for assisting in student success and that additional training would help immensely in addressing this shortcoming.

III-D   Financial Resources

Woodland Community College has operated under the fiscal management of Yuba Community College District since the College was first established in 1976. Throughout this period, the leadership and staff of WCC have had the opportunity to participate in the budget development and evaluation processes and have thereby had voice in advocating for the students at WCC.

The College has now gained increased control over its budget. By way of a five-year fiscal plan and budget allocation model, WCC develops and monitors personnel and operations costs for its academic and support units. Some services, such as personnel, fiscal services, the Foundation, fiscal oversight for matriculation, and financial aid will continue to operate primarily at the District level, but most will have a staffing presence at WCC.

Allocation Model: WCC has developed an Educational Resources Planning and Allocation Model (See PR-2, p. 28) that defines the inputs and evaluation points in the annual budget development cycle. This model ensures that all sectors of the WCC community have a voice in the budgetary process, that a timeline is adhered to, and that technological considerations are given due review in any budget cycle.

WCC will be audited annually under a District-wide contract with Matson & Isom, Inc. of Chico, CA. WCC is accustomed to such audits as certain segments of WCC have been previously audited by the current auditing firm.

STANDARD IV
Leadership and Governance

IV-A   Decision-Making Roles and Processes

Roles and processes within the WCC shared decision-making climate are becoming increasingly well defined. Several efforts engineered toward this end have gradually been implemented and are still in their embryonic stages.

The transition from a single-college to a multi-college structure has experienced some growing pains and will continue to do so as individuals and committees become accustomed to their roles. Yet overall, the climate has been one of enthusiasm. The transition from a single-college to a multi-college structure has been enhanced by the development of new buildings and the hiring of new staff.

Shared Decision-Making: Perhaps the most basic of the decision-making processes has been the "Shared Decision-Making Model." This model was developed collegially at the

District level in 2002 and was shared with all committees through the *District Council Handbook* (2002-2006). The model set parameters, established guidelines, and defined the roles of all stakeholder groups in the shared decision-making process **(See PR-3, pp. 7-13)**. The same model has been adapted for baseline use at Woodland Community College and appears in the *WCC College Council Handbook* in only slightly adapted form **(See PR-2, pp. 9-15)**.

Functional Transition: Similarly the process by which committee functions are transitioning from the District to the College level has been defined and committed to documentary form – with the understanding that this document, like the shared governance model, is subject to adaptation, evaluation and modification. As detailed in the section narrative, WCC has too few faculty and staff to transition each committee to WCC in its entirety.   Without enough faculty and staff to replicate the committee structure at the college level, the functions of some of the committees were combined. WCC maintains representation on those committees that remained District-wide.

At the same time, an even larger undertaking has been to transition administrative and staffing functions from the District level to the College level. This process has involved more than 135 administrative functions and, even in its early phases, indicates that the emphasis in conducting day-to-day operational tasks – and many of the decision-making processes attendant to them – has been shifted to the college level at both Woodland Community College and concurrently at Yuba College. These transitions are detailed in a document entitled "Functional Transition Process" **(See PR-4)**.

Each of the processes, committees, etc., that has been described in Standard IVA (and above) is subject to internal evaluation. The process by which councils, committees and project teams are evaluated is spelled out in the College Council Handbooks. The Board of Trustees conducts a self-evaluation annually, brings in an outside consultant to discuss board protocols, and is subject to re-election on a two-year schedule. Administrative review has transitioned from an MBO platform to one tied to the achievement of WCC's goals.

Relations With External Agencies: While Woodland Community College's relations with external agencies is still developing, it can be characterized by integrity. Owing to the transitional status, the College will be working with the Accrediting Commission (as one example) extensively over the forthcoming years and wish to establish a relationship that is productive and cooperative.

IV-B Board and Administrative Organization

Both Woodland Community College and Yuba College operate under a single Board of Trustees. The policies developed by this Board are consistent throughout the District. In 2004, the District subscribed to and adapted what are known as the "League Policies" (Community College League of California). As part of this broad initiative, the District reviewed and revised its *Board Policy Manual* to meet the specific needs of the District. As a subscriber institution, the YCCD Board has updated these policies on an annual basis and has reconfigured some in consideration of the transition to a Multi-College District.

Nearly all of the sub-sections under the heading of B1 (Board Governance) are addressed by the newly adopted *Board Policy Manual*.   As such, the role of the Board in overseeing

District policy and in selecting and evaluating a Chief Executive Officer is clearly defined, as is Board development, training of new members, and maintaining ethical standards. Policies governing the hiring and evaluation of the College President are being updated to reflect a multi-college formulation.

The Board is responsible for developing policies that are consistent with legal precedent while adhering as well to the mission and policies of Yuba Community College District. In this role, the Board is responsible for financial solvency, which includes budget oversight and the hiring/evaluation of an auditor. It also ensures that the legal needs of the District and the colleges are being met. As a representative of YCCD's regional constituencies, the Board is responsible for designing policies that reflect the public interest, for overseeing the quality and integrity of academic programs, for publication of the policies and practices of the institution, and for creating a climate of trust throughout the institution. The Board is also responsible for annual planning and for the evaluation and revision of its policies.

The Woodland Community College President works collaboratively with the College Council in creating WCC's institutional vision and in leading the institution. The president plays an increasingly critical role in multi-faceted, institution-wide planning. In supporting the transition from a single-college to a multi-college structure, the President worked collaboratively with the President of Yuba College in designing the transition of administrative functions from the District to the College level, ultimately gaining approval of this process through the Chancellor's Executive Staff and review in front of the Board of Trustees. The Woodland Community College President also plays a key role in both developing, advocating, monitoring and evaluating the annual budget – and in determining associated budgetary priorities. She will be ultimately responsible for the success and implementation of both the Program Review and SLO processes.

As the President oversees the continuing transition of WCC from an Educational Center to a College, she has prioritized professional development and communication as means of ensuring that the new structure is successful and that all stakeholders are invested and informed. Through enhanced professional development, the organization can continue to address the Student Learning Outcomes initiative, become better familiarized with shared decision-making processes, and improve personnel currency in their specific areas of employment and service. Communication will provide the adhesive that holds all of these functions and structures together.

Administrative Structure: To achieve this transition, Woodland Community College has initially relied upon a fairly traditional administrative organizational structure, which is detailed in the *WCC College Council Handbook* (See PR-2, P. 51). This basic structure includes a President, a Dean for Instruction, a Dean for Student Services, and a Maintenance and Operations Manager. The chart then details the departments and services attendant to each of these administrative positions. However, a major modification had been introduced, giving WCC a Vice President to provide oversight for instructional student programs and services. This position was originally included for funding in the 2008-09 fiscal year, but was expedited for funding in 2007-08 to create a more effective and efficient organization.

Preface #6

ORGANIZATION OF SELF STUDY

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Preface #6
ORGANIZATION
of the Self Study

General Overview

The Steering Committee included the following individuals (and their formal affiliations):

Accreditation Steering Committee Membership		
Kellogg, Cynthia	Faculty	English
Strode, Cay	Faculty	English
Stephens, Kathleen	Adjunct Faculty	English
Brown, Julie	Faculty, Chemistry	Faculty Co-Chair and ALO
Turner, Terry	Faculty	Fine Arts
Rodriguez, Devin	Classified Staff	Admissions and Records
	Student Representative	Assistant Secretary ASWCC
Fairchilds, Dr. Angela	Administration (President)	President
Cook, Dr. Stacey	Administration (Student Svcs.)	Administration
Nather, Mr. Ken	Administration (Instruction)	Administrative Co-Chair
Evans, Shirley	Classified	Admin. Secret.
Krebs, Dr. W. Phillip	Administration	Former ALO, Resource Person

The Accreditation Steering Committee was originally an outgrowth of the WCC College Council.   As the accreditation process developed, over a period of three years, new members became involved in the Accreditation Steering Committee, but the Steering Committee continued to meet as part of the College Council.

The Steering Committee (and the College Council) played a key role in recruiting membership to the Standards Sub-committees, working with the ALO to provide oversight and training, planning and reporting on the Open Hearings, and keeping the Standards Committees apprised of progress among the various sub-committees.

Accreditation Subcommittee Membership

Subcommittee 1: Institutional Mission and Effectiveness			
		Student Government	Assistant Secretary
Evans, Shirley	**CO-CHAIR**	Classified	Administrative Secretary
Buck, David		Faculty	Accounting
Bahneman, Donna		Adjunct Fac. & Class.	CalWorks & Human Services
Lewis, Minerva		Classified	Registration
Clark, Dr. Mathew	**CO-CHAIR**	Faculty	Mathematics
Manzer, Chris		Adjunct Faculty	Psychology

Subcommittee 2: Student Learning Programs			
Ortiz, Jesse	**CO-CHAIR**	Faculty	Counseling
Kellogg, Cynthia	**CO-CHAIR**	Faculty	Language Arts
Stephens, Kathleen		Adjunct Faculty	Speech
Strode, Cay	**CO-CHAIR**	Faculty	English
Gray, Darlene		Classified	Library
Richard, Loretta		Classified	Tutoring Center
Rodriguez, Devin		Classified	Admissions and Records
Rhode, Dr. Barbara		Faculty	Natural Life Science
Chahal, Monica		Faculty	English
Hellwig, Kelsey		Adjunct Faculty	English
Leefeldt, Ashley		Student	Journalism
Ferns, Kevin		Adjunct Faculty	English
Bruening, Noel		Faculty	English
Dorre, Gina		Adjunct & Classified	English IA

Subcommittee 3: Resources			
Turner, Terry		Faculty	Fine Arts
Gassman, Greg		Faculty	History
Brown, Julie	**CHAIR**	Faculty	Chemistry
Frandrup, Bill		Classified	Information Technologies
Huizar, Mary		Classified	Operations Specialist
Gray, Bill		Classified	Instructional Asst. – Business
Clavere, Nancy		Adjunct Faculty	ECE – Child Development
McClelland, Brian		Classified	Maintenance/Grounds

Subcommittee 4: Leadership and Governance			
Althausen, David	**CHAIR**	Adjunct Faculty	Administration of Justice
Galamba, George		Faculty	English as Second Language
Weigt, Jeannine		Faculty	Early Childhood Education
McGill, Donna		Faculty	Business

Accreditation Subcommittees Hearing Schedules

Each sub-committee of each Standard held two hearings in support of the accreditation process. The first hearings, early in the process, were held in spring of 2006 while the later hearings, in spring of 2007, coincided with the updating of drafts for each of the Standards. Two student hearing were held, as well, with attendance being comprised largely of members of the "Associated Students" and faculty members who found the timing of the hearing convenient.

Accreditation Hearing and Attendance Data (Spring 2006)					
Subcommittee	Stan.	Attn	Date	Location	Time
Mission and Effectiveness	I	9	4/20/06	Room 114	12 Noon
Student Learning Programs	IIA	8	4/28/06	Room 114	12 Noon
Student Services	IIB	7	4/19/06	Room 114	12 Noon
Library and Learning Resources	IIC	8	4/24/06	Room 114	12 Noon
Resources	III	7	4/21/06	Room 114	12 Noon
Leadership and Governance	IV	10	4/18/06	Room 114	12 Noon
Student Forum	All	10	5/4/06	Room 101	12 Noon

Accreditation Hearing and Attendance Data (Spring 2007)

Subcommittee	Stan.	Attn	Date	Location	Time
Mission and Effectiveness	I	6	4/19 & 5/1/07	Library	12 Noon
Student Learning Programs	IIA	8	5/17/07	Room 621	12 Noon
Student Services	IIB	7	4/13/07	Room 114	12 Noon
Library and Learning Resources	IIC	6	3/29/07	Room 114	12 Noon
Resources	III	4	4/5/07	Room 114	12 Noon
Leadership and Governance	IV	5	3/30/07	Room 114	12 Noon
Student Forum	All	14	4/26/07	Room 101	12 Noon

Drafts and Edits

In fall of 2005, discussions were held regarding the formation of committees in support of Woodland Community College's Initial Accreditation Self Study. Based upon the number of available faculty and staff, it was determined at that time to have the College Council (then known as the "Site Council") serve as the embryonic Steering Committee for the Study.

In spring of 2006, the College Council developed the four Standards Sub-Committees described above and training and early research efforts were initiated. During that spring, progress was made in addressing the standards and most early drafts were formulated. Spring hearings were held and editing of these drafts by the Accreditation Liaison was commenced.

The completion of the WCC Eligibility Study indicated that the College should utilize an additional year of preparation to better address the standards. This provided an excellent "window" within which to (a) upgrade WCC's programs and services, and (b) produce a document that would more thoroughly describe the efforts at all levels in preparing WCC to become a comprehensive community college.

The 2006-07 academic year was used to better prepare WCC for its emerging role as a College. These improvements were chronicled by the various standards committees and an improved draft of each section was completed in May of 2007. A round of hearings was again held.

The summer and early fall of 2007 can be characterized as periods of editing and revising the document. The WCC faculty and staff were sent an e-mail by the Accreditation Liaison (J. Brown) on August 17th, 2007, urging them to review modifications to their sub-sections on the website and to return comments to their Standard Chair (or co-chair) by September 15, 2007 **(See PR-5)**. Drafts were provided for WCC College Council approval in early December of 2007 and this approval was gained by mid-December of 2007 **(See PR-6,** Meeting Minutes WCC College Council, Dec. 7, 2007).

Review by Board of Trustees

The Yuba Community College District Board of Trustees played an integral and supportive role in the development and approval of the Woodland Community College Initial Accreditation Self Study. For two decades, the Board had realized that Woodland represented a quickly growing service area. They had listened closely to the residents of Yolo and Colusa Counties who clearly wanted to build the educational capacity of the Center to meet the escalating needs of that region.

The Initial Accreditation Self Study process was closely monitored and supported by the Board. Members of the Board, and especially those specifically representing Yolo and Colusa Counties, participated in both the generation of ideas for the Self Study and in the ongoing review of the document as it gradually matured – over a period of more than two years. Some of the Board's numerous contributions are highlighted below:

- Each of the Yolo (and Colusa) County board members participated in at least one Accreditation Steering Committee meeting during the initial (2005-06) academic year in which the process was unfolding.

- Board members discussed WCC's changing accreditation schedule during a July Board Retreat during the summer of 2006.

- The President of WCC updated the entire Board on accreditation during two of the monthly meetings during the 2006-07 Academic Year.

- The Board reviewed progress on the Self Study at its August 22, 2007 off-site planning session.

- The President and WCC Accreditation Liaison gave subsequent updates to the Board during the months of September and October of 2007. The Board reviewed the document for two weeks prior to its October 17, 2007 meeting and held a question and answer session at that meeting **(See PR-7,** October 17, 2007 BOT Minutes).

- In late October of 2007, the Board was again given a draft of the Self Study to review and again commented on the report, approving it at its December 12, 2007 meeting **(See PR-8,** Approval of Self Study, Board Minutes, 12/12/07).

Final edits and a review for graphic consistency were undertaken throughout December 2007 and the document was printed for transmittal to the ACCJC and the visiting team in January of 2008.

Preface #7

DESCRIPTIVE BACKGROUND

And Demographics

WOODLAND COMMUNITY COLLEGE

2008 Accreditation Self Study

Preface #7
DESCRIPTIVE BACKGROUND
and Demographics

Descriptive - Institutional Historical Background

Community college courses were first introduced at rented facilities in Woodland during fall of 1975, shortly after Yolo County had been added to Yuba Community College District's service area. At this time, evening classes were initiated at outreach locations in local area high schools to serve the cities of Woodland, Esparto and the adjacent areas in Yolo, Colusa and southern Sutter Counties. By 1976, the demand for college programs and services was sufficient to support the development of separate facilities on leased land in Woodland. By 1981, the California Postsecondary Education Commission (CPEC) designated the Woodland outreach location as an official educational center operating under the jurisdiction of Yuba College in Marysville.

As growth and expansion continued to occur in the area, and additional facility needs became apparent, the District's Board of Trustees obtained a 120-acre site of undeveloped land on the southeastern side of the City of Woodland. Classes began in Fall 1990 at this site, which is the present location of the Woodland Education Center (WEC) at 2300 Gibson Road in Woodland, California. The new center originated with about 22,000 square feet of facilities in permanent buildings and parking for 2,000 cars. Two modular buildings were moved to the WEC from the former leased site. With the movement of classes to the current WEC site, the number of students participating in educational programs continued to grow and has tested the capacity of the present facilities. A library-learning resource building was added to WEC in 1993. In 1998, a modular building of 1,440 assignable square feet (ASF) was added to house the Child Development Center. A state-approved science building consisting of 14,248 ASF was opened in Fall 2004, replacing portable science classrooms. In 2007, a new Learning Resource Center replaced that which had been built in 1993, with 49,941 assignable square feet of space.

Recent history - Preparation for College Status

Multi-College District Plan: Multi-College District planning has been orchestrated in earnest during the nine years subsequent to Yuba Community College District's 1999 Self Study with intensive and broad-based input. The most visible manifestation of this effort is a document entitled *Multi-College District Plan for the Yuba Community College District* **(See PR-22)**, which was developed under the (former) District Council Structure by the Multi-College District Project Team and reviewed in numerous open forums and at open Board of Trustees meetings for ongoing input and public review. The *Multi-College District Plan* contains the following aspects of this transition:

(1) Addresses the ability of the District to move from single-college to multi-college structure and fulfill its mission in meeting the educational needs of the service area,

(2) Considers, in the conversion to multi-college status, the benefits and impact on District structure and each campus and center,

(3) Provides the foundation for the educational and operational master plan for Woodland Community College including instructional programs, student services, and administrative services,

(4) Provides the initial preparation to request "Determination of Eligibility" through the ACCJC of the Western Association of Schools and Colleges (ACCJC/WASC) for Woodland Community College to be approved as a full college,

(5) Designates as the responsibility of Woodland Community College the further development of programs and services in the Colusa County area.

(6) Clarifies that Woodland Community College, upon gaining full college status, will remain a part of the Yuba Community College District.

(7) Identifies the organizational structure, staffing configuration, and fiscal impact of the conversion.

Board of Governors/CPEC Approval: The California Community Colleges Board of Governors approved of "college status" for Woodland Community College at their meeting of November 14, 2005 **(See PR-9)**. The California Postsecondary Education Commission followed suit at their December 5th and 6th meeting of the same year. The latter of these approval letters recognized "the significant population growth and enrollment demand occurring in Yolo County and adjacent areas" **(See PR-10)**. With these approvals in hand, the District and WCC began the process of developing a formal Eligibility Study for ACCJC/WASC**.**

Woodland CC Eligibility Study

In March of 2006, Woodland Community College, in collaboration with Yuba Community College District, submitted an *Eligibility Study* to the Accrediting Commission for Community and Junior Colleges. The purpose of the *Eligibility Study* was to seek approval to conduct a Candidacy/Initial Accreditation Self Study. By virtue of a favorable response **(See PR-11)**, WCC began formalizing previously informal efforts at framing a Self Study document.

Key Planning Documents Relating to WCC's Transition

Key Planning Documents: In reviewing Woodland Community College's path toward college status, a series of key documents stands to chronicle key moments in this progression of events. Each of these documents will be briefly described below, referenced at this section's conclusion, and then made available in the Team Room at the time of WCC's initial accreditation visit.

Notification of Intent (September, 1999) – Yuba Community College District, in September of 1999, first formally submitted to the California Community Colleges Chancellor's Office a Notification of Intent outlining its justification for elevating Woodland Educational Center to a full-service community college. This Notification was supported by several appendices including a preliminary five-year construction plan, enrollment growth and projection data, and the Board resolution that would be foundational to initiating this process **(See PR-12)**.

Chancellor's Response to Notification of Intent (June, 2000) – The Chancellor's Office of the California Community Colleges responded to the "Notification of Intent" (See Sept. 1999 above) with an approval and associated instructions by which the District should proceed in

seeking designation as a community college for the Woodland Educational Center. In this report, they recommended a thorough "assessment of needs and preferences, identification of objectives, and an analysis of alternative delivery systems, in addition to other necessary materials." This request ultimately resulted in the documents highlighted below, all of which eventually informed the Transition Needs Analysis (June, 2005) described below **(See PR-13)**.

CPEC Response to Notification of Intent (December, 2001) – In December of 2001, the California Public Education Commission (CPEC) responded to the District's September, 1999 "Notification of Intent." This was after an intervening correspondence in which CPEC had requested additional information upon which to formulate a decision. The December 2001 letter approves of the District's intent to plan for a comprehensive community college in Woodland. The letter echoes the requirements of the Chancellor's Office's correspondence and additionally discusses CPEC's requirements for items of inclusion in a Needs Analysis, which the District ultimately completed in June of 2005 (See below). **(See PR-14)**.

Woodland Campus Facilities Master Plan (September, 2001) – In cooperation with the architectural firm of Lionakis-Beaumont, Yuba Community College District developed a long-range facilities plan for the Woodland Educational Center. Completed in 2001, the plan projected facilities and infrastructure needs based upon growth projections for both the Region and the College. This plan projected such needs as required lecture space, laboratory space, office space and the related space for the programs and services that support academic growth **(See PR-15)**.

Facilities Assessment Report (January, 2003) – In cooperation with the Foundation for California Community Colleges, Yuba Community College District participated with a private consulting firm, 3D/International, in developing a detailed assessment of 41 facilities on the three principal campuses within the District. This assessment, in combination with other planning documents, helped the District gauge the priorities and costs associated with upgrading the Woodland Educational Center to college status **(See PR-16)**.

Facilities Assessment Report; Executive Summary (January, 2003) – Under separate cover from the body of the Facilities Assessment Report (See above) was an Executive Summary. This document provided, for each facility at the Woodland Educational Center (or elsewhere throughout the District), estimated repair and replacement costs for the structure and a narrative description detailing conditions associated with the building's internal and external infrastructure **(See PR-17)**.

Preliminary Draft: WCC Educational and Facilities Master Plan (May, 2002) – Woodland Community College developed a working draft of an *Educational and Facilities Master Plan* during the 2001-02 academic year. This document was pre-empted by the *Multi-College District Plan* and the District's *Educational Master Plan*, both of which drew upon materials from this "working document." The WCC Educational and Facilities Plan was thereby a valuable resource for further college and District planning **(See PR-18)**.

BOT Approval of Multi-College (December, 2004) – The Yuba Community College District Board of Trustees took formal action in approving the District's move toward Multi-College status at a December 2004 meeting. The agenda of this meeting indicates that both a District and Woodland Campus-specific organizational plan was approved along with specific job descriptions for the required positions **(See PR-19)**.

Educational Master Plan (February, 2005) – While the *Educational Master Plan* (EMP) was District-based, it spoke specifically to campus-by-campus needs. The EMP began with the regional needs assessment. This assessment looked at classifications of projected job growth throughout the District as well as in key counties immediately adjacent to the

District **(See PR-20)**. This document was approved by the Board of Trustees at their December 8, 2004 meeting.

Surveys were conducted in support of this plan. Students, employees, alumni and advisory board members were surveyed to gauge perceptions toward the programs, facilities and leadership at each campus throughout the District.

From these combined assessments, campus-specific recommendations were then prioritized and detailed within the EMP's 168 pages. The document was accepted by the Yuba Community College District Board of Trustees in December of 2004 **(See PR-21)**.

Multi-College District Plan (May, 2005) – *The Multi-College District Plan* was an internally developed document, designed to anticipate the transition of Woodland Community College from that of an Educational Center to that of a Comprehensive Community College. The document, as described above **(See pp. 23-24)**, responds to questions of regional need, mission, budgetary implications, staffing, and educational emphases **(See PR-22)**.

Transition Needs Analysis (June, 2005) – Pursuant to the 1999 "Notification of Intent," the Chancellor's Office of the California Community College System and the California Public Education Commission (CPEC) indicated that a more detailed study would be needed in warrant converting the Woodland Educational Center to a comprehensive community college.

This study, conducted cooperatively between Yuba Community College District and the CCS Group (Roland S. Allen), provided a broad, yet in depth, review of all factors foundational to the development of a college. Utilizing regional population data, the study indicated that both the communities served and the potential student census were growing rapidly enough to justify establishing a comprehensive college at the Woodland location. The Needs Analysis also indicated that the impact of such a College upon other institutions of higher education could only be positive over the long term **(See PR-23)**.

BOG and CPEC Approvals: As noted above, **(PR-9, PR-10)** Board of Governors and CPEC approvals were received, respectively, in November and December of 2005.

Colusa Services Planning

Services for the Colusa area have been the focal point of considerable District-wide attention. A separate plan, follow-up reports, and a Colusa Taskforce have guided the continuing development of academic and support services throughout Colusa County.

Colusa County Services Plan (October 2005) – The Colusa County Services Plan is an outgrowth of the Colusa Taskforce (a committee of Colusa County educators, county officials, and residents), which had the charge of identifying "educational needs of area residents, and [developing] a plan to support those needs." The resulting report highlighted six areas in which services could be effectively delivered to the residents of that county. These are bulleted below:

- Course Schedule Planning (What curricular areas to target and how to sequence courses to maximize efficiency for students and college).

- Clarify Provider Roles and Delivery (What facilities might be used, what traditional and alternative means of course delivery might be used, what cooperative educational partnerships might be established).

- Marketing Strategies (Determination of target audiences, how these groups would be reached, and how they might conveniently register for courses).

- Support Services (A determination of what support services could be provided in Colusa facilities, who would provide them, and on what type of schedule).

- Computer Access for Online Courses (Determined whether targeted students had access to computers and networking, how these resources might be enhanced).

- Cable Television Courses (This service became available providing students with options to learn in class, online or via ITV) **(See PR-24)**.

Student Demographics

The overall demographics of Woodland Community College are characterized by recent growth and change in the populations being served. General enrollment, which declined earlier in the current decade, has rebounded well. Trends in student ethnicity indicate that the enrollment percentage of Caucasian students continues to decline, a trend since the early 1990s, while populations that show considerable growth are Asian and Hispanic students. After a long period during which the percentage of female students continued to grow, the past three years have seen a modest reversal, with an increased number of male students beginning to again enroll.

TABLE 1
Woodland CC Service Area
Students: Enrollment by Headcount, FTES, WSCH
Fall Terms: 2002 through 2006

Indicator	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Average
Headcount	3,090.00	2,435.00	2,629.00	2,610.00	2,663.00	2,685.40
FTES Total	768.56	701.88	775.84	745.39	795.29	757.39
Woodland	*587.28*	*565.95*	*678.94*	*675.85*	*712.57*	
Colusa	*96.52*	*17.33*	*14.87*	*20.06*	*19.90*	
Public Safety	*17.77*	*18.26*	*9.29*	*3.56*	*19.34*	
WSCH Total	23,056.80	21,056.40	23,275.20	22,361.70	24,101.40	22,770.30
Woodland	*17,618.40*	*16,978.50*	*20,368.20*	*20,275.50*	*21,377.10*	
Colusa	*2,895.60*	*519.90*	*446.10*	*601.80*	*597.00*	
Public Safety	*533.10*	*547.80*	*278.70*	*106.80*	*822.90*	

Source (Headcount): Office of Institutional Effectiveness
Source (FTES/WSCH): Office of Research Analyst (WCC) – Data derived from Yuba Community College District Instructor Load FTEF/WSCH/FTES book (July 2007)
Source: Modified from original to reflect affiliation of nursing and cosmetology with Yuba College, Marysville

TABLE 2
Woodland CC Service Area
Students: Enrollment by Ethnicity
Fall Terms: 2000 and 2006 Compared

Ethnicity	Fall 2000	Fall 2006

	Number	Percent	Number	Percent
Asian	128	4.2%	206	7.7%
African-American	64	2.1%	59	2.2%
Hispanic	1,294	42.4%	1,180	44.3%
White	1,401	45.9%	998	37.5%
Other	166	5.4%	220	8.3%
Total	3,052		2,663	

Source: Office of Institutional Research
Note: Numerous Individuals did not respond to questions of age, gender or ethnicity

TABLE 3
Woodland CC Service Area
Students: Enrollment by Gender
Fall Terms: 2003 through 2006

	Fall 2003		**Fall 2004**		**Fall 2005**		**Fall 2006**	
Gender	Number	Number	Number	Percent	Number	Percent	Number	Percent
Female	1,711	70.3%	1,823	69.4%	1,777	68.2%	1,807	67.9%
Male	724	29.7%	805	30.6%	828	31.8%	856	32.1%
Total	2,435		2,628		2,605		2,663	

1. Source: YCCD Office of Institutional Effectiveness, June 11, 2007
2. Configured on Fall Term Headcount
Note: Numerous Individuals did not respond to questions of age, gender or ethnicity

TABLE 4
Woodland CC Service Area
Students: Enrollment by Age Grouping
Fall Terms: 2000 and 2006 (Compared)

	Fall 2000		**Fall 2006**	
Age Grouping	Number	Percent	Number	Percent
0-19	720	23.6%	798	30.0%
20-24	729	23.9%	788	29.6%
25-34	689	22.6%	537	20.2%
35 and up	914	29.9%	537	20.2%
Total	3,052		2,660	

Source: Office of Institutional Research
Note: Numerous Individuals did not respond to questions of age, gender or ethnicity

Employee Demographics

In this section, employee demographics by gender, age grouping, and ethnicity will be highlighted. These will be described by major constituent groups including full-time faculty

(part-time data are less concise), classified staff, and administration. These data are from fall of 2005.

Full-time Faculty:

The full-time faculty has increased by 33% since fall of 2005. It will grow by another six members during the 2007-08 academic year, effectively doubling the size of the WCC faculty over the past four years. As the accompanying charts indicate, this growth has been largely made up of women, most of whom are in their 30s or 40s, and the majority of whom are white. These data also point to a growing number of Hispanic and Asian students, while faculty of these ethnic origins have been difficult to recruit.

TABLE 5
Woodland CC Service Area
Full-Time Faculty by Ethnicity
Comparative Data: Fall 2005 vs. Fall 2007

	Fall 2005		**Fall 2007**	
Ethnicity	**Number**	**Percentage**	**Number**	**Percentage**
African-American	1	5.6%	1	4.0%
Asian	1	5.6%	2	8.0%
Caucasian	14	77.8%	20	80.0%
Hispanic	2	11.1%	2	8.0%
Native-American	0	0.0%	0	0.0%
Other Non-White	0	0.0%	0	0.0%
Undeclared	0	0.0%	0	0.0%
Total	18		25	

Source: YCCD Office of Human Resources (Fall 2005)
Source: YCCD Office of Information Technologies (Fall 2007)

TABLE 6
Woodland CC Service Area
Full-Time Faculty by Gender
Comparative Data: Fall 2005 vs. Fall 2007

	Fall 2005		**Fall 2007**	
Gender	**Number**	**Percentage**	**Number**	**Percentage**
Male	10	55.6%	9	36.0%
Female	8	44.4%	16	64.0%
	18		25	

Source: YCCD Office of Human Resources (Fall 2005)
Source: YCCD Office of Information Technologies (Fall 2007)

TABLE 7
Woodland CC Service Area
Full-Time Faculty by Age Grouping
Comparative Data: Fall 2005 vs. Fall 2007

Age Grouping	**Fall 2005**	**Fall 2007**

	Number	Percentage	Number	Percentage
Age 20-25	0	0.0%	0	0.0%
Age 26-30	0	0.0%	2	8.0%
Age 31-35	1	5.6%	2	8.0%
Age 36-40	3	16.7%	6	24.0%
Age 41-45	4	22.2%	5	20.0%
Age 46-50	2	5.6%	2	8.0%
Age 51-55	2	5.6%	2	8.0%
Age 56-60	3	16.7%	3	12.0%
Age 61 and Up	3	16.7%	3	12.0%
Undeclared	0	0.0%	0	0.0%
Total	18		25	

Source: YCCD Office of Human Resources (2005)
Source: YCCD Office of Information Technologies (Fall 2007)

TABLE 8
Woodland CC Service Area
Faculty Degree Attainment (Full and Part-time)
Comparison of Fall 2005 and Fall 2007

	Fall 2005		**Fall 2007**	
	Full-time	**Part-time**	**Full-time**	**Part-time**
Associates	0	3	0	3
Credential	0	15	0	16
Bachelors	0	8	0	8
Masters (MA/MS)	14	65	17	61
Ph.D/Ed.D.	4	12	7	13
Professional	0	1	1	0
TOTAL	18	104	25	101

Source: (Part-time) WCC Office of Instruction – August 29, 2007
Source: (Full-time) Catalog, Directory, and Office of the President

Part-time Faculty:

Demographics of part-time faculty have been calculated for the first time for the current document. While comparative data would be helpful, the current material should provide baseline information for future comparison.

TABLE 9
Woodland CC Service Area
Part-time Faculty by Ethnicity
Fall 2007

Ethnicity	Number	Percentage
African-American	2	2.0%
Asian/Pacific Islander	4	4.0%
Caucasian	74	73.3%
Hispanic/Latino	13	12.9%
Native-American	1	1.0%
Mixed Ethnicity	3	3.0%
Undeclared	4	4.0%
Total	101	

Source: WCC Office of Instruction

TABLE 10
Woodland CC Service Area
Part-time Faculty by Gender
Fall 2007

Ethnicity	Number	Percentage
Female	55	54.4%
Male	46	45.6%
Total	101	

Source: WCC Office of Instruction

TABLE 11
Woodland CC Service Area
Part-time Faculty by Age Grouping
Fall 2007

Age Grouping	Number	Percentage
Age 20-25	1	1.0%
Age 26-30	4	4.0%
Age 31-35	10	9.9%
Age 36-40	9	8.9%
Age 41-45	11	10.9%
Age 46-50	7	6.9%
Age 51-55	11	10.9%
Age 56-60	19	18.8%
Age 61-65	8	7.9%
Age 66-70	11	10.9%
Age 71-75	7	6.9%
Age 76-80	1	1.0%
Undeclared	2	2.0%
Total	101	

Source: WCC Office of Instruction

Classified Staff:

The size of Woodland CC's classified staff increased by 42.3% between Fall of 2005 and fall of 2007. As has been the case with other employee groups, this increase is attributable to both increased enrollments and the anticipation of becoming a comprehensive community college. In terms of ethnicity, the classified staff at WCC continues to be dominated by Caucasian and Hispanic personnel. As a rule, the ratio of two classified woman to every one classified male employee continues. In general, the average age of a staff member continues to decline.

TABLE 12
Woodland CC Service Area
Classified Staff by Ethnicity
Comparative Data: Fall 2005 vs. Fall 2007

	Fall 2005		**Fall 2007**	
Ethnicity	**Number**	**Percentage**	**Number**	**Percentage**
African-American	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Caucasian	12	46.2%	18	48.6%
Hispanic	13	50.0%	16	43.2%
Native-American	1	3.8%	2	5.4%
Other Non-White	0	0.0%	0	0.0%
Undeclared	0	0.0%	1	2.7%
Total	26		37	

Source: YCCD Office of Human Resources (2005)
Source: YCCD Office of Information Technologies (2007)

TABLE 13
Woodland CC Service Area
Classified Staff by Gender
Comparative Data: Fall 2005 vs. Fall 2007

	Fall 2005		**Fall 2007**	
Gender	**Number**	**Percentage**	**Number**	**Percentage**
Male	8	30.8%	12	32.4%
Female	18	69.2%	25	67.6%
	26		37	

Source: YCCD Office of Human Resources (2005)
Source: YCCD Office of Information Technologies (2007)

TABLE 14
Woodland CC Service Area
Classified Staff by Age Grouping
Comparative Data: Fall 2005 vs. Fall 2007

Age Grouping	Fall 2005		Fall 2007	
	Number	Percentage	Number	Percentage
Age 20-25	1	3.9%	1	2.7%
Age 26-30	2	7.7%	4	10.8%
Age 31-35	1	3.9%	5	13.5%
Age 36-40	3	11.5%	3	8.1%
Age 41-45	7	26.9%	3	8.1%
Age 46-50	2	7.7%	5	13.5%
Age 51-55	5	19.2%	6	16.2%
Age 56-60	2	7.7%	4	10.8%
Age 61 and Up	3	11.5%	3	8.1%
Undeclared	0	0.0%	3	8.1%
Total	26		37	

Source: YCCD Office of Human Resources (2005)
Source: YCCD Office of Information Technologies (2007)

Administrative Demographics:

The size of the WCC Administration is modest and does not lend itself significantly to statistical comparison. Essentially, there were four administrators in fall of 2006 and there will be five, with the addition of a VP, by spring of 2008. In terms of ethnicity, three of the four current administrators (Fall, 2007) are Caucasian and one, African-American. There are two male and two female administrators and all range in age between 48 and 55.

Regional Trends and Demographics

TABLE 15
Woodland CC Service Area
Occupational Projections: Greater YCCD Region
Economic Development District Surveys

Occupation	Proj.	Occupation	Proj.
Automotive Related	285	Social Sciences Related	
Culinary/ Food Service Related	730	• Social Workers	130
Health Related		• Child Care Workers	105
• Emergency Medical Techs	100	Financial Related	
• Nurses Aides	125	• Accountants	120
• Registered Nurses	475	• Financial Managers	120
Information Technologies Related		• Insurance Adjustors	145
• Network Administrators	Increase	• Bank Tellers	220
• Network Technicians	Increase	Office Occupations Related	
• Computer Programmers	260	• Bookkeepers	1,500
• Support Specialists	215	• General Office Clerks	515
• System Analysts	240	• Receptionists	185
Education		• Secretaries	245
• Elementary Teachers	320	Engineers	
• Secondary Teachers	685	• Computer Engineers	120
• Instructional Aides	580	• Electronic Engineers	115

Adapted from *Educational Master Plan* (2004), p. 5
Data from multiple regional EDD's

Yolo and Colusa Counties place students into positions of employment in an area far wider than their mere counties of origin. A survey conducted in 2003 on behalf of the District's Educational Master Plan, in fact, suggested that 40% of those completing their schooling in

this District left the District to find employment. The occupational study provided below therefore includes EDD findings from an area including the entirety of the YCCD District as well as the areas immediately southwest and southeast of Yolo and Colusa Counties, respectively, the Greater Sacramento Area and the Bay Area.

Enrollment Growth:

TABLE 16
Woodland CC Service Area
District K-12 Enrollments: Actual/Projected by County
Academic Years: Intermittent through 2012-13

County	Actual Enrollm. 2006-07	Projected Enrollments			
		2009-10	% from `03	2012-13	% from '03
Colusa County	4,578	4,716	7.1%	4,876	10.8%
Yolo County	29,493	31,281	5.4%	32,120	8.2%
Total	34,071	35,997	5.7%	36,996	8.5%

Secondary Source: Adapted from YCCD *Educational Master Plan* (2004) p. 7
Primary Source: California Department of Finance
Actual Enrollments from California Department of Education: Dataquest

The table projecting K-12 enrollments **(See Table 16, p. 34)** and that providing county population projections **(See Table 17, p. 34)** indicate that projections of five-year growth point to a solid increase in the population base served by the District. In addition, escalating construction starts in the Sutter, Yolo and Yuba County areas have been announced since these projections were devised. In Yuba County alone, the Yuba-Sutter Office of Economic Development estimates a five-year population growth of 50%, from its 1999 levels.

Enrollment projections for YCCD and its campuses have been moderate. These have been based, as the tables below indicate, on projected population and WSCH growth. For various reasons, among them being a State fiscal crisis, enrollments that had been steady throughout the 1990s, dropped during the early years of the current decade **(See Table 1, p. 27)**. However, several interventions that were initiated by the Enrollment Management Committee during the 2004-2005 academic year have recaptured most of the losses of that earlier period. At the same time, ongoing population growth has occurred throughout the District. These factors, as well as an improved teaching and learning environment, caused enrollments to continue to climb over the past three years.

TABLE 17
Woodland CC Service Area
Population Projections by County
Calendar Years: By decade 2000 through 2050

County	2000	2010	2020	2030	2040	2050
Colusa County	19,027	23,787	29,588	34,488	38,131	41,662
Yolo County	170,190	206,100	245,052	275,360	301,934	327,982

Source: California Department of Finance Demographic Research Unit (2007)

TABLE 18
Woodland CC Service Area
Students: Weekly Student Contact Hours (WSCH)
Projections
Academic Years: 2007-08 through 2014-15

Year	Projected WSCH	Year	Projected WSCH

2007-08	48,888	2011-12	58,303
2008-09	52,220	2012-13	59,367
2009-10	55,679	2013-14	60,442
2010-11	57,267	2014-15	61,352

Source: Projections approved by California Department of Finance
Source: Estimates provided by CCS Consulting Group

Colusa County - Changing Demographics: Colusa County's ethnic demographics have changed dramatically during the most recent two decades. As Table 19 indicates, the overall population of Colusa County has grown by 26.3% during this period. The Hispanic population has increased by 80.8%, while the Caucasian population has decreased by 4.7%. Hispanics are now the largest population in Colusa County (48.2%) whereas, in 1990 they accounted for approximately 1/3 of this population. These changes have been given considerable attention as a curriculum is devised for the four Colusa-area teaching locations and as the new Colusa Outreach Facility is designed.

TABLE 19
Woodland CC Service Area
Colusa County Population Demographics
1990 Intermittent to 2004 Population Comparisons

2004	White	Hispanic	Asian	Pacific Island	Black	Native Amer.	Multirace	Total
Males	4,743	5,296	138	37	54	180	106	10,553
	44.9%	50.2%	1.3%	0.3%	0.5%	1.7%	1.0%	
Females	4,919	4,655	125	43	44	197	124	10,109
	48.7%	46.1%	1.2%	0.4%	0.4%	2.0%	1.2%	
Combined	9,662	9,951	263	80	98	377	230	20,661
	46.8%	48.2%	1.3%	0.4%	0.5%	1.8%	1.1%	

2000	White	Hispanic	Asian	Pacific Island	Black	Native Amer.	Multirace	Total
Males	4,493	4,678	118	33	50	161	94	9,627
	46.7%	48.6%	1.2%	0.3%	0.5%	1.7%	1.0%	
Females	4,774	4,047	124	38	41	160	115	9,299
	51.3%	43.5%	1.3%	0.4%	0.4%	1.7%	1.2%	
Combined	9,267	8,725	242	71	91	321	209	18,926
	49.0%	46.1%	1.3%	0.4%	0.5%	1.7%	1.1%	

1995	10,266	6,792	344	--	81	316	--	17,779
	57.7%	38.2%	1.9%	--	0.5%	0.2%	--	

1990	10,145	5,504	321	--	81	304		16,355
	62.0%	33.7%	2.0%	--	0.4%	0.2%		

Source: California Department of Finance Webpage

Student Success Indicators

ARCC Report: According to the *ARCC 2007 Report* (See PR-25), the YCCD District, as a whole, rates ahead of its peer Districts in areas such as "progress and achievement, and

improvements rates for basic skills" (An ARCC 2007 Report, p. 680). YCCD is slightly behind this same group (generally approximately 2.5%) in other areas referenced in this study.

Completion Rates: Woodland Community College, as the tables provided on the following pages indicate, has been immersed in the process of growth, but has not neglected attention to student needs in the process. The number of awarded degrees has grown and the number of majors in which these degrees have been awarded has grown as well.

TABLE 20
Woodland CC Service Area
Completion Rates: Graduates By Year
Academic Years: 2000-01 through 2006-07

TERM	2000-01	2001-02	2003-04	2003-04	2004-05	2005-06	2006-07
Summer	13	10	14	14	20	20	19
Fall	25	26	35	35	54	41	42
Spring	84	91	86	86	102	108	102
AY Total	122	127	135	135	176	169	163

Source: Office of the Registrar, YCCD; 3/9/06 – Revised 7/12/07

TABLE 21
Woodland CC Service Area
Completion Rates: Graduations By Degree Category
Academic Years: Fall 2002 through Summer 2007)

ASSOCIATE OF ARTS	Fa 03	Sp 04	Sm 04	Fa 04	Sp 05	Sm 05	Fa 05	Sp 06	Su 06	Fa 06	Sp 07	Sm 07
General Education	19	38	12	18	43	8	19	45	11	11	47	8
Art	-	-	-	-	1	-	-	1	-	-	-	-
History	1	-	-	-	2	-	-	1	-	-	-	-
Social Science	-	-	-	-	-	-	-	1	-	2	5	-

ASSOC. OF SCIENCES	Fa 03	Sp 04	Sm 04	Fa 04	Sp 05	Sm 05	Fa 05	Sp 06	Su 06	Fa 06	Sp 07	Sm 07
Accounting	1	1	-	3	1	1	-	-	-	1	2	-
Business Comp. Apps.	-	2	-	1	2	-	-	1	-	-	-	2
Business Adminis.	-	3	1	1	4	-	-	3	-	1	-	-
Chem. Depend. Aware.	-	1	-	1	-	-	-	-	-	1	-	-
Chemical Depend. Couns	-	2	-	1	1	-	2	6	1	2	6	-
Cosmetology	1	-	-	-	-	-	-	2	-	-	-	-
Early Childhood Education	-	3	1	4	8	2	-	3	-	-	1	1
Environmental Horticult.	-	1	-	-	-	-	-	-	-	1	-	-
General Business Mgmt.	-	-	-	-	2	-	2	6	1	2	6	-
General Education	7	23	6	17	30	6	-	-	-	-	-	7
Human Services	-	-	-	-	-	-	-	-	-	-	-	-
Income Tax	-	1	-	1	1	-	16	30	4	18	30	-
Law Enforcement	1	4	1	1	3	-	-	2	1	-	-	-
Math	-	-	-	-	-	1	-	-	-	-	1	-
Personnel Mgmt.	-	-	-	1	-	-	1	3	1	3	2	-
Radiologic Technology	-	1	-	-	1	-	-	-	-	-	-	-
Small Business Mgmt.	-	1	-	-	-	-	-	-	-	-	-	-
Veterinary Technology	-	-	-	-	-	-	-	1	-	-	1	-

Source: Office of the Registrar, YCCD; 12/7/05   Update to Spring 2007, 7/11/07

Basic Skills Testing: During the Fall term of 2006, data were again collected relating to student success in Basic Skills courses. These data were compared to those collected in 2002. The results indicate that incoming freshmen have improved somewhat. WCC's women students tended to perform slightly better than men, while age results were

inconclusive. The population of older students (re-entry) appears to be having increasing difficulty in the area of basic skills and will benefit from the Basic Skills Initiative **(See PR-26).**

TABLE 22
Woodland CC Service Area
Student Success: Basic Skills Course Success Rates
Fall 2002 Term vs. Fall 2006 Term (end of term)

Segment of Woodland Community College Student Population			Fall 2002			Fall 2006			% Change, Positive Completions
			Course Completions		2002	Course Completions		2006	
			No	**Yes**	**Total**	**No**	**Yes**	**Total**	
Ethnicity	African-American	Count	7	12	19	11	7	18	(24.3%)
		Percent	36.8%	63.2%	100.0%	61.1%	38.9%	100.0%	
	American-Indian/ Alaskan Native	Count	4	9	13	4	2	6	(35.9%)
		Percent	30.8%	69.2%	100.0%	66.7%	33.3%	100.0%	
	Asian	Count	11	30	41	26	35	61	1.8%
		Percent	26.8%	73.2%	100.0%	25.0%	75.0%	100.0%	
	Filipino	Count	2	3	5	1	1	2	(10.0%)
		Percent	40.0%	60.0%	100.0%	50.0%	50.0%	100.0%	
	Hispanic	Count	166	289	455	143	247	390	(0.2%)
		Percent	36.5%	63.5%	100.0%	36.7%	63.3%	100.0%	
	Other Non-White	Count	6	11	17	5	9	14	(0.4%)
		Percent	35.3%	64.7%	100.0%	35.7%	64.3%	100.0%	
	Pacific Islander	Count	3	3	6	4	1	5	(30.0%)
		Percent	50.0%	50.0%	100.0%	80.0%	20.0%	100.0%	
	Unknown	Count	7	9	16	4	6	10	3.8%
		Percent	43.8%	56.2%	100.0%	40.0%	60.0%	100.0%	
	White, Non-Hispanic	Count	71	131	202	209	229	438	(12.6%)
		Percent	35.1%	64.9%	100.0%	47.7%	52.3%	100.0%	
Age Grouping	0-19	Count	111	186	297	108	193	301	1.5%
		Percent	37.4%	62.6%	100.0%	35.9%	64.1%	100.0%	
	20-24	Count	77	102	179	58	72	130	(1.6%)
		Percent	43.0%	57.0%	100.0%	44.6%	55.4%	100.0%	
	25-34	Count	48	108	156	51	57	108	(16.4%)
		Percent	30.8%	69.2%	100.0%	47.2%	52.8%	100.0%	
	35+	Count	41	101	142	40	74	114	(6.2%)
		Percent	28.9%	71.1%	100.0%	35.1%	64.9%	100.0%	
Gender	Female	Count	170	366	536	163	282	445	(4.9%)
		Percent	31.7%	68.3%	100.0%	36.6%	63.4%	100.05	
	Male	Count	107	131	238	94	114	208	(0.2%)
		Percent	45.0%	55.0%	100.0%	45.2%	54.8%	100.0%	
Totals	Woodland C.C.	Count	277	497	774	257	396	653	(3.6%)
		Percent	35.8%	64.2%	100.0%	39.4%	60.6%	100.0%	
	YCCD District	Count	1,279	1,846	3,125	1,087	1,454	2,541	(1.9%)
		Percent	40.9%	59.1%	100.0%	42.8%	57.2%	100.0%	

2006 Data provided by YCCD Office of Institutional Effectiveness. 2002 Data provide by WCC Office of Research **(See PR-89)**

Student Retention: Student retention numbers have remained essentially static for the past six years, having declined, overall, by 2.1% during the period under consideration. Nearly all of this change is attributable to changes in the Applied Arts and Sciences curriculum, where several majors were modified and where overall enrollments have declined radically.

TABLE 23
Woodland CC Service Area
Student Retention Data – Successful Numbers (as ratio) and Percentages by Department
Fall Terms (2001 through 2006)

Program		F-2001	F-2002	F-2003	F-2004	F-2005	F-2006
Applied Arts & Sci.	#	1,020/1,109	708/789	195/201	158/167	55/64	37/51
	%	**92.0%**	**89.7%**	**97.0%**	**94.6%**	**85.9%**	**72.5%**
Business	#	794/947	691/843	439/525	416/519	402/475	371/454
	%	**83.8%**	**82.0%**	**83.6%**	**80.2%**	**84.6%**	**81.7%**
Counseling Divis.	#	*Not Applicable*	130/137	177/195	275/288	260/279	174/185
	%		**94.9%**	**90.8%**	**95.5%**	**93.2%**	**94.1%**
Fine Arts	#	183/221	147/174	148/178	141/166	81/96	142/160
	%	**82.8%**	**84.5%**	**83.1%**	**84.9%**	**84.4%**	**88.8%**
Health PE & Rec.	#	331/376	354/405	231/268	179/238	158/201	129/151
	%	**88.0%**	**87.4%**	**86.2%**	**75.2%**	**78.6%**	**85.4%**
Language Arts	#	1,044/1,259	1,054/1,297	856/1,073	1,016/1,244	1,054/1,296	1,000/1,261
	%	**82.9%**	**81.3%**	**79.8%**	**81.7%**	**81.3%**	**79.3%**
Math & Science	#	1,044/1,303	1,012/1,313	1,005/1,288	1,267/1,610	1,272/1,582	1,252/1,596
	%	**80.1%**	**77.1%**	**78.0%**	**78.7%**	**80.4%**	**78.4%**
Public Safety	#	*Not Applicable*	36/40	144/160	210/241	146/175	172/195
	%		**90.0%**	**90.0%**	**87.1%**	**83.4%**	**88.2%**
Social Science	#	1,590/1,790	1,429/1,634	1,485/1,748	1,480/1.713	1,469/1,689	1,652/1,842
	%	**88.8%**	**87.5%**	**85.0%**	**86.4%**	**87.0%**	**89.7%**
TOTAL	#	6,006/7,005	5,561/6,632	4,680/5,636	5,142/6,186	4,897/5,857	4,929/5,895
	%	**85.7%**	**83.9%**	**83.0%**	**83.1%**	**83.6%**	**83.6%**

Source: Adapted from Woodland Community College Retention Rates by Term. Office of Institutional Effectiveness

Preface #8

ORGANIZATION OF

INSTITUTION
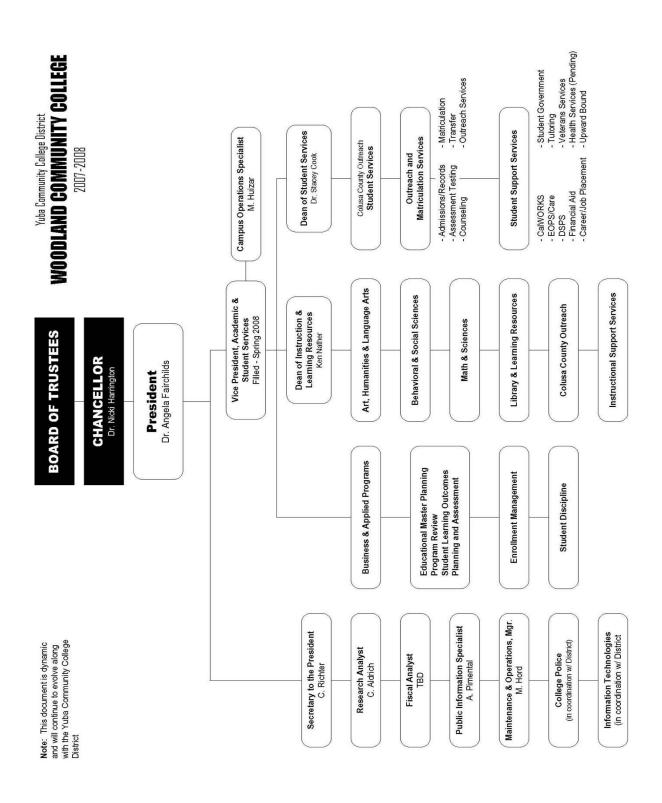
WOODLAND COMMUNITY COLLEGE

2007-08 Accreditation Self Study

CHART #1:

Organization of the Institution

Yuba Community College District

WOODLAND COMMUNITY COLLEGE

2007-2008

BOARD OF TRUSTEES

CHANCELLOR
Dr. Nicki Harrington

President
Dr. Angela Fairchilds

Note: This document is dynamic and will continue to evolve along with the Yuba Community College District

Secretary to the President
C. Richter

Research Analyst
C. Aldrich

Fiscal Analyst
TBD

Public Information Specialist
A. Pimental

Maintenance & Operations, Mgr.
M. Hord

College Police
(in coordination w/ District)

Information Technologies
(in coordination w/ District)

Campus Operations Specialist
M. Huizar

Vice President, Academic & Student Services
Filled - Spring 2008

Dean of Instruction & Learning Resources
Ken Nather

Business & Applied Programs

Educational Master Planning
Program Review
Student Learning Outcomes
Planning and Assessment

Art, Humanities & Language Arts

Behavioral & Social Sciences

Math & Sciences

Enrollment Management

Library & Learning Resources

Student Discipline

Colusa County Outreach

Instructional Support Services

Dean of Student Services
Dr. Stacey Cook

Colusa County Outreach
Student Services

Outreach and Matriculation Services

- Admissions/Records
- Assessment Testing
- Counseling
- Matriculation
- Transfer
- Outreach Services

Student Support Services

- CalWORKS
- EOPS/Care
- DSPS
- Financial Aid
- Career/Job Placement
- Student Government
- Tutoring
- Veterans Services
- Health Services (Pending)
- Upward Bound

Preface #9

CERTIFICATION

OF CONTINUED

COMPLIANCE

WOODLAND COMMUNITY COLLEGE

2008 Accreditation Self Study

Preface #9

CERTIFICATION

Eligibility Requirements for Accreditation

1   Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in Hawaii are authorized through State legislation. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty.

The District: Yuba College is accredited by the ACCJC of the Western Association of Schools and Colleges, and recognized as a fully accredited two-year community college by the University of California, the California State University System, the California Community Colleges Chancellor's Office, the United States Office of Education, the Veterans Administration, and the American Association of Collegiate Registrars and Admissions Officers.

Woodland Community College: Woodland Community College is authorized to operate as a center of Yuba College within Yuba Community College District by the California Community Colleges Chancellor's Office, CPEC and ACCJC. All rights and recognition granted to Yuba College are bestowed upon WCC as a center of Yuba College.

Woodland Community College, as of December 14, 2005, has secured assurances from the appropriate governing and approval agencies that will allow the college move forward with the accreditation process. The needs analysis submitted on behalf of Woodland Community College has been reviewed and approved by the Chancellor's Office of the California Community College System. This approval was provided formally on December 1, 2005.

In November 2005 the same materials were reviewed and approved by the Board of Governors of the California Community Colleges and, following this review, by a meeting of the California Postsecondary Education Commission (CPEC) in December **(See PR-27; PR-28).** At this meeting, approval to transition from center status to college status was formally given.

2   Mission

The institution's mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree-granting

institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

Having first opened as an outreach facility in 1975, Woodland Community College has operated as an educational center under Yuba Community College District since 1981. Now, as a community college, WCC, along with Yuba College in Marysville, will be the two colleges that constitute the Yuba Community College District – along with one approved center and additional site.

WCC Mission Statement: The Board of Trustees approved the Woodland Community College Mission Statement on July 18, 2007 **(See PR-29)**. This Mission Statement reflects the collegial efforts of the WCC Site/College Council, the College's executive staff, and the incorporated feedback from a BOT preliminary review of an earlier drafted version.

> "The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.
>
> At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas."

3   Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities.

The governing board must be an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they 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.

As a part of Yuba Community College District, Woodland Community College is represented by the Yuba Community College District Governing Board. This board is comprised of seven elected representatives of communities within the 4,200-square-mile area served by the District. The primary responsibilities of the Board revolve around support of the mission as this relates to policy, as well as maintaining assurances of quality and integrity. The Board operates under a set of policies established through the *Board Policy Manual*. No members of the Board are employed by the District.

Mrs. Susan Houle (Chair, 2008-09) is a longstanding member of the Yuba District Board of Trustees having first been elected to represent Yuba County in 1996. Professionally, Mrs. Houle has extensive experience in the hospitality arena having served as joint owner and operator of several prominent restaurants, over the past 20 years, in the Yuba-Sutter area. Currently, Mrs. Houle is owner/operator for KATZ Concessions, which provides (among other

services) concessions to Marysville's professional baseball franchise. Mrs. Houle had been active and generous in her service to the civic, charitable and educational interests of the Yuba-Sutter area. She has served as a board member of the Yuba-Sutter Regional Arts Council, as Vice-Chair for the Yuba-Sutter Chamber of Commerce Executive Board, As President of the Yuba Feather School CITE Council, as an Executive Board Member of the PTA, and as a Board Member for the Marysville Downtown Business Association.

Mr. Mark Bredt represents the Clear Lake Campus. Mr. Bredt's professional interests reside in media management, publishing, marketing and writing. He has served as managing editor for several newspapers in Northern California including the *Middletown Times-Star*, the *Clearlake Observer-American* and the *Lake County Record-Bee*. He has also served in a director's role for Lake County Television (LCTV) and as a participant in Public Education and Government Television in the Clear Lake area. Currently, Mr. Bredt is owner of an Internet-based editing company that offers professional literary and publishing services to book authors. He is in his sixth year of service with the Yuba District Board of Trustees.

Mr. Jim Buchan was first elected to the Yuba District Board of Trustees in 1998 and has subsequently been re-elected to serve consecutive four-year terms through (at least) 2008. He represents Sutter County in his role as a Trustee. Mr. Buchan is a retired Yuba College faculty member who has subsequently continued to distinguish himself through an extensive regimen of community service. Professionally, Mr. Buchan helped launch computer education at Yuba College, serving on the business faculty as Professor of Computer Science and Computer Business Applications from 1968 until his retirement in 1993. Civically, Mr. Buchan has been similarly productive serving on the Fremont-Rideout Hospitals Foundation Board, as BOT Liaison to the Yuba College Foundation Board, as Secretary to the "Yuba-Sutter Every 15 Minutes" Committee, and as a member of the Yuba City Rotary Club.

Mr. Alan B. Flory was elected to the Yuba District Board of Trustees in 1998 and has since continued to represent the Yolo and Colusa County areas in that role. Mr. Flory brings to the Yuba College Board of Trustees a strong background in fiscal management having formerly served as Yolo County Assessor, as a manager of the Property Tax Department for the California Board of Equalization, and in several other fiscally related roles. Mr. Flory has been active at the State level as well having served as a member and past chair of the Committee on Legislation for the Community College League of California (CCLC) and as director and past president of the State of California's 40th District Agricultural Association. At the local and regional level, Mr. Flory has played leadership roles in Woodland Rotary Club, Woodland Food Closet, Yolo County Historical Museum, Woodland's Elks Lodge, and Yolo Flyers Club.

Mr. George Nicholau is the senior member of the Yuba District Board of Trustees having first been elected in 1979 and having retained his position through terms of subsequent service for a period of 26 years. He has also served the University of California System, having served on the Council for the UC Nine Campus System. Mr. Nicholau is a retired Yuba County pharmacist (1987), after having founded both the Marysville Medical Clinic Pharmacy and the Yuba City Safe Save Pharmacy during his professional career. His community service has been extensive as well and has included service to the Marysville Toastmaster's Club, past Master of the Masonic Lodge, Vice President of the California Pharmaceutical Association, Chairman of Yuba County Disaster Control, and leader in regional youth football.

Ms. Leela Rai, representing the Sutter County area, has been a member of the Yuba District Board of Trustees since 1994. Professionally, Ms. Rai has distinguished herself by having formed and managed several private companies involved in fields as disparate as agriculture and ocean cruises. She has worked the professional side of not-for-profit management as well having served as CEO for the Yuba-Sutter Chamber of Commerce and as a Government Affairs Manager for the same organization. Her civic and charitable portfolio is equally extensive having served on the Planning Commissions for both Yuba City and Sutter County, and as a Board Member for Valley Vision, Yuba-Sutter Economic Development Corporation, Yuba-Sutter United Way, and the East Indian Community Enhancement Association.

Mr. Xavier C. Tafoya has represented the Yolo/Colusa area of Yuba Community College District since his initial election to the Board of Trustees in 2000. Mr. Tafoya is a long-time educator and community activist in the Yolo and Sacramento County areas. He has taught Chicano Studies in the Anthropology Department at CSU Sacramento as well as courses in business, history, anthropology and art in Woodland's K-12 system and at Woodland Community College. Mr. Tafoya has also worked in entrepreneurial ventures supporting business expansion between Mexico and the Sacramento Valley as well as a family retailing business dating to the 1930s. As a volunteer, Mr. Tafoya has also been active having served the Woodland City Council for four years and having provided, as well, procedural and policy guidance to several departments in the City of Woodland.

(See PR-30) - Conflict of Interest, Public Disclosure Policies – BP 2710 & AP 2712
(See PR-31) - YCCD Board of Trustees By-Laws

4 Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the District/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Angela R. Fairchilds (Ph.D., 2001, Arizona), has served as Woodland Community College's first President since January 2006, following the Board of Governors' approval of the District's application for WCC to become a college. Dr. Fairchilds served initially (2003) as Executive Dean of what was Woodland Educational Center and, in doing so, played a key role in facilitating the transition from a "center" to a "college" within the District's transition plans and timelines.

In her current role, she is responsible not only for the oversight of all aspects of Woodland Community College's programs and services, but also is responsible for serving as WCC's advocate in planning and procuring District services and support for the expanding role anticipated for WCC in the future. Under Dr. Fairchilds' leadership, WCC has added two Deans positions (Instruction and Student Services) a Maintenance and Operations Supervisor, a Research Analyst, and a Public Information Specialist (while concurrently expanding faculty and staff). A Vice Presidential Position is currently in the hiring process.

Dr. Fairchilds brings extensive professional and academic expertise to this role. Prior to assuming her current presidency with Woodland Community College, Dr. Fairchilds served

for four years as Dean of Instruction with Yavapai College in Clarkdale, Arizona. At Yavapai, she was responsible for all instruction and instructional support functions of the Verde Valley Campus and the Sedona Center for Arts & Technology. Among her greatest successes in her role at Yavapai was providing community outreach and voter education activities leading to a successful $69.5 million capital bond initiative.

Prior to her instructional leadership role at Yavapai, Dr. Fairchilds invested 13 years in administering all aspects of evening and weekend education programs, nine of which were in a leadership role, with Golden Gate University in San Francisco. Here her experiences were broad-based, dealing with nearly every aspect of a college or university's programs, services and operations. At Golden Gate, she earned experience in registration and records, counseling, staff development, budgeting, faculty hiring, financial aid, budgetary development and management, degree program development and review, public information, and various student support services.

Through these experiences, Dr. Fairchilds has developed a working sensitivity to and appreciation of the needs of diverse populations. She has actively worked with adult populations through adult transition programs. Additionally, her work with developmentally challenged populations has earned her formal recognition. At the same time, she has played an active role in TRIO's McNair Program in providing support services for undergraduate students who have come from underserved populations.

Dr. Fairchilds reports to the YCCD Chancellor, Dr. Nicki Harrington. Dr. Harrington was appointed effective February 1, 2002 to serve initially as Superintendent/President of Yuba College. In her new role as Chancellor (2006), Harrington's primary responsibility has been, and will continue to be, that of providing leadership for the District in carrying out its mission.

Dr. Angela Fairchilds
E-Mail: afairchi@yccd.edu
President, Woodland Community College
Telephone: (530) 661-5711
2300 E. Gibson Road
Woodland, CA 95776

5   Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Woodland Community College currently has, in addition to its President, two Deans (Instruction and Student Services), and a Maintenance and Operations Supervisor **(See PR-32** or **Page 40; Chart #1, Organizational Structure)**. Two critical classified positions, a Research Analyst and a Public Information Specialist, complements the services of these administrators.

The Vice President, Academic and Student Services of Woodland Community College search is underway, as of this writing, and should be filled prior to the Self Study visit. The Dean of Student Services, Dr. Stacey Cook, was appointed by the Board at its February, 2006 meeting **(See PR-33;** Board Minutes, Feb. 15, 2006). The Dean of Instruction and Learning Resources position was established in Jan. 2004. The hiring of the current Dean of

Instruction and Learning, Mr. Ken Nather, was approved by the Board of Trustees at their August 22nd, 2007 meeting **(See PR-34;** Board Minutes, Aug. 22, 2007). The Maintenance and Operations Supervisor's position achieved Board approval at its October 17, 2007 meeting **(See PR-35;** BOT Minutes, Oct. 17, 2007) and the search was in process at the time of this writing. The Public Information Specialist position, which is classified, was approved in late 2006. The Research Analyst's position was approved in summer of 2007 and hired in September 2007.

District Support: Woodland Community College is supported by the District administration, which is comprised of a Chancellor and an administrative sub-structure that includes two Vice Chancellors (Administrative Services and Educational Planning and Services), the Director of Human Resources, the Director of Information Technologies, the Director of Fiscal Services, the Director of Purchasing and Contracting, the Director of Matriculation and School Relations, the Director of Institutional Effectiveness, the Director of Public and Governmental Relations, the Director of SBDC/Economic Development, and the Chief of Police.

6 Operational Status

The institution must be operational, with students actively pursuing its degree programs.

College Enrollments: Enrollment at Woodland Community College, like that throughout Yuba Community College District, has experienced a healthy rebound after a decline in 2003-04.

TABLE 24 (Repeated from TABLE 1)
Woodland CC Service Area
Students: Enrollment by Headcount, FTES, WSCH
Fall Terms: 2002 through 2006

Indicator	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Average
Headcount	3,090.00	2,435.00	2,629.00	2,610.00	2,663.00	2,685.40
FTES Total	768.56	701.88	775.84	745.39	795.29	757.39
Woodland	587.28	565.95	678.94	675.85	712.57	
Colusa	96.52	17.33	14.87	20.06	19.90	
Cosmetology	39.60	65.27	47.44	0.0	0.0	
Nursing	27.39	35.07	25.30	45.92	43.48	
Public Safety	17.77	18.26	9.29	3.56	19.34	
WSCH Total	23,056.80	21,056.40	23,275.20	22,361.70	24,101.40	22,770.30
Woodland	17,618.40	16,978.50	20,368.20	20,275.50	21,377.10	
Colusa	2,895.60	519.90	446.10	601.80	597.00	
Cosmetology	1,188.00	1,958.10	1,423.20	0.00	0.00	
Nursing	821.70	1,052.10	759.00	1,377.60	1,304.40	
Public Safety	533.10	547.80	278.70	106.80	822.90	

Source (Headcount): Office of Institutional Effectiveness
Source (FTES/WSCH): Office of Research Analyst (WCC) – Data derived from Yuba Community College District Instructor Load FTEF/WSCH/FTES book (July 2007)

The decline earlier in the current decade was the result of a combination of statewide budgetary cutbacks, concurrent enrollment reformulations, and the increase in student fees. In the charts below, Woodland Community College's enrollments are provided by Headcount, Full-Time Equivalent Students (FTES), and Weekly Student Contact Hours (WSCH). Colusa County's enrollments are imbedded with those of WCC.

The District has also projected Weekly Student Contact Hours through the year 2015. According to the California Department of Finance, which approved of these projections in March of 2005, "It is anticipated that the participation rates used in this forecast are conservative and, likely to increase with expanded programs and additional facilities."

TABLE 25
Woodland CC Service Area
Students: Weekly Student Contact Hours (WSCH)
Projections
Academic Years: 2007-08 through 2014-15

Year	Projected WSCH	Year	Projected WSCH
2007-08	48,888	2011-12	58,303
2008-09	52,220	2012-13	59,367
2009-10	55,679	2013-14	60,442
2010-11	57,267	2014-15	61,352

Source: Projections approved by California Department of Finance
Source: Estimates provided by CCS Consulting Group

Degrees Awarded: Woodland Community College offers 18 degrees under the category of Associate of Science and an additional 4 degrees under Associate of Arts. These are listed, with number of recipients, in **Tables 20 and 21** on page 36. These programs have been approved by the Yuba Community College District Curriculum Committee and have been offered at WCC for varying periods of time as Yuba College programs and degrees.

While Woodland Community College does not offer a Nursing program, the Yuba College Nursing program is available to WCC students through both interactive TV and lectures and skills labs held on the Woodland CC campus. Students completing the Nursing program will be awarded an appropriate degree or certificate from Yuba College.

Schedule of Classes: An independent schedule of classes has been produced for Woodland Community College for the past five years. This schedule is released both in hard copy and on the Woodland Community College link at the Yuba Community College District website **(See PR-36;** Woodland Community College Fall, 2007 Schedule). Scheduling for Colusa classes is included in the Woodland CC schedule of classes as well.

7 Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Woodland Community College programs that lead to degrees are listed in the chart below. These are provided, as well, in the WCC College Catalog.

TABLE 26
Woodland CC Service Area
Curriculum: Programs and Degrees Offered
Academic Year: 2007-08

Program and Degree	Types of Degree

ADMINISTRATION OF JUSTICE	
Corrections	Associate in Science
Law Enforcement	Associate in Science
AGRIC./ENVIRON. HORT & PLANT SCI.	
Agriculture	Associate in Science
Environmental Horticulture	Associate in Science
ART	
Art	Associate in Arts
BUSINESS	
Accounting	Associate in Science
Business Administration	Associate in Science
Income Tax Preparation	Associate in Science
Business Computer Applications	
Business Computer Applications	Associate in Science
General Business	
General Business Management	Associate in Science
Office Administration	
Administrative Assistant	Associate in Science
EARLY CHILDHOOD EDUCATION	
Early Childhood Education	Associate in Science
HISTORY	
History	Associate in Arts
HUMAN SERVICES	
Chemical Dependency Awareness	Associate in Science
SOCIAL SCIENCE	
Social Science	Associate in Arts
UNIVERSITY STUDIES	
University Studies (General Studies)	Associate in Arts

DEGREE PROGRAM SUMMARY	
Associate in Science	12
Associate in Arts	4
TOTAL DEGREE OPTIONS	16

All of these degree programs, and their attendant course requirements, are listed and elaborated upon in the accompanying catalog template **(See PR-37)**.

General Education Courses: The General Education courses and degree requirements for each major are highlighted in tabular form in association with the description of each such major **(See PR-37).**

Catalog Designation (of college-level courses for which degree credit is granted): The table below **(See PR-37, p. 54)** indicates the numbering definitions for courses offered. Older course definitions are provided as well in the catalog template.

Program Enrollments - Woodland Community College: A significant number of Woodland Community College students are enrolled in programs that lead to degrees. The table below indicates enrollments in the various programs at WCC. These enrollments, for purposes of illustration, are divided into two groupings, one representing "degree-applicable" coursework and the other representing "non-degree-applicable" coursework – usually in developmental/remedial areas.

TABLE 27
Woodland CC Service Area
Enrollments by Program (Duplicated Headcount)
Academic Years: 2004-05 through 2006-07

Program	**Degree Applicable**		
Program	**2004-05**	**2005-06**	**2006-07**
ACCT	207	233	230
AG	2	0	11
AJ	398	265	391
ANTHR	154	156	132
ART	170	122	213
BCA	261	238	316
BIOL	533	689	801
CHEM	176	221	234
COMSC	16	0	0
COSMT	184	0	0
COUNS	583	554	354
CWEE	257	261	196
ECE	855	884	776
ECOL	201	97	76
ECON	135	164	184
EDUC	12	10	8
EMT	64	50	66
ENGL	1108	1132	1207
ENVHR	22	41	28
ESL	22	13	16
FCS	133	115	127
FIRTC	0	30	0
GENST	0	0	0
GEOG	90	81	82
GEOL	97	65	51
GNBUS	129	152	130
HIST	808	840	976
HLTH	281	233	183
HUMAN	279	311	313
HUSEV	206	160	159
LARAZ	85	94	81
MATH	913	934	924
MCOMM	0	0	4
MGMT	13	0	0
MUSIC	75	78	110
NATAM	2	0	4
OA	164	153	158
PE	218	210	174
PHIL	245	217	225
PHYS	57	32	106
PHYSC	106	35	81
PLSCI	64	71	75
POLSC	149	179	202
Program	**2004-05**	**2005-06**	**2006-07**
PSYCH	538	536	603
READ	53	34	14
SIGN	158	161	125
SOCIL	368	287	364

SPAN	267	201	209
SPECH	236	310	291
STAT	230	221	249
THART	68	34	29
VNURS	33	47	31
WOMEN	0	19	21

Note 1: Data represent credit and non-credit end of term enrollments. All non-graded course enrollments are excluded.
Note 2: Updated data for 2006-2007 academic year provided by the Office of Institutional Effectiveness on 7-24-2007
1.   Office of Institutional Effectiveness (August 5, 2007)
2.   Includes enrollments for Colusa County sites
3.   Nursing enrollments (2004-05 = 203; 2005-06 = 229; 2006-07 = 210) are Yuba College enrollments that include Woodland Community College students

8   Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

All degrees awarded by Woodland Community College are congruent with the core priority areas highlighted in the Yuba Community College District Mission Statement and are consistent with the spirit of the recently established WCC Mission Statement. These priorities fall into (a) lower division arts and sciences, and (b) vocational and occupational training for immediate employment. In an effort to nurture students toward these priority areas, Woodland Community College also provides courses in (a) remedial and basic skills instruction, and (b) English as a second language, while providing a full-range of support services to encourage total student development.

Listed in **Table 26 (p. 49)** are the degrees offered in their entirety at Woodland Community College. All courses included within these degrees are degree-applicable and each degree program is sufficient in content and length and meets the levels of quality and rigor appropriate to degrees offered at other institutions of higher education. Degrees do culminate in institutional-level outcomes **(See PR-38; SLO Clusters)**. All degree programs are of two academic years in length.

Associate degree programs, course requirements, curricular sequences and general education options are described in detail in the Woodland Community College Catalog template **(See PR-37)**. For a listing of all courses offered, see the catalog template (pp. 55-87). For the listing of core courses offered at Colusa teaching sites, see **(See PR-39)**.

9   Academic Credit

The institution must award academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or

system regulatory requirements must provide appropriate information about the awarding of academic credit.

Formula for Calculation of Academic Credit: WCC awards academic credits based on the Carnegie Unit, a generally accepted practice in degree granting institutions of higher education. Throughout Yuba Community College District, a unit of academic credit is based upon the semester hour. The value of a course is computed on the basis of one unit of credit for each hour of lecture or discussion, two-to-three hours of laboratory, or two hours of activity per week, for a 17-week semester. Courses meeting for fewer than 17 weeks require an equivalent number of hours prorated on a per-week basis.

Transfer of Credit Statement: Woodland Community College abides by the same catalog policy that has been applied to all campuses in the Yuba Community College District. This statement is replicated below:

> "A student who presents (Via direct mail from the college previously attended or hand-carried in a sealed official envelope) a transcript of record showing satisfactory scholarship and honorable dismissal may be admitted to the College with Advanced Standing. No previous collegiate record may be disregarded.

> Credit from lower division courses taken previously at another college or university will be allowed toward the Associate in Arts or Associate in Science degree only if the former institution was accredited by one of the regional accrediting associations. (Accredited institutions are those so designated by one of the regional accrediting associations: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, and Southern Association of Colleges and Schools.)

> All such college transcripts will be evaluated. Only lower division courses determined to be associate degree level will be accepted for transfer credit. Credit is also allowed for college-level USAFI courses (But not for USAFI GED tests). Credit will also be given for the College Level Examination Program. General Examinations of the College Entrance Examination Board (CLEP)" **(See PR-37, pp. 34-37).**

Documentation of Credit: In both the YCCD Catalog and in the Woodland CC template, credit information is provided for every course offered throughout the institution **(See PR-37).**

10 Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Course Outlines: Currently, course outlines provide the best indicators of expected student learning and achievement outcomes. These outcomes are currently stated in course outlines as educational objectives. Institutional SLO clusters have been developed and approved by the Academic Senate.

The District currently is engaging in the development of Student Learning Outcomes (SLOs). At present, therefore, the language of program review, course outlines and catalog program

descriptions is traditional in its reference to process and objectives. In the paragraph below, steps taken toward introducing and developing an SLO approach are highlighted.

> **Academic Senate, SLO Statement:** On March 10, 2005, the Yuba Community College District (YCCD) Academic Senate adopted a Student Learning Outcomes (SLOs) statement that defined, explained, and delineated the process for development of SLOs. The statement now serves as the foundational document to guide the District in its development of SLOs. With this document, the decision was made to begin the SLOs development process by creating institutional or District level Student Learning Outcomes. Such SLOs will provide the core knowledge and abilities for every YCCD graduate.
>
> The Student Learning Outcomes Project Team drafted a statement proposing seven YCCD SLOs. This statement was distributed to all employees throughout the District. Suggested changes were received and those deemed appropriate, including the suggestion of adding an eighth SLO, "Scientific Awareness," were incorporated into the document. Both the Academic Senate and the District Council reviewed the YCCD Student Learning Outcomes. These eight SLOs **(See PR-81)**, which mark the beginning of the process, will lead to the development of program and course SLOs. The eight District level SLOs were adopted by the Board at its meeting of February 15, 2006.
>
> The next step in the SLO development process was the creation of program SLOs. In order to make this endeavor manageable, the SLO Project Team proposed that Instructional and Instructional Support Services programs be placed into clusters with others that appear to require similar Student Learning Outcomes. Each cluster was to choose from among the eight YCCD SLOs the ones that best applied to the programs within the cluster. The Student Learning Outcomes Clusters draft was distributed to all District campuses so that employees could assess whether or not the proposed clusters were appropriate. The SLO Project Team finalized the clusters in March 2006. During the Fall 2006 Convocation, breakout sessions were held in which clusters made their selection of the SLOs that best applied to all programs within a given cluster. A summary, by college and program, of the selections made by each program was presented to the Board at its October 18, 2006, meeting (Board Agenda Item 8.A.)
>
> The SLO Project team now is in the process of determining how to assess the accomplishment of institutional SLOs. This year, the team is continuing to look at each SLO to determine what a student would need to do to demonstrate, at the completion of their degree, that s/he had met the intent of the SLO. Surveys, pre- and post-tests, rubrics, and portfolio review are being considered as assessment tools. **(Personal Communication; Dr. Alan Lowe, Vice Chancellor for Educational Programs and Services, February, 2006)**.

SLOs: Curriculum Committee: Woodland Community College's development of SLOs will be closely tied to the College's achievement of accredited status. Until this time, WCC will continue to be closely aligned to the process currently outlined above. In the future, where programs and courses are unique at WCC, program and course-specific SLOs will be tailored to the needs of that College. This process is being led by the SLO Project Team that includes the WCC Dean of Instruction & Learning Resources, a faculty member and a classified employee.

SLO Timeline: A timeline has been developed for the implementation phase of the SLO process. This three-year phase-in includes the development and implementation of assessment plans at the program level (2007-08), the development and implementation of course SLOs (2008-09), and the development and implementation of administrative SLOs

(2009-10). Each of these processes is cyclical and continues beyond the year of initial implementation.

Several traditional student outcomes measures for WCC are included in tabular form in this document. These are listed below with associated page references:

Comprehensive Graduation Data	**Table 20, P. 36**
Graduations by Degree	**Table 21, p. 36**
Basic Skills Completion Rates	**Table 22, p. 37**
Retention Rates	**Table 23, p. 38**

11 General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, (Appendix B) for areas of study required for general education.

The General Education requirements for associate degree programs were developed at the District level and are applied consistently at both Yuba College and Woodland Community College. They are provided in the WCC catalog template **(See PR-37, p. 42)**.

Catalog Statement, General Education: The District's philosophical statement regarding general education is provided as well, in the WCC catalog template – and is highlighted below.

(a) awareness of other cultures and times,
(b) the achievement of insights gained through experience in thinking about ethical problems, and
(c) the development of the capacity for self-understanding, etc.

General Education (GE): Quality and Rigor: The quality and rigor of general education is comparable to that offered at other California Community Colleges. In addition, indicators of the "rigor and quality" of programs/courses are provided through a listing of their transferability to both the UC and CSU systems **(See PR-41, pp. 45-50)**. Additionally, course outlines for all pertinent general education courses have been attached **(See PR-40, A-C)**.

For academic program review purposes, for the most part, programs are represented by the bold headings as listed in the college catalog in the "Programs and Course" section. This way of defining a program ensures that general education programs, or in some cases groups of two or three of the smaller general education programs, are evaluated for quality and rigor. As part of Academic Program Review, one of the four major focus areas is "Curriculum and Program Direction." General education (GE) programs are asked to identify the strengths of the GE curriculum in their area, specify areas that need improvement, and address future directions that the program will go in, with regard to curriculum. Enrollment

data and retention rates are provided for courses within the particular GE program. Some programs employ student surveys to assess quality and rigor from a student perspective. Where appropriate, articulation with four-year institutions is provided as evidence of a general education course's quality and rigor.

12   Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The Board of Trustees of the Yuba Community College District has adopted an academic freedom policy that applies both to Yuba College and Woodland Community College. This policy is reproduced in whole below and is provided, as well, as a reference from the original text.

"Academic employees must be free to teach and students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.

The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of presentation appropriate to meet the goals of that curriculum. Academic employees, educational supervisors, and administrators must develop procedures to implement those Board-adopted policies related to academic freedom.

When academic employees are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors."[1]

1.

13   Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Faculty and Qualifications: On the campus of Woodland Community College, 28 full-time and 101 part-time faculty are employed. Three more full-time Yuba College nursing faculty, not included in the table below, travel between Yuba College and WCC to oversee details of the Yuba College Nursing program housed on the WCC campus.
The highest degrees of resident faculty are summarized in tabular form below. Note that both in number and percentage, the ratio of full to part-time faculty has improved considerably over the past two years.

TABLE 28
Woodland CC Service Area
Faculty Degree Attainment (Full and Part-time)
Comparison of Fall 2005 and Fall 2007

	Fall 2005		Fall 2007	
	Full-time	**Part-time**	**Full-time**	**Part-time**
Associates	0	3	0	3
Credential	0	15	0	16
Bachelors	0	8	0	8
Masters (MA/MS)	14	65	17	61
Ph.D/Ed.D.	4	12	7	13
Professional	0	1	1	0
TOTAL	18	104	25	101

Source: (Part-time) WCC Office of Instruction – August 29, 2007
Source: (Full-time) Catalog, Directory, and Office of the President

All faculty members, full- and part-time, meet appropriate minimum qualifications **(See PR-43, PR-44)**.

Faculty Responsibilities Statement: Faculty responsibilities are outlined in Section 1 of the *Academic Employee Handbook*, which applies to all District faculty, both those at Woodland Community College and Yuba College. Course development and approval, including course revision, is included in Section 4 of the Handbook. The District Academic Senate has outlined its commitment to Student Learning Outcomes in a widely distributed philosophy statement adopted by the Senate on March 10, 2005 **(See PR-45; PR-46)**.

Current Schedule of Classes: Woodland Community College has published an independent schedule of classes for the past five years. This schedule includes, wherever possible, the name of the faculty member instructing a course or laboratory **(See PR-36).**

14 Student Services

> *The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.*

Woodland CC Student Services: A full range of student support services is provided at Woodland Community College. These services include placement testing, orientation, academic advising, registration, career planning, individual and group tutorial support, financial aid, life/academic skills seminars, work experience, and work study programs. Additionally, special programs are provided for students with disadvantages (EOP&S, DSP&S, CARE), students transitioning from K-12, and students who have previously served in the armed forces (Veterans Affairs).

Woodland Community College's student support services aim to provide services proportional to the size and diversity of the college populations being served. Services are provided to the general student population as well as to special populations. Services for WCC, all of which are being carried out currently by WCC staff, are highlighted below:
- Matriculation: Matriculation services are coordinated at the District level. Tied to the District-wide matriculation plan is a campus-specific plan tailored to the needs and goals of WCC students. All counselors are involved in implementing the WCC-specific matriculation plan.

- Admissions, Registration and Assessment: Admissions, registration and assessment services are available on-site to students at WCC, while the three full-time Woodland staff members also assist in providing services to register students at outreach facilities in Colusa County. Assessment testing is also conducted on-site in Woodland. Modern-era student records are increasingly being stored electronically with limited access to specified personnel only. Paper records are locked and limited, as well, to appropriate personnel.

- Counseling, Orientation and Transfer: Woodland Community College is staffed by 3.0 (full-time equivalent) counselors. These positions are supported by both general operations funding (1.8) and by categorical funding (1.2). Counselors provide general counseling as well as services to targeted populations such as CalWORKS, Extended Opportunity Programs and Services (E.O.P.&S.) and the Puente Project (currently on hiatus). Counselors conduct orientation sessions on the Woodland CC campus, at local high schools,, and at various other locations throughout the service area. Transfer is also handled by counseling staff, who coordinate visits from recruiters representing the various CSU's, UC's and private colleges/universities throughout the region.

- Financial Aid: Financial Aid, while being a District-based function, is still staffed and managed by Woodland CC personnel. The 1,120 financial aid students from WCC receive aid in the form of Pell Grants, Cal Grants, FSEOG, Federal Work Study, State Work Study, loans and scholarships. The Dean for Financial Aid at the District level has responsibility reporting data, monitoring the budget, and ensuring compliance with state and federal requirements.

- CalWORKS: CalWORKS is represented at Woodland CC by one .60 FTE counselor and a .48 FTE clerical position. These positions assists needy students in negotiating and benefiting from work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services. This program is coordinated at the District level but is, like those mentioned above, managed and staffed locally. All issues of state reporting and program monitoring are managed at the District level.

- Disabled Students Programs and Services (DSPS): DSPS, which serves approximately 102 students per year at WCC, is again a District-based program that is staffed at the local level. DSP&S provides a wide variety of services to students with disabilities. Such services include academic, personal and vocational counseling, specialized equipment, evaluation and intake, instructional materials assistance, aid in interacting with community agencies, mobility, enrollment and note-taking assistance, assistance with testing, and services tied to emerging technologies. A full-time learning disabilities specialist is being hired in fall of 2008.

- Extended Opportunity Programs and Services (EOPS): EOPS, which has been located at Woodland CC since virtually the College's inception, provides services to economically disadvantaged populations. These services include counseling, assessments, educational planning, financial aid assistance, instructional support, outreach, recruitment and orientation services, transfer assistance, cultural awareness programming and social activities. Woodland CC's EOPS program serves approximately 250-300 students per year.

- Cooperative Agencies Resources for Education: The CARE program provides services to single parents receiving CalWORKs (formerly known as AFDC) to increase their educational skills, become more confident and self-sufficient, and move from welfare

to independence. Support and services include: child care, transportation, tutoring, peer advising, parenting workshops, books and supplies. At WCC, CARE serves approximately 65 students per year.

- Tutoring: Individual and group tutoring are available in the Tutoring Center at WCC. The Center is currently piloting online tutoring as well to support web-based classes and as a way to expand access for students who are unable to visit campus regularly. The Center serves approximately 175 tutoring requests per semester. The Center is staffed by one full-time tutoring specialist and 20 peer tutors.

- Veterans Affairs: All District-based Veterans Affairs services are available at the Woodland CC campus. Services include: on-line and hard copy applications for education benefit processing, certification of benefits for pay, counselor referral, financial aid information, fee waiver and deferral help, work study opportunities and other related services. The (approximately) 20-25 veterans enrolled at WCC receive these services, while the Center processes another 15-20 information requests each week. One, .80 Veterans Affairs Specialist oversees Veterans Affairs on a District-wide basis. This VA Specialist manages a Work Study Student who is paid for by the Federal Veterans Administration. A full-time staff position is anticipated in the 2008-09 academic year.

- Child Development Center: The Child Development Center (CDC) provides a hands-on, developmentally appropriate curriculum that meets the needs of the children as a group and each child as an individual. The staff works closely with each family to assess the child's and the family's needs within the child care setting. Childcare is available in full or half day blocks, and meals are provided. Children must be enrolled for a minimum of two half-days per week. Although the CDC operates at full capacity, students have top priority and every attempt is made to accommodate their needs. Some subsidy money is also available through federal grant funds and scholarships. The single-building facility at WCC is licensed for 27 children aged between two years, nine-months and five years of age. The *Campus Facilities Plan* includes space for adding another building and for expansion of the existing playground.

- Tech Prep and Articulation: Tech Prep is a District-wide function that primarily serves to articulate K-12 occupational programs with those at the college campuses. Approximately 291 of the 541 Tech Prep students served in the WCC service area enrolled at WCC in 2004-05.

- Associated Students, Woodland Community College (ASWCC): Each campus within Yuba Community College District has its own student government. Faculty advisors are assigned to ASWCC and to each of its sanctioned student clubs. The Dean of Student Services is the sponsor for ASWCC, and the Campus Life Coordinator at Yuba College provides assistance with business processes and operational guidelines. These latter responsibilities will transition to WCC in the near term.

- Campus Safety: Two full-time police officers are permanently assigned to the WCC Campus. These individuals, in cooperation with the District police department, handle all patrol, investigation, crime prevention, emergency preparedness and related law enforcement duties for the College community. In doing so, they work in cooperation with local law enforcement through a formalized agreement.

15 Admissions

> *The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.*

Admissions Policies: Admissions policies were developed by the District and are implemented at both Woodland Community College and Yuba College. These admissions policies are clearly outlined in the *Woodland Community College Catalog Template* **(See PR-37).** WCC adheres to an open enrollment policy. As a rule, a student must be 18 years of age (some exceptions) and hold the equivalency of a high school degree. Some specific "impacted" programs enroll students, as per Board Policy, on a "first-come, first-served" basis **(See PR-46** Board Policy 5010). Woodland Community College's admissions form is that utilized by all campuses throughout the District and is available either in hard copy or on-line **(See PR-47,** Registration Application).

The Woodland Admissions area is currently administered by the Office of Registration and Records, Yuba Community College District. Ms. Connie Elder (BA, National University. 1986), who is Director of this area, has served in this role since 1987. She has overseen several key projects pertinent to WCC's transition from a center to a college. These have included:

- The conversion of Woodland Community College from an antiquated data collection program to Datatel Colleague.
- The conversion of Woodland Community College's paper files to digital imaging.
- The initiation of an on-line application process for Woodland Community College.
- The implementation of telephone and on-line application processes.
- The implementation of a Degree Audit system (in process).
- The implementation of a Wait list.

Woodland CC has three full-time admissions personnel, all of whom meet the criteria outlined in the position description entitled, **(See PR-48,** Campus Student Services Specialist)**.** These individuals have served a combined 25 years in their current roles. All have been trained and have benefited from ongoing professional development experiences.

16 Information and Learning Resources

> *The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.*

Woodland Community College has a Learning Resource Center open at hours sufficient to meet the needs of both daytime and evening students. Oversight of the Woodland LRC is in the hands of a certified librarian, Dena Martin, MLS, who reports to the Dean of Instruction, Mr. Ken Nather. Day-to-day assistance of students also is provided a full-time library technician and a qualified adjunct librarian, who also performs tasks related to cataloguing. A library media specialist also has been added recently.

In preparation for the projected growth of Woodland Community College, a new Library/LRC and Technology complex was completed and opened in summer of 2007. This state-funded 45,000 (usable) square foot facility included equipment and furniture allowances that have helped to increase collections, improve seating, and provide vastly upgraded computer laboratory space. Also available in the building are an Open Media Lab, the Tutoring Center and a Writing/Math Center.

The Woodland Library/LRC houses materials pertinent to the curriculum offered at that particular campus **(See PR-49;** or **Table 61, p. 182)**.[1] To supplement on-hand resources, both in-house staff and on-line services are available to locate and procure necessary support materials. In addition, WCC's LRC is provided with a new (2007) computer laboratory to support student assignment and research needs.

The Woodland Library/LRC operates under two, District-wide library agreements for access to external services. These include the OCLC, Inter-Library Loan Agreement **(See PR-50)** and the Mountain Valley Library System Agreement **(See PR-51)**, which have been in place since the 1970s. The MVLS agreement, spearheaded by CSU Sacramento, was designed to lend synergy to the resources available to all regional libraries. Colusa County Library is a Mountain Valley member and works cooperatively toward providing Inter-library loan for Colusa-area students.

17 Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Fiscal Planning: Fiscal planning has been an important component in the transition of Woodland Educational Center into a college. The primary assumption behind this planning has been eventual budgetary proportionality based upon FTES. However, this assumption has been tempered by several mitigating factors that have included (a) the need for temporary infusions of funding into high priority projects, (b) the need for additional full-time faculty, and (c) the paying of the District's share of new Woodland CC construction projects. Some manifestations of such mitigating factors have included the hiring of seven new full-time faculty since 2005, the accelerating expenditure of funds to expand library holdings, and the cost sharing provided by the District in the development of a new science building and a new Library/LRC. These disproportional expenditures have been both anticipated and readily accepted by the District as investments in a college that is virtually assured of growth **(See FTES/WSCH growth projections, Table 18, p. 35)**.

Five-Year Fiscal Plan/Allocation Model: In planning to both develop Woodland Community College while similarly attending to the needs of all campuses, the District has developed a Five-Year Fiscal Plan/Allocation Model for transition into a multi-college District. This model anticipates growth in both revenues and expenditures over the period of 2007-08 through 2011-12.

Included with this allocation model is a staffing plan that projects WCC's personnel needs through the year 2010-11. Personnel priorities were based upon a combination of the *Educational Master Plan*, longstanding and agreed-upon needs, and a regional assessment conducted by the Community Colleges Services Group, Inc. A basic understanding in the forging of this model has been that unknowns such as economic cycles and enrollment inconsistencies can impact its implementation. While the Vice Chancellor for Administrative Services has indicated that he is reasonably certain about the funding availability for the first two years, he feels strongly that an annual evaluation should

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[1] As Attachment **PR-49** will indicate, the dramatic increase in Woodland CC's Library usage in the past year is indicative of the overall growth trend at that campus.

reformulate specific details as the economic situation and enrollment growth change over the years under consideration **(See PR-52,** Five-Year Funding/Allocation Model).

District's Funding Base: The District's funding base is documented in annual audits that are conducted by an outside auditing firm, Matson & Isom of Chico, California **(See PR-53, 2006-07 audit).** This firm audits the District's base budget as well as funds generated through categorical programs, grants and private funding generated through Yuba College Foundation. WCC's designated foundation assets total $349,301 in addition to a proportion of interest and dividends generated by the endowment.

18 Financial Accountability

> *The institution must undergo annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.*

Woodland Community College operates under the fiscal umbrella of Yuba Community College District. Yuba Community College District both maintains an internal financial management function and contracts the services of a professional auditing firm for external verification. The evaluations of all audits in recent years have been unqualified.

Budget Process: An updated, district-wide, budgetary process outlines and makes public the processes and timelines for the development of a budget. Under the 2005 *Multi-College District Plan*, Woodland Community College's basic financial oversight will continue under the District. However, several administrative services functions will be managed on a day-to-day basis, at the WCC campus.

Additionally, WCC will now actively manage more of the day-to-day fiscal load than has previously been the case. The table below will indicate the functions that have transitioned, or will be transitioning, from the District to WCC during this period of transformation **(See PR-22, pp. 39-42)**.

TABLE 29
Woodland CC Service Area
Functional Transition: Fiscal Services
Transition Target: 2008-09 Fiscal Year

FISCAL SERVICES	EXISTING AUTHORITY			PLANNED AUTHORITY		
	District	Yuba Col.	Woodl. CC	District	Yuba Col.	Woodl. CC
Audit Coordination				Authority	Input	Input
Budget Guidelines	Authority	Input	Input	Authority	Input	Input
Budget Development		Limited	Limited		Expanded	Expanded

Budget Allocations		Limited	Limited	Overall	Expanded	Expanded
Contracts and Grants	Fiscal	Operation	Operations	Oversight		
Payroll						

Source: Functional Transition Process Chart **(See PR-4)**
Note 1: Budget Analyst Positions projected for Colleges, 2008-09
Note 2: Grants; Most pre-award and post-award activities will be transitioned to campuses

Budgets, Recent: Yuba Community College District's budgets for the two most recent, and current fiscal years are appended. Additionally, the Office of Administrative Services has developed a preliminary budget scenario separating, where possible, Woodland Community College's budgetary requirements, proportionalized on the basis of relative FTES among the District's campuses **(See PR-55,** 2007-08 Final Budget; **See PR-56, PR-57, PR-58;** Budgets FY 2004 through FY 2006)**.**

TABLE 30
Yuba Community College District
Official Cohort Default Rate
FY 2001 – FY 2006

2006	8.6%
2005	9.2%
2004	9.9%
2003	9.9%
2002	20.4%
2001	8.0%

Source: YCCD Office of Financial Aid

Audits: YCCD's six most recent audits have been included as back-up to the Self Study. **(See PR-59** [2001-02], **PR-60** [2002-03], **PR-61** [2003-04], **PR-62** [2004-05], **PR-63** [2005-06], **PR-64** [2006-07 Audit]**.**

Student Loan Default Rates: The Student Loan Default Rate is still calculated on a District-wide basis. The most recent six-year period is summarized in tabular form to the immediate left.

19 Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

2003-2007 Plan Successfully Completed: In seeking the initial accreditation of Woodland Community College, the District can demonstrate the successful completion of all eight of its 2003-2007 *District Strategic Goals*. Each of these planning, evaluation and policy/procedure tools is mutually reinforcing and creates a sound foundation upon which to expand and strengthen Woodland Community College.

EIGHT DISTRICT STRATEGIC GOALS (2003-2007)

- *Educational Master Plan* **(See PR-65)**
- *Multi-College District Plan* **(See PR-54)**
- *CCLC Policies and Procedures* **(See PR-66)** Board Policy Manual**; (See PR-67)** Administrative Procedures Manual)
- *Institutional Effectiveness Model* **(See PR-68)**
- Resource Development and Facilities Planning **(See PR-69,** Facilities Master Plan)

- Personnel Practices and Staff Development **(See PR-70,** Goals Progress Sheet)
- District-level WASC Re-Affirmation of Accreditation **(See PR-71,** Self Study; **(See PR-72,** WASC Approval Letter)
- Refine Shared Decision-Making Model **(See PR-73)**

Long Range Planning Model Adopted: In addition to the planning and evaluation documents stipulated in the District Goals, a *Long-Range Planning Model* **(See PR-74)** was developed in 2004. It was designed as a comprehensive means by which the District might ensure that dialogue would become an integral component in all planning, evaluation and improvement. The *Long-Range Planning Model* stipulated that all planning proceed through a similar process, and that such plans be developed in consideration of other planning initiatives throughout the District. Incorporating needs assessment, a vision, integration with other plans, delivery methodology, evaluation, and continuous improvement, this Model strengthens the District's assurance that meaningful dialogue is central to institutional effectiveness.

Research Positions Now Funded: With this planning foundation in place, YCCD has funded three new research-related positions that will enhance the ability of both WCC and the District to assess, plan and evaluate. The determination of institutional effectiveness processes for both Woodland Community College and Yuba College is guided by the Office of Institutional Effectiveness.

(1) Director, Institutional Effectiveness: The Director of IE (Established in 2006) reports to the Vice Chancellor Educational Planning and Services. The Director will be responsible for all matters of coordination, consistency, and prioritization in research.

(2) Research Analyst (Yuba College): The Director of IE is assisted by a longstanding District-level Research Analyst who has achieved familiarity with the YCCD database in Datatel Colleague. This position has been in place since 2000.

(3) Programmer Analyst: In 2005, a Programmer Analyst's position was funded and placed in the District Office of Information Technologies. The position was developed to convert the Datatel Colleague database to multi-college and to address WCC's reporting needs as they transitioned from a center to a college.

(4) Research Analyst (Woodland): A Research Analyst was hired for Woodland Community College in fall of 2007. This position reports to the President of WCC and works closely with both the Director of Institutional Effectiveness (District) and with the Programmer Analyst (District) to better understand and utilize the database as a planning and evaluation tool.

Research Priorities: A lengthy research agenda was awaiting each of these hires. Research efforts, at both the District and college level, have been geared toward three concurrent initiatives; (1) supporting the planning processes described throughout this section, (2) creating a systematic research agenda, and (3) coordinating and standardizing what were, in the past, disparate (but necessary) piecemeal research efforts. Most of these involve a combination of community and student surveys, community focus groups, and their amalgamation into reports that help to guide basic college and District-wide planning and improvement efforts.

At the same time, outcomes-related studies are emerging on multiple fronts. Each such effort has been developed as a public document by virtue of its inclusion in a Board of Trustees meeting.

- Basic Skills Assessment: A baseline study has been developed that segments success rates of various District and college demographics in basic skills courses. For the first time, such a study has segmented the Woodland student population from that of Yuba College or the District as a whole.

- Assessment Tools for SLOs: At the same time, the research officers are working jointly with SLO Project Team in developing means of assessing Student Learning Outcomes at the institutional level.

- Trustee Support for Research: A third prong in this approach is a 2007 statement by the Board of Trustees indicating that it will be their role to support the research priorities necessary to a successful SLO process **(See PR-75,** Minutes of August 22, 2007 Board Work Session).

Research Project Teams in Place: Two project teams, the Student Learning Outcomes Project Team and the Institutional Effectiveness Project Team, have been working to assist the District and its colleges in achieving institutional effectiveness through refined implementation of the continuous improvement cycle. Both Teams are composed of members from Woodland Community College, Yuba College and the District.

- SLO Project Team: The Student Learning Outcomes (SLOs) Project Team is responsible for providing leadership for the implementation of SLOs at the institution, program, and course levels and for coordinating the staff training needed to accomplish this.

- Institutional Effectiveness Project Team: The purpose of the Institutional Effectiveness Project Team has been to develop and implement the YCCD Institutional Effectiveness Model. This model is being used for long-range planning and improvement of all District programs and services. One focus of the IE Project Team has been to ensure that program review outcomes are documented, assessed and lead to continuous improvement.   The second has been to link effectiveness to plans for Student Learning Outcomes **(See PR-68).**

The District has therefore completed the five-year plan, established planning and evaluation models, put District and college research personnel in place, and established Project Teams to both invigorate continued research and ensure use of results for continuous improvement employing shared decision-making processes.

Strategic Directions and Priorities (2007-2011): A hierarchy of plans, beginning with the CCC System Plan and cascading down to college-specific Strategic Priorities, has been established, furthering the transition of Woodland Educational Center toward being a comprehensive community college. A facilitator, Mr. Paul Downs of MIG Incorporated, has been involved in multiple phases of this planning.

Under Mr. Downs' guidance, the five goals developed in the CCC System Plan have been incorporated into every level of the District's and College's long-range planning. A mission-driven Five Year (2007-2011) plan (Board Strategic Directions) with eight District-wide goals was first established, tying each to the CCC System's five strategic priorities. Woodland Community College then authored its Mission Statement and asked MIG to work with them in

developing a set of strategic priorities that was consistent with the CCC System Plan, the Board Strategic Directions, and the College's newly authorized Mission Statement. These priorities were drafted at a planning session at Woodland CC on September 7, 2007 and finalized by October of that year **(See PR-76,** WCC Strategic Priorities).

Monitoring of Goals: The primary bodies responsible for the monitoring of goals are the college councils and the Board of Trustees. As committee functions are moved from the District to the College level, each of these committees will report to its respective College Council with the College Councils also having, as part of their charge, oversight of committee self-evaluation. At Woodland's Administrative level, the President and the two Deans will be responsible, as well, for ensuring that evaluations are conducted at appropriate intervals, that they are thorough, and that recommendations are utilized in future planning and/or modification.

Outcomes Derived from Planning and Evaluation: Specific examples of how the District's planning and evaluation practices have led to institutional improvement and allocation of resources affecting both Woodland Community College and Yuba College include the following:

(1) Successful Bond Measure: A $190 million dollar facilities bond measure was passed on November 6, 2006. This bond measure will provide $49 million to Woodland Community College for construction and renovation projects. Additional state matching funds for part of this amount are anticipated. This bond measure was able to pass, in part, because of the development of a *Facilities Master Plan* and because of recommendations from both Program Review and an *Educational Master Plan* that had previously assessed community educational and training needs.

(2) Library Improvements: As an outcome of the *Educational Master Plan*, the Library completed a needs assessment, one that has helped to guide Woodland Community College as it transitions to a modern enlarged facility. Within this framework, a one-time infusion of funds enabled WCC to introduce improvements to its collections – while the Library now has its own budgetary line item.

(3) Updated WCC Technology: Woodland Community College has been systematically updating its technology, in part as a result of a *Technology Plan* that was updated in 2006, and ultimately as a result of recommendations formulated in the *Educational Master Plan*. Some of these technology updates have included a greatly expanded Open Media Lab for the Learning Resource Center, the installation of wireless ports throughout WCC, and improved computing infrastructure throughout the institution as a whole.

(4) Distributive Education Improvements: Through an in depth study (recommended by the *Educational Master Plan*), Instructional Television (ITV) improvements have been completed that impact origination of ITV programs at Yuba College and the delivery of these programs to both Yuba College and Woodland Community College. The allocation of state block grant funds was made to purchase a monopole antenna for Woodland Community College to enhance signal reception.

(5) Higher Level English and Math Courses Graduation Requirements: In keeping with review processes recommended by the *Educational Master Plan*, the District's Curriculum Committee worked with the English and Math programs in proposing and implementing higher level English and Math courses graduation requirements.

(6) <u>Hiring Guidelines Streamlined</u>: Hiring guidelines have been instituted that expedite the hiring process in order to ensure that the District's colleges can be competitive in attracting a diverse pool of highly qualified candidates. This had been a recommendation of the *Educational Master Plan,* and as an outcome of evaluating team, committee, and shared decisionmaking structures and processes. Hiring priorities have been impacted positively by recommendations stemming from an improved Program Review process in both instructional and student services.

20 Public Information

The institution must provide a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information
- *Official Name, Address(es), Telephone numbers, and Web Site Address of Institution*
- *Academic Freedom Statement*
- *Available Learning Resources*
- *Names of Governing Board Members*

- *Educational Mission*
- *Course, Program, and Degree offerings*
- *Academic Calendar and Program Length*
- *Available Student Financial Aid*
- *Names and Degrees of Administrators and Faculty*

Requirements
- *Admissions*
- *Degrees, Certificates, Graduation and Transfer*

- *Student Fees and Other Financial Obligations*

Major Policies Affecting Students
- *Academic Regulations including Academic Honesty*
- *Grievance and Complaint Procedures*

- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Sexual Harassment*
- *Refund of Fees*

The District: At the District level, YCCD has a Director of Public and Governmental Relations who coordinates dissemination of information to District constituencies. Additionally, Woodland Community College has a designated Public Information Specialist. Current information regarding Yuba Community College District and its policies and its procedures can be found in the *Woodland Community College Catalog* template **(See PR-37)**, and on the District's website. The Catalog is reviewed and updated annually, while the website is dynamic and is updated continually. Additionally, a community newsletter was begun during spring 2005. The District restricts its advertisement and recruitment to the area defined by the State of California as being within YCCD's formal District boundaries (except where agreements exist with other colleges).

Locations Where Related Publications May Be Found: Woodland Community College, as indicated through the drafting of a catalog template, is developing its own publications in support of its mission, programs and services. Until a full complement of WCC materials is available, students are encouraged to utilize District publications made available at each of the four primary campuses and centers. In addition to the Woodland Catalog, these include a Student Code of Conduct (See PR-77), and an *Orientation Handbook* (See PR-78). Additionally, copies of the *Financial Aid Handbook* (PR-79) guide students through the policies and procedures attendant to seeking public and private support for their schooling. The latter may be located through Woodland Community College's financial aid personnel.

Program-specific brochures are developed in support of most vocational/technical programs. These are available through the College Admissions Office and departmental faculty, while they are also distributed by counseling staff at Woodland-area high schools. The preponderance of these is new produced by the WCC Public Information Specialist.

General Information

TABLE 31
Woodland CC Service Area
Catalog Template
2006-07

Required Catalog Inclusion	Page Numbers	
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution	Page	#1
Educational Mission	Page	#12
Course, Program and Degree Offerings	Pages	#56-87
cademic Calendar and Program Length	Pages	#4-5
Academic Freedom Statement	Page	#11
Available Student Financial Aid	Pages	#27-28
Available Learning Resources	Pages	#13-18
Names and Degrees of Administrators and Faculty	Pages	#88-92
Names of Governing Board Members	Page	#8
Admissions	Pages	#19-22
Student Fees and Other Financial Obligations	Pages	#25-26
Degree, Certificates, Graduation and Transfer		
Degree	Pages	#56-87
Certificate	Pages	#56-87
Graduation	Pages	#43-44
Transfer	Pages	#45-50
Major Policies Affecting Students		
Academic Regulations, including Academic Honesty **(See PR-77, Throughout)**	Pages #32-42 Code of Conduct	
Nondiscrimination	Page	#13
Acceptance of Transfer Credits	Pages	#34-37
Grievance and Complaint Procedures **(See PR-77)**	Page #30 Code of Conduct	
Sexual Harassment **(See PR-77)**	Code of Conduct	
Refund of Fees	Page	#26

Nearly all documents relating to either District or College policy can be located in the Office of the President of Woodland Community College. Key among these are the *Administrative Procedures Manual,* and the *Board Policy Manual*. These documents will be found, as well, in the Woodland Community College Library, in the Office of Instruction and the Office of Student Services. Board Policies and Administrative Procedures can be found on the District's website (www.yccd.edu).

Policies Regarding Public Disclosure: Woodland Community College operates under Administrative Procedures developed at the District level within Yuba Community College District. As such, Woodland CC's policies regarding public disclosure can be found in the Administrative Policy Manual, with the pertinent section, Conflict of Interest Code – AP 2712, provided as an attachment to this document **(See PR-80).**

21   Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in it's accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with Commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Relationship with ACCJC: In 2006, Woodland Community College designated Professor Julie Brown as Accreditation Liaison Officer Co-Chair of the Steering Committee. She works with Dean Ken Nather (Instruction) in coordinating WCC's relationship with the Commission. She has maintained this role during the transition of Deans and will continue in this capacity. Both she and Mr. Nather work closely with District staff, who have guided previous self study processes at YCCD and at other institutions.

Previously WCC's relationship with WASC/ACCJC had been under the auspices of Yuba Community College District. The YCCD Board of Trustees is both supportive of and involved in WCC's initial accreditation Self Study process. At its meeting on July 21, 2004, the Board of Trustees approved a statement of policy by which the Superintendent/President was charged with (a) ensuring the District complies with the accreditation process and standards, (b) keeping the Board informed of approved accrediting organizations and the status of accreditations, (c) ensuring that the Board is involved in any accreditation process in which Board participation is required, and (d) providing the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendation in an accreditation report **(See PR-82, BP 3200 [Ch. 3, p. 2]).**

Accrediting Bodies: Currently, all accreditations that apply to Yuba Community College District apply to Woodland Community College. These are listed on the immediate inside cover of the template for the *Woodland Community College Catalog, 2006-07* **(See PR-37).**

CERTIFICATION

Woodland Community College is an Educational Center in its 31st year of service. WCC has operated under the auspices of Yuba Community College District, which is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and recognized as a fully accredited two-year Community College by the University of California, the California Community Colleges, The United States Department of Education, the Veterans Administration, and the American Association of Collegiate Registrars and Admissions Officers.

The **Certification of Continued Compliance with Eligibility Requirements** is submitted for the purpose of assisting in the determination of the Institution's continued eligibility status for accreditation.

> *"We certify the Eligibility Requirements for Accreditation have been lidated as part of the Self Study and comprehensive evaluation of the Institution."*

Angela Fairchilds, Ph.D.	President	Date 1/30/08
Susan Houle, President	Board of Trustees	Date 1/30/08

Preface #10

RESPONSES TO ACCJC/WASC

1. **WASC Response to YCCD 2005 Self Study**
2. **WASC Response to WCC 2006 Eligibility Study**

WOODLAND COMMUNITY COLLEGE

2008 Accreditation Self Study

Preface #10
Responses to WASC Reports

Verbal communications with ACCJC/WASC personnel have indicated that Woodland Community College has been tasked to respond to Woodland-specific recommendations aired in the "Response to YCCD Accreditation – Summary Report" (January 31st, 2006), and to all recommendations provided in ACCJC/WASC's response to the Woodland Community College Eligibility Study (June 29, 2006).

A. Response to Recommendations: YCCD Accreditation Summary Report – January 31st, 2006 (as these responses relate to Woodland Community College)

Standard I

> **Recommendation #A1:** *Improving Institutional Communication – The college needs to develop a variety of communication strategies to assure that all employees are aware of how they can access information regarding the development and implementation of the various planning processes and the results of decisions made through the collegial governance process.*

Administration and Staff: At the District's August 22, 2007 *Board Focused Interview*, the President of Woodland Community College stated that the development of internal communications strategies has "required a constant review of communications processes and their effectiveness." She noted that since the hiring of a new Public Information Specialist, the College has taken three formal steps in this regard. They have established a monthly news bulletin, a weekly "update" and ongoing electronic communication with the "all Woodland" mail group **(See PR-1)**.

Multi-College Transition Communication: Much of the multi-college transition has been explained by District and College personnel during the College's respective "Convocations" that have launched the 2006-07 and 2007-08 academic years. Other preparatory discussions, that had been initiated in the (former) District Council, were continued as the College Councils became increasingly organized during Spring and Fall 2007.

Committee Communications: Committee communication of roles resides with both the committee members and the administrative leadership of Woodland Community College. A representative of the WCC Administration is, according to the *College Council Handbook*, intended to be on each of the college's committees, while a member of the WCC faculty and/or staff is expected to represent WCC at all District-wide committees – as well (obviously) as at WCC-based committees **(See PR-2)**.

Some responsibility for communication resides with the committee members themselves. Because committees have been designed to achieve representation from all College constituencies, it is the formal responsibility of committee representatives to communicate committee issues, resolutions and decisions to their constituencies. It is similarly the role of administrative leadership to convey changes in roles and responsibilities to those under their jurisdiction.

Recommendation #A2: *Research, Planning and Evaluation – The college needs to strengthen its use of research in support of planning and evaluation so that measures of effectiveness in support of mission, goals, and objectives are more visible, more widely communicated, and more clearly used to improve programs and services. Evidence, both quantitative and qualitative, of student learning outcomes and institutional as well as program performance should be an integral part of the college's planning and decision-making processes.*

Woodland Community College, within the framework of the District, has improved its research capacity significantly since the 2004-05 Self Study was authored. Several key additions to research, both at the District and at the college level have strengthened current research effort and speak promisingly of future directions.

- <u>Director, Institutional Effectiveness</u>: This District-level position was essentially new in spring of 2006, incorporating some aspects of research with the requirements of outcomes assessment at both the academic and organizational level. This Office maintains, as well, a Research Analyst who assists in collection and analysis efforts that support research projects. There is also a research analyst for Woodland CC, who reports to the WCC President (see below).

  The energies of the Director, and those of the two research analysts, have been invested in supporting the College and District in the development of such documents as the Basic Skills Assessment, the Colusa County Community Survey and addressing problems of uniformity in the collection and analysis of Datatel Colleague data.

- <u>Programmer/Analyst</u>: Additionally, a Data Programmer/Analyst is employed by the Office of Information Technologies to manage the Datatel Colleague database, to convey to the researchers the structure of this database, and specifically to work with the colleges in segmenting data relating to their student populations (student demographics and student success).

- <u>Research Analyst (Woodland)</u>: The need to localize data-driven research into all WCC planning processes was addressed in Fall 2007 with the hiring of a Research Analyst. This person works with the WCC representative bodies, the College President, and the Director of Institutional Effectiveness to (a) develop research priorities to support assessment, (b) to support Program Review, and (c) review of resource allocation and academic program functions. This person also works with the Office of Institutional Effectiveness in defining what assessment tools are best suited to program-level student learning outcomes.

Recommendation #A3: *Program Review – The college needs to ensure that its various program review processes and results, including its assessment of how well student learning outcomes are achieved, are used to improve institutional effectiveness in meeting its mission and goals, in prioritizing its needs, in integrating its various priorities, and in allocating its resources.*

The Long-Range Planning Model (See PR-2, p. 7) indicates that Program Review is one of five primary components that provide continuous feedback into the planning processes. However, 19 other outcomes-related factors are considered as well when seeking feedback for planning and improvement. These are bulleted below:

- Grades
- Graduation Rates
- Certification/Licensure Passage Rates
- Retention
- Persistence
- Portfolio Review
- Fiscal Audits
- Program External Audits

- Student Community Involvement
- Job Placement
- Employer Surveys and Focus Sessions
- Advisory Committee Input
- Student Surveys & Focus Sessions

- Transfer Rates
- College/University Performance of Transfer
- Staff Surveys and Focus Sessions
- WASC/ACCJC Accreditation
- Community Stakeholder Surveys/Focus Sessions

Not all of these factors are used in any one instance. However, the President of Woodland Community College actively seeks, for example, input into budgetary planning and requests. Similarly, she seeks such input when determining the prioritization of faculty position requests. Any number of issues raised by program review or the 19 items listed might combine to justify such a request.

Program Review Revised: For a lengthy period during the 1990s, and into the early part of the present decade, Yuba Community College District operated under one set of program review guidelines. In 2002, it was determined that this process was not consistent with assessment trends and that it would need to be reviewed.

The traditional Program Review process was then evaluated and updated during the 2003-04 academic year. At that time a new Academic Program Review Handbook was authored and the five-year, Academic Program Review cycle was defined. The resulting process was piloted and was revised again in 2005-06. Program Review Handbooks have been revised each of the two subsequent years as well and now reflect the anticipated multi-college structure of the District. A similar Student Services Review cycle was defined, with all services reviewed in a four-year cycle. Results of each review are used for continuous improvement, planning and budgeting purposes, as reflected in the Long Range Planning Model.

Year-One Academic Program Review: Program review, as a newly independent aspect of WCC assessment (2006-07), connected many of the disparate evaluative measures formerly in use. In the inaugural year (2006-07) of WCC's independent Academic Program Review, eight majors had the opportunity, through departmental dialogue, to review their needs, programs and processes, while making recommendations for improvements and for associated resources. These included:

- Chemistry
- General Business
- History

- Political Science
- Human Services
- Philosophy

- Humanities
- Speech

Year-Two Academic Program Review: During the second year of WCC's independent Program Review, the following academic programs have been included. The experience the College gained during Year One, in combination with the hiring of a new Vice President and an Instructional Dean position will enable the College to greatly increase the number of programs under review during the calendar year.

- Accounting
- Admin. Of Justice
- Art
- Astronomy
- Emergency Med Tech

- English
- Geology
- Mgmnt & Supervision
- Mathematics/Stats
- Photography

- Physical Geography
- Physical Science
- Physics
- Psychology

Now that program review is conducted independently at WCC, the Research Analyst is working with faculty (and with the District's Institutional Effectiveness Director) to systematize all phases of its operation. Her primary concerns in doing so evolve around the use of results to impact future planning, the integration of an SLO culture into this process, and the use of data as supporting evidence.

The impact of this Program Review process, though newly independent, has already been considerable. An outline of these successes is provided, as requested, under "Recommendation #A6" in **Table 32, Page 75**.

Recommendation #A4: *Evaluation – The college needs to develop and implement an evaluation cycle for all of its plans, committees, project teams, and shared decision-making processes and use the results of these evaluations to improve these groups and processes.*

Woodland Community College currently utilizes, for purposes of evaluation, an institutional effectiveness model derived through District-wide efforts, of which WCC played a part in the formulation. This model has five components: Academic Program Review, Student Services Review, Administrative Services Review, District Image/Marketing Review, and Shared Decision-Making Process Review.

Program/service reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements in programs or services. They also serve as the basis for program/service recommendations, including budget allocations, curriculum in academic programs, program or service direction, staffing, facilities, and equipment.

Reviews involve a critical self-evaluation of the program/service as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluation conclusions and recommendations. Two of the five aforementioned components of the Institutional Effectiveness Model, Academic Program Review and Student Services Review, currently are fully operational. The other three components have been implemented are in various stages of refinement.

Standard II

Recommendation #A5: *The college completes an annual report on the progress of the Student Learning Outcomes continuous improvement model*

Progress reports pertaining to the SLO process were initiated shortly after March 10, 2005, when the Academic Senate (District) approved "a student learning outcomes statement that defined, explained, and delineated the process for development of SLOs" **(See PR-83,** SLO Project Team Report). The SLO Project Team developed reports that, twice yearly, conveyed to the (then) District Council what progress was being made in developing SLOs throughout the District. The Board has received quarterly progress reports on SLO development and implementation.

Similarly, the Institutional Effectiveness Project Team was asked to report to the (former) District Council regarding the progress it had made in developing the assessment

methodologies that could be used to determine if the defined "outcomes" had been met. These reports, like those of the SLO Project Team, occurred twice throughout the academic year. Quarterly reports also were provided to the Board.

Additional reports also are provided for the Board of Trustees. These are given intermittently. One major report was presented to the Board at the February 15, 2006 meeting, this report presented the eight institution-wide SLOs for Board approval. Another report was provided to the Board at an August 22, 2007 retreat. At this meeting, the Board determined that it could best support the SLO process by providing enhanced overall support to the research functions of the District, Woodland Community College and Yuba College **(See PR-75)**.

Recommendation #A6: *The college uses complete program reviews as the basis for institutional planning*

The impact of the program review process has been felt in institutional planning. On the "big picture level," program review has been used to modify WCC's segment of the five-year Staffing Plan, a plan that outlines anticipated faculty and staffing hires for the five, forthcoming fiscal years. This plan is modified annually as both an anticipation and response to change. This review, however, has also been surprisingly effective in contributing to institutional dialogue pertaining to space allocation and reallocation, as the several new and remodeled buildings have been configured.

TABLE 32
Woodland Community College
Program Review Feedback into Planning
Summer and Fall of 2007

Program Review Recommendation	Outcome as of Fall 2007
Updating and modifying course outlines	In process in fall of 2007
An Instructional Assistant needs to be added	A part-time position was added in fall of 2007
Computer Workstations should be added at a location convenient to chemistry students	This was done in the general science area for use of all science students.
Wireless access needs to be established for the Business Programs conducted in the LRC	LRC wireless access was launched on October 1st, 2007
More course offerings are needed in history and political science to address the diversity of WCC's student population	They have begun designing these new courses as of fall 2007 to address this need.
In philosophy and the humanities, more courses need to be addressed (District-wide) to address the multi-college requirement.	Five courses were approved in fall of 2007 by the Curriculum Committee **(See PR-90,** Multi-Cultural Course Requirements)
Integrating Disabled Students Programs and Services (DSPS) with Institutional Culture.	DSPS is now working actively with academic and counseling faculty in learning how to identify and work with students with disabilities
DSPS wants to provide professional development to staff/faculty/admin regarding working with students w/ disabilities	DSPS was asked to conduct a seminar at Convocation ceremonies in fall 2007 to launch this effort.
Veterans Affairs has a need for a full-time person at WCC	This position was added to the Staffing Plan and should be realized in 2008-09
Veterans Affairs needs (short term) to move from building 700 while renovations are underway	This request was granted and Veterans Affairs was moved to a temporary location

On the programmatic level, many improvements, recommended through WCC's Program Review have become manifest. These are highlighted in tabular form above **(Table 32)**. Finally, as noted in section A3, Program Review is a formal component of the Institutional Effectiveness Model and process and is, thereby, designed to serve as part of institutional planning.

> **Recommendation #A7:** *The college needs to proceed with the implementation of the process for developing student learning outcomes for student support service programs and the process needs to be enhanced to include broad representation and the addition of data and analysis to document findings and recommendations for action based on the conclusions.*

The Student Learning Outcomes Project Team made the decision to begin the process for developing Student Learning Outcomes at the institutional level. This District-wide project team has among their ranks representatives from the WCC faculty, staff and administration.

Student Support Services like academic programs are at the same stage in the process. The steps completed to this point have included the following – all of which are elaborated upon in response to the SLO-related questions that appear throughout the Self Study:

1. In March 2005, the Academic Senate adopted an SLO statement that defined, explained, and delineated the process for developing SLOs. The statement made reference to developing both student support service SLOs and Academic Program SLOs.

2. In June 2005, an SLO Project Team, which included representatives from Woodland Community College, began the process of "developing a plan to address the creation of SLOs at the institution, program (both Academic and Student Support Services), and course level, and for coordinating the staff training needed to accomplish this" **(See PR-3,** District Council Handbook, 2005).

3. On August 17th, 2005 the SLO Project Team included several Woodland Community College faculty, staff, and administration in a day-long training seminar conducted in conjunction with the District's annual Convocation Day ceremonies.

4. The project team developed institutional SLOs. These core SLOs include communication, computation, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness **(See PR-84,** September 2006). The Board of Trustees approved the core SLOs at their February 15, 2006 meeting **(See PR-85**, Board Agenda and Minutes, 2/15/06).

5. Concurrent with the development of core SLOs, the project team sought input from campuses on how to cluster programs and services (collections of related programs and services) to further facilitate the design of program-level student learning outcomes **(See PR-84)**. Such clusters were developed for both instructional programs and student support services.

6. The next step in the SLO development process was the creation of program SLOs. Each cluster was to choose from among the eight YCCD SLOs the ones that best applied to the programs within the cluster. During the Fall 2006 Convocation, breakout sessions were held in which clusters made their selection of the SLOs that best applied to all programs within a given cluster. In October 2006, Student Support Services and Academic Program SLOs were presented to the Board.

2007-08	• Develop an assessment plan for institutional program SLOs
	• Implement Institutional SLO Assessment
2008-09	• Program SLOs developed by a few programs and services
	• Develop assessment plan for other program SLOs
	• Start developing course SLOs
2009-10	• Identify administrative areas needing SLOs
	• Start developing administrative SLOs
	• Course SLO development continues
	• Program assessment used for program improvement

Recommendation #A8: *The college needs to systematically conduct studies to review the effectiveness of practices used for student placement and to insure that bias in such practices is minimized.*

The current process for student assessment is described below. This process is currently the same for Woodland Community College students as for those throughout the entirety of the District. Since the time of the Yuba College Self Study (2004-05) some adjustments have been made.

Assessment Testing: Students must complete *Accuplacer* (College Board) assessment testing or meet prerequisites for placement into all levels of English, Reading and Math courses.   The assessment process is also available at all service area high schools. *Accuplacer* entrance exams have helped to indicate weaknesses and strengths in the incoming population of students and have resulted in adjustments in both course offerings and course content to meet these needs.

Change in ESL Testing: Assessment of ESL testing instruments is currently in process. Students will be assessed using an alternative assessment instrument to validate that which has traditionally been employed. This alternative assessment is in response to expressed concerns that ESL students were not being placed appropriately utilizing the traditional instrument.

Currently at Woodland Community College, testing is available by appointment four times a day and on announced Saturdays. During the peak matriculation period, group testing is available.

Recommendation #A9: *The Library/Learning Resources Center should develop student learning outcomes for students to develop skills in information competency and provide ongoing instruction aimed at achieving those outcomes.*

A student learning outcome has been developed relating to information competency and is presented below.

Institutional SLO #5: Information Competency

Information Competency: Conduct, present, and use research necessary to achieve

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educational, professional, and personal objectives.

    a.   Use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. Students will demonstrate the ability to use print material, personal communication, observation, and electronic media to locate, retrieve, evaluate, and then use information. *To be measured by successful submission of the research paper submitted in the English 1A class and to be scored using a rubric.*

    b.   Students will be able to (1) define and classify types of intellectual property, (2) explain the ethical and legal ramifications of plagiarism, (3) discuss how social issues of privacy relate to gathering and using certain information, and (4) explain the reasons for knowing who funds studies, surveys, and other data collection and how such funding can produce a conflict of interest in gathering information. *To be measured by a pre and post test that will be used to assess changes in students understanding of the ethical, social, and legal issues surrounding use of information. The pre-test will be given as part of the orientation/placement process and the post-test with the graduation petition.*

The full-time Librarian began teaching a course on information competency in fall of 2007.

Recommendation #A10: *The Library/Learning Resources Center should develop a regular process of program review, including review of staffing levels, to evaluate the library and other learning resources services in order to assure their adequacy in meeting identified student needs and the results should be used as the basis for improvement.*

Woodland Community College participates in the formal Program Review process. This process occurs in four-year cycles and was last completed for the Woodland Library/LRC in October 2005. Results of Program Review are examined and used as a basis for change. The 2005 review clearly documented the need for a full-time librarian who was subsequently hired and began work in Fall 2006.

Students are asked to participate in internally sponsored (LRC) materials and services surveys. The results are utilized to highlight justification for enhancements to staffing, materials and overall budget. The results of these surveys, though not published internally, indicate that students are inclined toward wanting improvements to the facilities, materials and hours of operation.

A student survey was conducted in 2003-04 and repeated in 2006-07. This survey found that respondents considered the library to be a very high priority among community college functions, yet they felt that WCC's current library needed improved collections. The results are reproduced in tabular form **(See Standard II-C1c).** Also note **(Table 35, p. 86)**, that in addition to being located in a new, much larger facility, the library has been gradually improving nearly all categories of its holdings.

Standard III

Recommendation #A11: *The college should ensure that faculty and others directly responsible for*

> *student progress toward achieving student learning outcomes have, as a component of their evaluations, effectiveness in producing those learning outcomes.*

Administration: Evaluation of the academic administration is tied to institution-wide strategic goals, at both the District and the college levels. Administrators such as the Chancellor, the Vice Chancellors, the College Presidents, the Vice Presidents for Instruction and Student Services, and most of the Directors will increasingly be held formally responsible, within the context of their evaluation, for Student Learning Outcomes. This is already the case with all upper level administrators.

Faculty: Faculty evaluation processes are subject to labor contracts and must be negotiated. 2008 is a contract year.

> **Recommendation #A12:** *The college should ensure that custodial, maintenance and grounds staff are adequate to support the existing facilities and should develop a plan to address staffing needs due to anticipated growth in facilities.*

Custodial, maintenance, and grounds staffing for Woodland Community College has nearly doubled in the past three years, including the hiring of a supervisor. The Maintenance and Operations Supervisor, who reports to the President of Woodland Community College, directly supervises Woodland's M&O functions. In doing so, this individual supervises six full-time maintenance, buildings and grounds workers. The staffing is as follows:

- One Maintenance and Operations Supervisor (Fall 2007)
- Five custodians
- Two grounds/maintenance
- One full time maintenance

In addition, WCC's future needs in the area of maintenance and operations have been projected through the combination of a "Staffing Plan" and an "Allocation Model" to support this plan. According to these plans, Woodland Community College's maintenance and operations staff will grow steadily over the next four fiscal years to meet the needs associated with unprecedented College growth. These positions include staffing in both building maintenance and grounds and address increased needs based on the addition of campus facilities **(See PR-52)**.

These projections may be modified depending upon (a) economic and related budgetary revisions, or (b) modifications of college plans – born of such factors as changing student census, continuous feedback modifications, and changing community needs.

> **Recommendation #A13:** *The college should develop a plan that considers the Total Cost of Ownership in its projections of costs for new facilities and equipment.*

The "Total Cost of Ownership" concept, while not in place within every aspect of District or College planning, has been utilized on an increasing basis since the District submitted its 2004-05 Self Study. In various areas of both the College and the District, Total Cost of Ownership has been factored into planning. Within the past two years, for example, the cost of developing a new position has extended beyond the mere cost of salary and benefits and is required to consider factors such as computing needs, office furnishings, and

supplies. The Office of Information Technology, which has long supported measures aimed at TCO, has taken a lead in providing information relating to the total computing costs associated with equipping new buildings and laboratories funded by the successful November 2006 bond measure.

> **Recommendation #A14:** *The college should develop a Facilities Master Plan to ensure that facilities appropriately support student learning programs and services and improve institutional effectiveness.*

The current *Facilities Master Plan* (2006) **(See PR-54)**, developed District-wide, was designed based upon multiple needs assessments that considered the current and prospective programming needs throughout each service area within the District. These assessments were conducted primarily during the development of the *Educational Master Plan* (2005) **(See PR-20)** and the *Multi-College District Plan* (2005) **(See PR-22)**.

This *Facilities Master Plan* speaks both to WCC facilities problems (pp. 30-35) and to proposed construction that might address such problems (p. 42). This Master Plan was used as the basis for engaging in a successful bond campaign (November 2006) that resulted in an additional $49 million dollars for Woodland-specific facilities.

> **Recommendation #A15:** *The college should ensure that quality training in the use of technology is provided for faculty, staff, and students.*

There is currently no Technology Training Plan for Woodland Community College or the District. The Office of Information Technologies developed a draft plan **(See PR-86,** Summer 2003) designed to review the training needs of all users, develop a curricular response, and evaluate the results. This plan was competency-based and, to that extent, outcomes driven. It was designed at the time with the understanding that technology was changing at a tremendously rapid rate, that resources were limited, and that not all end users had similar needs.

This plan remained in draft form. Some of its aspects, nonetheless, were gradually implemented. Nonetheless, specific (especially software) training of WCC staff has been periodically available through personnel from the District-based IT department. Training of this type has been done to assist staff in learning Datatel Colleague, the District's database software. Additionally, with the launch of iCampus, a trainer spent an entire day providing group training to students as to how to access and utilize this program.

Other technologically related training has been conducted at WCC in support of ITV and On-line Education. Both of the most recent directors of Distributive Education have visited WCC on a periodic basis to both encourage and train faculty in On-line and ITV methodologies.

Part of the District's overall training plan is to hire a Professional Development Coordinator within two years. This position, which will report to the District's Office of Human Resources, will be involved in developing a training plan that will involve, among other topics, professional development in software usage.

> **Recommendation #A16:** *The college should review its staffing resources in Information Technologies*

> *in order to ensure adequate service throughout the District.*

Since the District's Accreditation Self Study, considerable emphasis has been placed upon the improvement of IT personnel resources. The following positions have been added on a District-wide basis:

TABLE 33
Woodland CC Service Area
Information Technologies Position Development
2003-04 through 2006-07 (plus anticipated)

Name of Position	Position Details/Role
• Instructional Network Specialist	**May 2004** – Position assigned 0.6 FTE to Woodland Community College and 0.4 FTE to Clear Lake Center
• Programmer Analyst	**October 2005** – Position developed to convert Datatel Colleague to a multi-college platform and to address reporting needs as WCC completes its transition
• Instructional Network Specialist	**July 2006 (revised)** – Position above reclassified as 1.0 FTE for Woodland. 0.5 position maintained for Clear Lake Center
• Computer and Network Services Supervisor	**April 2007** – Provides direction to overseeing building projects and to technical repair staff (District-wide)
• IT Tech Position (anticipated)	**2008-09** – Position dedicated to Woodland CC slated for 2008-09 funding **(See PR-52,** Staffing/Allocation Plan)

Source: Office of Information Technology

The Computer and Network Services Supervisor has worked extensively at Woodland CC and with Woodland staff in developing systems in the Sciences Building (2005) and in the Library/Learning Resources Center (2007).

Recommendation #A17: *The college should implement a plan to identify what the retiree health benefits liability is and determine what funds are necessary to begin to cover these costs.*

Yuba Community College District has entered upon a Joint Powers Agreement with the Retiree Health Benefits Joint Powers Agreement (JPA) Board, has conducted an actuarial study of retiree health benefits liability, and is examining options for its funding **(See PR-93).** This JPA Agreement was entered into by community college districts, including this District, and the Community College League of California for the purpose of managing, operating and maintaining retiree programs, investment programs, and other programs, including this Retiree Health Benefit Program **(See PR-87,** August 2007).

Standard IV

Recommendation #A18: *The college should review its governance structures and mechanisms, as*

> *well as its processes for planning and program review, to ensure that they are clear, that they facilitate the discussion of ideas, and that they promote effective communication among the institution's constituencies.*

The governance structures and mechanisms of Woodland Community College are new. The Provisional Academic Senate and the College Council are now both in place. The Provisional Academic Senate was established in Spring 2007. The original Site Council (2003) has transitioned into a College Council (Fall 2007), which has assumed an elevated role in shared decisionmaking. Additionally, the Yuba College Curriculum Committee has added three additional Woodland CC faculty to its ranks, giving WCC a total of five members. The WCC Dean of Instruction & Learning Resources also serves on the committee. This gesture assures that these five WCC faculty members and the dean are prepared to assume leadership roles on the WCC Curriculum Committee once a successful accreditation is announced.

Functional Transition Process: Woodland Community College has worked with Yuba College (and the District) in developing a process by which all administrative and staffing functions, as well as shared governance committees/functions, will transition toward a multi-college formulation. This process is charted on a document entitled "Functional Transition Process" **(See PR-4,** Functional Transition Process) and includes over 140 functional areas.

TABLE 34
Woodland CC Service Area
Committee Transition Structure
Academic Year: 2007-08

COUNSEL OR COMMITTEE	TRANSITION
• Provisional Academic Senate	Fall 2007
• Student Success Committee Academic Standards Enrollment Management Matriculation Student Equity	Fall 2007
• Academic Prep. & Retention Committee	Fall 2008
• Curriculum Committee	Fall 2008
• Flex Committee	Fall 2008
• College Council	Sum. 2007
• VTEA Local Planning Subcommittee	Fall 2008
• Faculty Staffing Committee	Fall 2007
• Safety Committee	Fall 2007

Source: WCC College Council Handbook, p. 17

It is important to note that this transition is more of a change of emphasis than a radical reformulation. A review of the Functional Transition Process chart will indicate that more functions than before will be under the authority of the colleges, but that certain areas will continue to be maintained at the District level, where their continued operation is most cost effective. The committee functions that are immediately being transitioned from the District to Woodland are highlighted in the chart immediately to the left.

Communication Processes: Currently, shared decision-making and formal communication is the focus of the College Council and the college leadership structure, particularly the Provisional Academic Senate. The Public Information Specialist has helped to facilitate communication. Several paper and electronic media have been developed for promoting such communications and these have been recognized and welcomed by all college constituencies. Historically, informal communication networks at WCC have been adequate in conveying important information, but as the college rapidly evolves, formal mechanisms are being established and training provided in both shared decision-making and organizational communication.

Shared Decision-Making Structure and Process Review: the Institutional Effectiveness (IE) model consists of five (5) review processes, as noted below, directed at

determining whether or not specific outcomes, including Board adopted institutional "Student Learning Outcomes" (SLOs), program SLOs, and course or service area SLOs have been achieved. These processes are governed by their own set of procedures and rules and each has its own set of expectations or outcomes. The IE model is designed to include and make use of these outcomes in a yearly report on the progress made toward outcome achievement and overall effectiveness of programs, services, and institutional processes.

The six components of the IE model include the following:

- Academic Program Review
- Student Services Review
- Administrative Services Review
- District Image/Marketing Review
- Shared Decision-Making Review
- Outcomes Assessment (District/College driven)

The reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements and enhancements in programs, services, or processes. They also serve as the basis for program/service/process recommendations, including, but not limited to, recommendations in the areas of budget allocation, planning, curriculum, program or service direction, staffing, facilities, equipment, marketing, and shared decision-making council, committee, and project team structure and function. Reviews involve a critical self-evaluation of the program/service/process as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluation conclusions and recommendations.

Currently, the Academic Program Review and Student Services Review processes are functioning at both Woodland Community College and Yuba College and involve communication within and between programs and services while completing reviews. The Administrative Services Review process has been tested and redesigned and is being launched in Spring Term of 2008. The District Image/Marketing Review process has included focused surveys and town hall meetings, particularly in Colusa County which is under the auspices of WCC, to date. However, planning for a major survey focusing on each college's service area will begin this spring for implementation in Fall 2008. The Shared Decision-Making Process Review structure has been finalized, and plans for implementation will be discussed this spring. Outcomes assessment links all such reviews and will measure overall effectiveness.

> **Recommendation #A19:** *The college should provide staff development regarding the definition, meaning, and function of collegial governance in order to help staff and faculty understand their roles in relation to the governance process.*

Woodland Community College has taken preliminary steps to ensure that professional development is provided to those seeking to participate in the collegial governance process. Most of this training is provided as the committees transition from District authority to College authority.

The primary tool for providing initial guidance to Woodland Community College committees is the *College Council Handbook*. The Handbook was developed for WCC based upon the *District Council Handbook* (the District Council is now disbanded) and was meant to serve as a

template upon which WCC and Yuba College could develop their own tailored version during the 2007-08 Academic Year. This handbook provides committee members with a listing and description of all District and College committees, their functions, their structures, their relationship to one another, and their guidelines for operation. The book also provides a description of shared decision-making, the models for Long-Range Planning and Institutional Effectiveness, and an elaborated version of the District's Strategic Goals.

The District-wide Academic Senate is also providing professional development for the Woodland faculty as they develop the WCC Provisional Academic Senate and the WCC Curriculum Committee, both of which will achieve autonomy upon the successful initial accreditation of the College. The Senate training has existed fairly informally in veteran Senate leadership providing guidance in the development of the WCC Academic Senate. More formally, five prospective core faculty members of the WCC Curriculum Committee have been seated on the Yuba College Curriculum Committee to gain familiarity with those processes attendant to the development, design, implementation and evaluation of curricular processes. Previously Woodland CC has had only two faculty members on this Committee. The WCC Dean of Instruction & Learning Resources also serves on the committee.

WCC faculty, staff and administration fully realize the complexity of developing a college, but are encouraged as the College sets forth in this direction. Staff development opportunities will continue to help staff understand and engage in the collegial governance process.

B. Response to Recommendations: Woodland Community College Eligibility Study

Recommendation #B1: *The development of a distinct college mission within the broader Yuba Community College District Mission.*

Efforts to develop a comprehensive mission statement were begun in earnest in summer of 2007. This statement was drafted by the former WCC Site Council, completed under the College Council, and approved by the YCCD Board of Trustees on June 13, 2007 **(See PR-29)**. This Mission Statement reflects the collegial efforts of the WCC Site Council/College Council, the College's executive staff, and the incorporated feedback from a BOT preliminary review of an earlier drafted version.

> The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.
>
> At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

Recommendation #B2: *The need to continue to develop realistic timelines for Woodland Center student learning outcomes within the broader institutional student learning outcomes established for the District.*

Woodland Community College has been a participant in the several levels of discussion that have led to the development of the current program-level SLOs. They have participated in the Academic Senate's initial declaration of support for the SLO process (2005), they have served on the SLO Project Team, they have worked with the core (institutional/District-level) SLO development, and have participated in the development of program clusters necessary for the development of program-level SLOs.

The current President of Woodland Community College comes from an institution in which an SLO process and, as importantly, an SLO culture, had been successfully established. The president recognizes that while WCC representatives have been a part of the formulation of the YCCD's District-wide institutional SLO processes, SLOs have only gradually become a part of the day-to-day consciousness of faculty or staff at WCC. In fall of 2007, the President found an engaged audience in the Provisional Academic Senate as a partner in beginning to promote this "culture" with the college. This is being done, in large part, through a combination of communication, professional development, and the hiring of new faculty and staff who have had previous experience in an SLO-based institution.

Curriculum Committee, Professional Development: The Curriculum Committee, which will not be formalized until successful accreditation is achieved (2008-09), will serve as the primary vehicle for both developing a localized SLO process and ensuring that quality concerns are addressed at every step. In light of this challenge, 2007-08 will serve as a year in which both communication and professional development relating to (a) committee functioning and (b) student learning outcomes will be emphasized. With the support of the administration, the Provisional Academic Senate and the faculty are striving for assessment methodologies and course level SLOs to be in place with the coming of the fall 2009 academic year.

> **Recommendation #B3:** *The need to develop appropriate faculty governance structures for the Woodland Center.*

Three primary components of faculty governance at WCC will include the College Council, the Academic Senate, and the Curriculum Committee. These are being formed in anticipation of an ultimately successful initial accreditation. While the College Council (a higher level version of the former Site Council) is fully functioning, the Provisional Academic Senate and the Curriculum Committee will not be formalized (i.e., given full authority) until such a successful accreditation is accomplished.

Provisional Academic Senate: The WCC Provisional Academic Senate was formed in 2006. It includes representatives of each instructional department. The President of the Provisional Academic Senate (G. Galamba) has served on the District-wide Academic Senate and has worked closely with experienced Senate leadership in the establishment of the embryonic WCC group.

Curriculum Committee: At the same time, the Yuba College Curriculum Committee has agreed to increase the number of WCC representatives from two to five faculty members (the WCC Dean of Instruction & Learning Resources also serves). This allows new WCC Curriculum Committee members to gain experience among more veteran members in anticipation of an eventual (2008-09) stand-alone committee at WCC. The College

established a Curriculum Facilitator position (20% release time) to support the transition of responsibility.

College Council: As described in Recommendation #A19, WCC has also developed a College Council and a *College Council Handbook* through which a governance committee structure is both formulated and detailed for new members. WCC will begin immediately tailoring this handbook to adapt to the College's own priorities, culture and student needs.

> **Recommendation #B4:** *The need to ensure sufficient student learning resources in the new Learning Resources structure when it opens in 2007 at the Woodland Center.*

The WCC library has improved since the 2004-05 YCCD accreditation. The library is now located as part of a new 49,941 assignable square foot facility, a new professional librarian position has been added, a new library/media specialist was added in fall of 2007, and holdings have improved. Other improvements include four group study rooms, individual study carrels, vastly improved storage and processing space, as well as a special collections room, and a library training classroom.

The listing below **(Table 35, p. 86)** indicates that the library's holdings, though substantially improved, will benefit considerably from the infusion of $137,000 designated for the 2007-08 academic year. Whereas the WCC library's budget was formerly part of an overall District library line item, WCC now has its own budget. Additionally, the WCC library was given a modest infusion of District financial support in 2006-07 to aid in their transition to the new facility.

Computing Upgrade, LRC: The LRC portion of the new building has been aided by the inclusion of a dedicated open computer laboratory of 40+ units. Additionally, dedicated space, as well as a newly installed transmission tower, will improve WCC's capacity to both participate in and generate Distance Education programming.

TABLE 35
Woodland CC Service Area
Library Holdings: Three-Year Comparison
Academic Years: 2003-04, 2005-06, and 2007-08

Item	April 2004	May 2006	Sept. 2007
Book Titles	7,424	8,800	9,486
Periodical Titles	47	58	51
Newspapers	--	6	6
Audio Titles (records, tapes, CD's)	611	617	622
Video Titles	1,389	1,500	1,600
Computers for Student Use	13	13	40
Typewriters	2	2	1
Seating/Tables	115	115	210
Multi-Media Units (Video, VCR, DVD)	4	4	8

(See PR-91, WCC Holdings)

> **Recommendation #B5:** *The need to continue to develop an appropriate resource allocation process for the emerging college within the Yuba Community College District.*

Allocation Model: As a component of the Multi-College transition plan, Yuba Community College District developed a "Five-Year Fiscal Plan and Allocation Model" **(See PR-52)**. This model is accompanied by a Staffing Plan for the years 2006-2011. The allocation model is based upon forecast statistics, while providing projected revenues and projected expenditures broken out by each college and center.

Staffing Planning: The staffing plan forecasts the hiring of positions for WCC through the 2010-11 academic year with between 12 and 15 new positions anticipated for WCC during each of these years. While the current Vice Chancellor for Administrative Services is confident that this plan is accurate for the first two years, he has cautioned that economic fluctuations, unanticipated modifications of FTES projections, and unanticipated internal expenditures could modify this plan beyond the first two years. The plan will be evaluated at least twice annually and will be modified based upon changing circumstances and upon such processes as internal Program Review. It is also noted that the emergence of the WCC governance structure could gradually alter the College's perception of its own needs and priorities over the forthcoming five-year period.

> **Recommendation #B6:** *The need to include updates for the Woodland Center campus development in the Yuba District Progress Report as called for in the Commission action letter of January 2006.*

In its October 15, 2006 Progress Report, Yuba Community College District responded to each of four major recommendations by including both a District-wide response and a Woodland-specific response. This report was accepted by the ACCJC without modification **(See PR-88).**

The chart below indicates the page number in the 2006 Progress report for each of the sections for which a response was required.

Recommendation #1: Improving Institutional Communication .... Progress Report: p. 10
Recommendation #2: Research, Planning and Evaluation .... Progress Report: p. 14
Recommendation #3: Program Review .... Progress Report: p. 16
Recommendation #4: Evaluation .... Progress Report: p. 18

Standard I

INSTITUTIONAL MISSION & EFFECTIVENESS

"The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis of an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished"

- Evans, Shirley – Chair (Classified, Admin. Secretary)
- Bahneman, Donna – (Adjunct Faculty/Classified)
- Clark, Dr. Mathew - (Faculty, Mathematics)
- Buck, David (Faculty, Accounting – *Resigned*)
- Lemus, Minerva – (Classified, Registration)

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Standard I-A: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I-A1   *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population*

Descriptive Summary

WCC Mission Statement: The WCC Mission Statement achieved Board of Trustees approval on June 13, 2007 **(See ST1-1)**. This Mission Statement reflects the collegial efforts of, initially, the WCC Site Council, later the College Council, the College's executive staff, and the incorporated feedback from a BOT preliminary review of an earlier drafted version.

> The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.

> At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

WCC Strategic Priorities: Woodland Community College has also established a set of goals (strategic priorities) whose genesis resides in the California Community Colleges System Strategic Plan. The College hired facilitator Paul Downs of MIG Associates, who led the College through a process by which their priorities would be developed in a collegial manner. These priorities, through Downs' design, were linked to those of CCC System's Plan, were also consistent with the YCCD Board Strategic Directions **(See ST1-2)** and still managed to tie in with WCC's Mission Statement. At the same time several unique and creative twists were introduced by WCC faculty and staff, who represented all the governance bodies active at the College. The strategic priorities that were ultimately reached are provided below **(See ST1-3)**:

1. Accreditation of the College
2. Basic Skills Plan
3. Curriculum Development
   - Educational Master Plan
     - Career Technical Education
     - Future Program Directions
4. Communications Strategies
5. Multi-cultural Awareness Series
6. Student Learning Outcomes
7. Student Services Master Plan

> Note that these are still in draft form and are subject to further input from the campus community. They will be broadened in scope during Spring Term of 2008.

Self Evaluation

A most healthy aspect of discussing this Mission Statement over the past several years has been that of constantly testing directions of programmatic and organizational growth versus

that stated needs of the communities served by WCC. The constant interplay between the development (or revision) of programs, responses to community needs, and reshaping of the vision and mission of the College have provided innumerable opportunities to test the ideas that have formed today's Mission Statement and to move forward with confidence that it reflects the directions of the college and the region that it serves.

Currently, Woodland Community College meets this sub-section of Standard I. However, as the College's Planning Agenda below indicates, this is a critical period in WCC's development and the College will be required to constantly re-evaluate its programming, its directions of growth, its evolving relationships with a growing community, and how the mission both influences and is influenced by this changing mix.

Woodland Community College is participating in three parallel, District-wide processes that will assist in continuing to maintain consistency between the directions of WCC's programs and services and the direction and goals generated by its Mission Statement.

1. Educational Master Plan: WCC is participating in the annual review of the *Educational Master Plan* to assess what directions posed by this 2005 document have been fruitful, and which have needed further review and modification.
2. Program Review: All of WCC's academic and student support services are subject to Program Review, a process that impacts and reshapes the College's programs to both anticipate and respond to change.
3. Outcomes Assessment: WCC is represented by an academic faculty member, a classified staff member from student services, and the Dean of Instruction and Learning Resources as the District moves toward an SLO assessment climate. It is the intention of the College to integrate SLOs into program and course development as well as into the formal Program Review process.

Planning Agenda

Woodland Community College should develop an *Educational Master Plan* in light of both its mission, its priority statements, and the District's 2005 EMP.

Timeline: Process began in November of 2007. 2008-09 (After Curriculum Committee is fully operational)
Responsibility: Dean of Instruction, Curriculum Committee, Academic Senate, Faculty

I-A2 *The mission statement is approved by the governing board and published.*

Descriptive Summary

The Woodland Community College Mission Statement, as noted above, was developed by the Woodland Site Council (later College Council) and approved at the June 13, 2007 meeting of the Yuba Community College District Board of Trustees. The Mission Statement appears in the Woodland Community College *Catalog Template, 2007-2008* **(See ST1-4, p. 12).**

Self Evaluation

Woodland Community College, as described in Section I-A1, has developed a Mission Statement and is currently working through its governance structure to establish a set of consistent goals.

Planning Agenda

Woodland Community College should develop goals as a means of further matching its programs and services to the specific needs of the communities it serves.

Timeline: 2007-08 Academic Year
Responsibility: WCC President, College Council and Provisional Academic Senate

I-A3 *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Descriptive Summary

Woodland Community College's President has proposed to review the College's Mission Statement on a five-year cycle (Personal Communication: A. Fairchilds, 9/25/07). Informal reviews might be initiated institutionally on an as needed basis.

Self Evaluation

The Woodland Community College Council will discuss the schedule for reviewing/revising its Mission Statement. Such discussion will embrace a formal schedule that includes bringing the revised statement to the Board for approval.

Planning Agenda

The College will formalize a review process to ensure an ongoing review of the Mission Statement. This is especially critical during the next ten years, as the campus continues to grow and expand its programs and services.

Timeline: Spring 2008
Responsibility: College Administration, College Council and Academic Senate

I-A4 *The institution's mission is central to institutional planning and decision making.*

Descriptive Summary

The Mission Statement is critical to District planning. Similarly, this has become the case at Woodland Community College. For example, the District's Mission Statement was critical to, and cited in, nearly all of the documents highlighted below:

- YCCD *Educational Master Plan* (2005 and subsequent annual reviews)
- Curriculum Committee Handbook
- Program Review
- Multi-College District Plan
- YCCD Shared Decision-Making Model
- Upgrading and expansion of Student Support Services
- YCCD Strategic Goals (2003-2007)
- Long-Range Planning and Institutional Effectiveness Models
- WCC Self Study
- WCC Planning Agenda
- WCC Course Catalog (template) 2007-08
- Broad-based Planning Process
- SLO Project Team
- YCCD Board Strategic Directions (2007-2011)
- WCC Strategic Priorities (2007-2011)

Among these planning documents, the *Educational Master Plan (EMP)*, with numerous sections pertaining to Woodland Community College, was designed to be the framework through which the college (Yuba College/YCCD) evaluated itself and devised plans to reach identified goals. This document has influenced the work of all bodies within the District. At the college level, EMP outcomes have influenced the work of the Woodland Community College Council, committees, and project teams. Their responsibility will be to develop plans and make recommendations within the context of the institution's mission **(See ST1-5; ST1-6)**.

Self Evaluation

During WCC's early phase of development, its Mission Statement has both influenced and been influenced by documents and decisions made at the College, in the immediate community, and throughout the District. The College needs to be vigilant in keeping the Mission Statement central to its planning and decision-making.

The Woodland Community College campus will more than double in assignable square footage during the fall 2007 academic term. With this growth will come the addition of faculty and staff members, expanded academic program offerings, and the expansion of the College's governance structure. To ensure that this growth continues to be guided by (and to some degree to influence) the Mission Statement, Woodland Community College needs to ensure that all projects and program development formally reference the Mission Statement during their period of design. Resource allocation should, similarly, be mission-related.

Planning Agenda

No formal planning agenda is indicated at this time.

Standard I-B: INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and making changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates it effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I-B1	*The institution maintains an ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Descriptive Summary

Long-Range Planning Model: Overall, the entire *Long-Range Planning Model* **(See ST1-7)** was developed in 2004 as a comprehensive means by which the District might ensure that dialogue became an integral component in all planning and evaluation. The *Long-Range Planning Model* stipulated that all planning proceed through a similar process, and that such plans be developed in consideration of other planning initiatives throughout the District. Incorporating needs assessment, a vision, integration with other plans, delivery methodology, evaluation, and continuous improvement, this Model strengthens the District's assurance that meaningful dialogue is central to institutional effectiveness.

The development of a Mission Statement has prompted dialogue at all levels in rethinking the College's strategic directions. Utilizing the Mission Statement, MIG Associates assisted the College in developing seven strategic directions that will impact both academic programs and the student services that support these programs.

Student Learning Outcomes Statement: Dialogue pertaining to the improvement of student learning outcomes has taken place since the "Student Learning Outcomes" statement of support was adopted by the YCCD Academic Senate in March of 2005 **(See ST1-8)**. District level forums within which this topic has been discussed have included the Academic Senate, the Curriculum Committee and at breakout sessions of the Annual Fall Convocation. The early phases by which the SLO movement has gained momentum have been quoted below:

- **SLO Project Team:** In June a 2005, an SLO Project Team, which included representatives from Woodland Community College, began the process of "developing a plan to address the creation of SLOs at the institution, program, and course level, and for coordinating the staff training needed to accomplish this" **(ST1-9, 2005 DC Handbook, p. 113)**.

  By August 17th, 2005 the SLO Project Team had developed a day-long training seminar for all faculty, staff and administrators to be conducted in conjunction with the District's annual Convocation Day ceremonies. This included all Woodland Community College personnel as well as those from other centers and campuses throughout the District.

- **Core Learning Outcomes:** During fall term of 2005, the Student Learning Outcomes Project Team had a lead role in working with all campuses in the development of Core Institutional/District-level SLOs. The broad-brush areas which these core SLOs address include communication, computational, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness **(See ST1-11, Core Knowledge and Abilities, November 10, 2005)**.

- **Student Learning Outcomes Clusters:** Concurrent with the development of core SLOs, the campuses involved in developing an SLO process have also produced academic clusters (collections of related disciplines and programs) that will further facilitate the design of program-level student learning outcomes **(See ST1-10)**. Such clusters were developed for both instructional programs and student support services.   These developed program-level SLOs at both WCC and Yuba College.

- **SLOs in Ed. Master Plan:** The Educational Master Planning Committee (EMPC) has developed methodology for analysis of student outcomes in relationship to the plan. The process involves data collection from various sources and coordination of the data into a thorough analysis of the effectiveness of the *Educational Master Plan* (2004) in fostering student learning **(See ST1-8)**. As each campus begins developing its own EMP (2007-2008), it is understood that the framers of such a document will embed SLOs as the core, driving assumption.

- **Reporting Outcomes:** Semester-end research reports are posted to the District's WEB site, including a Degree and Certificate Report **(See Tables 20 & 21, p. 36)**. The District has available, as well, an annual posting of student transfers, though this is still district-wide and not campus-specific. Periodic reports are submitted to the Academic Preparation and Retention Committee on basic skills completions, effectiveness of the placement process, and ESL outcomes **(Table 22, p. 37)**.

- **Board of Trustees Commitment:** The Board of Trustees reaffirmed its commitment to Student Learning Outcomes in its August 22, 2007 retreat. The Board indicated that, at the policy and budgetary levels, they could best support this initiative by ensuring the primacy of institutional research to support projects related to student assessment **(See ST1-12,** Board Focused Interviews).

- **SLO Timeline:** In October of 2007, a Student Learning Outcomes timeline was completed by the Office of the Vice Chancellor for Educational Programs and Services. This plan provided a history of the SLO development process (District-wide) and outlined specific steps that would be undertaken for the current and subsequent two academic years. Being brief, these are highlighted below. Corresponding outcomes expectations are in the parent document **(See ST1-13,** SLO Timeline).

2007-08	• Develop an assessment plan for institutional program SLOs
	• Implement Institutional SLO Assessment
2008-09	• Program SLOs developed by a few programs and services
	• Develop assessment plan for other program SLOs
	• Start developing course SLOs
2009-10	• Identify administrative areas needing SLOs
	• Start developing administrative SLOs
	• Course SLO development continues
	• Program assessment used for program improvement

Institutional Effectiveness and Dialogue: WCC has accelerated the development of both its Academic Senate and its College Council. These initiatives respond to the desire, among all stakeholders, to promote the development of a shared decision-making climate and improve the dialogue that such a climate inspires.

The *Institutional Effectiveness Model* (See Chart #3, p. 101) demonstrates the six major components of institutional effectiveness and outcomes assessment that have been phased in during the past five years. The most recent of these, "shared decision-making process review," was added to this model in 2006-07. Woodland Community College will utilize this district-devised model in assessing its performance. This model is described in greater detail in two other locations within this document (See p. 64; and Chart #3, p. 101).

Program Review: The cyclical Program Review process invites WCC's academic and student support programs to make recommendations for program improvement. Some of these suggestions are linked to resources. These recommendations are reviewed in consideration of competing recommendations from other programs, projects and departments (See ST1-35, Program Review Process and Handbook).

Self Evaluation

A significant component of the transition from a single-college to a multi-college system has involved a detailed analysis of the committees and councils that will transition from District to College jurisdiction. It is these councils and committees that are central not only to institutional dialogue, but also to the processes critical to curricular integrity, such as Student Learning Outcomes and Program Review. As the model indicates (See ST1-14, Multi-College Committee Structure), committees critical to student learning, such as the Curriculum Committee, the Academic Preparation and Retention Committee, and the Academic Standards Committee, are all going to be campus-specific.   At the same time, the committee that will be critical to College dialogue and shared decision-making, the College Council, has been in place and has been fully operational at Woodland CC since summer of 2007.

Planning Agenda

Dialogue will continue on an ongoing basis to ensure the continuous improvement of student learning and institutional processes.

No specific planning agenda is proposed at this time.

I-B2 *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms to that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

Yuba Community College District is, from top to bottom, a goal-driven organization. Within the framework of District-wide goals, each of the Colleges establishes its own goals and objectives, and milestones in attaining these.

District: Yuba Community College District established eight District-wide goals shortly after the seating of a new administrative team in 2002. These goals, merely entitled "District Strategic Goals," were a compendium of items arrived at through various District-wide plans of previous years. These included:

- Educational Master Plan **(See ST1-5)**
- Multi-College District Plan **(See ST1-15)**
- CCLC Policies and Procedures **(See ST1-16,** Board Policy Manual)
- Institutional Effectiveness Model **(See ST1-17)**
- Resource Development and Facilities Planning **(See ST1-18,** YCCD Facilities Master Plan)
- Personnel Practices and Staff Development **(See ST1-19,** Goals Progress Sheet)
- WASC Accreditation **(See ST1-20,** 2004-05 Self Study)
- Refine Shared Decision-Making Model **(See ST1-21,** Shared Decision-Making)

By 2006, most of these goals had been successfully completed. Others, for example, certain EMP Goals were slated to go through 2007-08. The means of measuring these goals has been to provide progress reports to the District Council and Board of Trustees on an semi-annual basis to demonstrate that progress was being made toward achieving designated outcomes. The final outcome of each goal is generally a "deliverable," in these cases a final report.

2007-2011 Goals: Upon the successful completion of the 2003-2007 goals, plans were immediately set in motion to establish an even more ambitious set of goals; "Board Strategic Directions; 2007-2011." These are highlighted in bulleted form below:

- Student Success, Student Learning Outcomes and Institutional Accountability (Ensure student success, Develop Student Learning Outcomes, Evaluate student success metrics in a continuous improvement model to improve results and support accountability).

- Basic Skills Initiative (Participate in the statewide Basic Skills Initiative).

- Transformative Change and Innovation (Experiment with initiatives to make dramatic improvements in student success and organizational effectiveness, support innovation).

- Resource Development (Seek alternative resources, Develop the Foundation as a funding-development organization).

- Responding to Changing Needs (Anticipate changing demographics, Implement responsive access and program models to support new populations).

- Community Engagement and Institutional Heritage (Enhance the colleges' positioning and image in the communities).

- Woodland Accreditation (Successfully complete the accreditation process for Woodland Community College) **(See ST1-2)**.

WCC Planning Priorities: The current Woodland Community College Catalog template provides the College's Mission Statement **(See ST1-4, p. 13)**. In fall of 2007, with the formal support of the Board of Trustees **(See ST1-12,** Board Focused Interviews), Woodland Community College established a set of priorities that would support the new District goals statement. These priorities were arrived at collegially through WCC's College Council (formerly Site Council) and through a facilitated Strategic Planning Session. These priorities were earlier produced in the document's abstract **(p. 8)** as well as in the current section **(p. 89)**.

As one of these strategic priorities, WCC is also developing an *Educational Master Plan*. This document will draw from three sources; the "*Board Strategic Directions, 2007-2011,*" the District's *"Educational Master Plan"* (and its updates) and from the internal priorities established in fall of 2007. This document will not be prepared by the time of the Self Study visit, but work has begun (November 2007) and is anticipated to be completed during 2008-09.

As much as possible, all goals within the *Educational Master Plan* will have measurable aspects. Where the goals are qualitative in nature, proven means of planning and evaluating qualitative measures will be utilized.

Self Evaluation

In May 2002, Woodland Community College developed an outline of an *Educational Master Plan* **(See ST1-22, pp. 23-30)**, from which its facilities plans were grown. This plan provided a groundwork through which WCC faculty and staff learned the basics of planning, implementation, evaluation, and feedback.

The College's strategic priorities are new as this Self Study takes place and will be monitored closely to ensure that timelines are maintained, quality is ensured, and outcomes are measured, reported, and fed into further planning.

Planning Agenda

Provide goal (priority) evaluation sessions on a bi-monthly basis.

Timeline: Spring 2008 and ongoing
Responsible Parties: President and College Council

I-B3   *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary

The goals under which Woodland Community College has operated, until very recently, were those established by Yuba Community College District. The processes in place to assess progress toward these goals, therefore, have been District processes. In this sub-section, a summary is provided of the rather thorough means by which the District conducts such assessment. In conclusion, a description will be provided as to WCC's recent efforts to (a) establish college-specific goals and (b) define means by which to assess their progress.

Long Range Planning Model: The District's Long-Range Planning Model **(See Chart #2, p. 99)** describes the process by which progress toward achieving goals is gauged. Woodland Community College has adopted this model as its goals and objectives unfold. This plan (See next page), was designed to address the comprehensive planning needs of the District and had in mind the colleges that would emerge under a multi-college structure. This planning model works hand-in-hand with the District's March 2005 *Institutional Effectiveness Model* **(See ST1-17** or **Chart #3, p. 101)**, which links program review and outcomes assessment to all academic and administrative units throughout the District and the Colleges within. Student Learning Outcomes are an integral component of these two models.

The long-range planning model therefore builds upon an initial needs assessment. It then requires that each plan carry with it vision and Mission Statements as well as guiding principles. All critical plans must be integrated into the District's current Strategic Plan and be designed in light of previously defined plans for technology, facilities, fiscal stability, staffing, instruction, student services, and (very importantly) the *Educational Master Plan*. As a plan is implemented, the model indicates that it must speak to Student Learning Outcomes, Enrollment Management and Services, and the learning styles of students, as appropriate. The plan must additionally indicate what delivery methods will be utilized in its implementation, as well as the time and place of its delivery.

CHART 2
Long Range Planning Model

Institutional Effectiveness Model: Woodland Community College leadership has played a role in the development of the District's Institutional Effectiveness Model. This model has six components: Academic Program Review, Student Services Review, Administrative Services Review, District Image/Marketing Review, Shared Decision-Making Process Review and outcomes assessment. Program/service reviews in each of the aforementioned review areas are periodic formal evaluations designed to bring about systematic and continuous improvements in programs or services. They also serve as the basis for program/service recommendations, including budget allocations, curriculum in academic programs, program or service direction, staffing, facilities, equipment and technology. Reviews involve a critical self-evaluation of the program/service as well as the use of appropriate internal and external data, including the use of surveys, to support the evaluation conclusions and recommendations. Two of the five aforementioned components of the Institutional Effectiveness Model, Academic Program Review and Student Services Review, currently are fully operational. The other three components have been implemented and are in various stages of refinement. The IE Model itself is reproduced as Chart #3 on the page that follows.

Continuous Improvement Process Model: The Continuous Improvement Process ties together the Long Range Planning and the Institutional Effectiveness Models to depict how continuous improvement takes place for college programs services and processes, to better support Student Learning Outcomes and student success. This model is depicted as Chart #4 as is located, following the Institutional Effectiveness Model on page 102.

Chart #3
Institutional Effectiveness Model

YCCD Institutional Effectiveness Model

6/26/07

External Effectiveness Measures — *will impact* → ADMINISTRATIVE SERVICES REVIEW

External Effectiveness Measures — *will impact* → PLANNING & SHARED DECISION-MAKING PROCESS REVIEW

External Effectiveness Measures — *will impact* → ACADEMIC PROGRAM REVIEW

OUTCOMES INCLUDING SLOs

will make use of → Outcomes Assessment District/College Driven

DISTRICT IMAGE/MARKETING REVIEW ← *will impact* — External Effectiveness Measures

STUDENT SERVICES REVIEW ← *will impact* — External Effectiveness Measures

Continuous Improvement

Chart #4
Continuous Improvement Process

CONTINUOUS IMPROVEMENT CYCLE

Annual Planning Priorities

PLAN

Budget Alignment/Allocation

DELIVERY OF PROGRAMS, SERVICES and CAMPUS OPERATIONS

Student Learning Programs and Services
Instructional Programs/Curriculum
Student Support Services
Library & Learning Support Services
Resources
Human Resources
Physical Resources
Technology Resources
Financial Resources
Institutional Leadership & Governance
Leadership
Shared Decision Making

DO

Data collection

Continuous improvement cycle allows for annual review and adjustments to programs and services as well as strategic adjustments every five years consistent with the long-range planning model.

CHECK

ASSESSMENTS

- Student Learning Outcomes
- Academic Program Review
- Student Services Review
- Administrative Services Review
- District Image/Marketing Review
- Shared Decision-Making Process Review

Review outcomes/results

ACT

IMPROVEMENT

Shared Decision Making Groups
Deans, departments, Academic Senate, cross-functional teams and committees, and College Council validate priorities and make recommendations for adjustments & budget realignment to support improvements and to achieve desired outcomes.

Adjustment / reprioritization
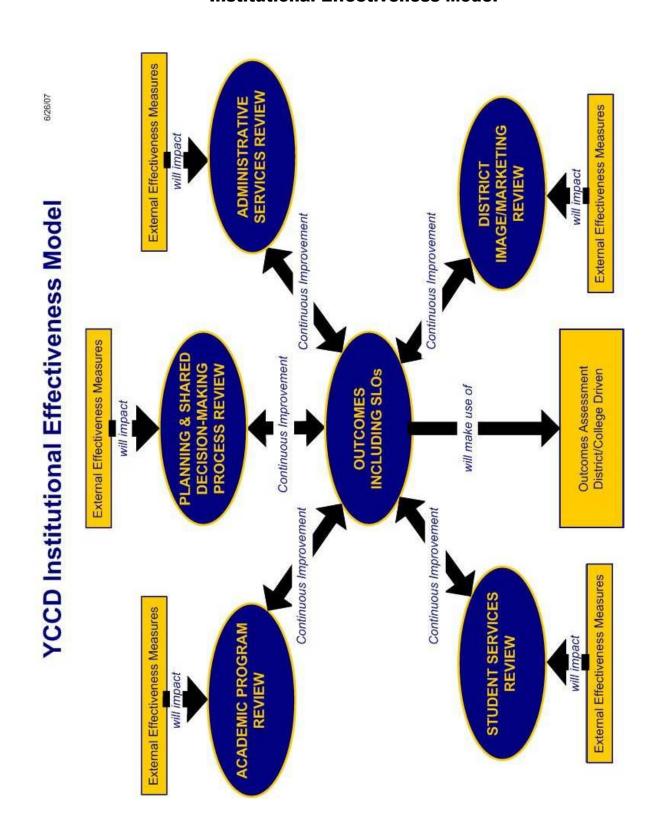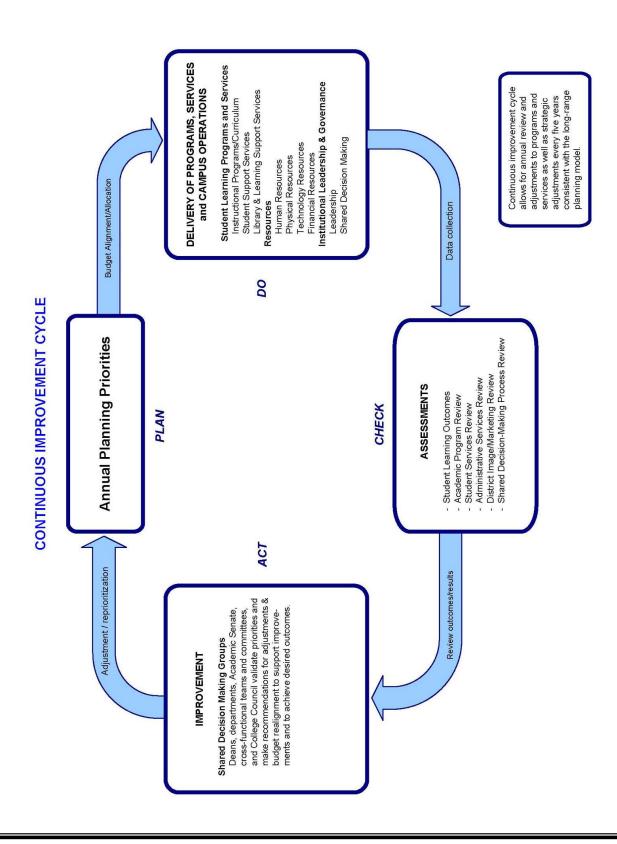
Research Staffing, WCC and District: Data collection and analysis are increasingly utilized to assess progress toward goals. Woodland Community College relies upon four sources for research support. Initially all research support was District-based, but today WCC has a dedicated research analyst to focus on Woodland's goals and outcomes. Leading the District's research planning is the Director of Institutional Effectiveness. This position was essentially new in Fall of 2006, incorporating some aspects of research with the requirements of outcomes assessment at both the academic and organizational level. This Office maintains, as well, a Research Analyst who assists in collection and analysis efforts that support research projects. Additionally, a Data Programmer/Analyst is employed by the Office of Information Technologies to manage the Datatel Colleague database, to convey to the researchers the structure of this database, and specifically to work with the colleges in segmenting data relating to their student populations (student demographics and student success).

Results of Research: In the past two years, District-based research has guided several changes in procedures and policies that have positively impacted Woodland Community College. Most notably these changes have impacted the areas of student placement in basic skills and entry-level courses.

- Data-driven Reports: A number of reports were generated for the Academic Preparation and Retention Committee. These included reports on student outcomes in basic skills courses **(See ST1-23,** Basic Skills Passing Rates) and on the learning outcomes as measured by success in subsequent college-level courses. These reports helped the Academic Preparation and Retention Committee as it developed a policy proposal and implementation procedures for the Testing and Course Placement Policy **(See ST1-16, AP 5050,** *Administrative Procedures Manual*).

- Student Perceptions Surveys: Survey research has been critical as well to the assessment of WCC's goals and directions. Two identical student perceptions surveys were conducted, first in 2003-04 and again in 2006-07 to assess and compare student perceptions toward the programs and services of Woodland Community College **(See ST1-25,** Student Survey Data). Overall, as this packet indicates, students have been pleased with their overall experience at WCC, but note many areas in which they would like to see modest improvements. The most generic question in this survey, regarding their overall "experience" at Woodland Community College, is provided below. Note that, overall, students express "agreement" (4.02/5.00) with this statement **(See Table 36, p. 104)**.

- Community Needs Assessment: The *Multi-College District Plan,* the document foundational to Woodland Community College's long-term evolution toward a college, was based (in part) upon growth data pertinent to the Woodland area. Additionally, community needs data were collected for the *Educational Master Plan*, data that documented regional employment trends and high demand educational and training needs. A needs assessment in the area of agriculture, with participation from regional agri-business, resulted in both changes to the position description for a faculty hire and changes in the agriculture curriculum at Woodland Community College **(See ST1-26,** Agriculture Needs Assessment).

TABLE 36
Woodland CC Service Area
Overall Perception of Campus Experience
Student Perceptions Survey 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . provides a positive experience that one would recommend to others."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*N=*	Mean **(µ)**	*n=*
Overall Response:	4.05	221	4.02	345
Response by Age Group:				
Up to 24 Years of Age	3.95	137	3.99	247
25 Years and Above	4.21	84	4.06	90
Response by Gender:				
Female Respondents	4.03	147	3.97	177
Male Respondents	4.07	69	4.08	155
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.95	73	3.97	110
Hispanic (all sub-groups)	4.09	91	4.06	126
All Others (N=<70 Responses)	4.12	57	4.12	57

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by *Educational Master Plan*ning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Like all segments of the District, WCC also benefits from ongoing reports provided by the district-based Office of Institutional Effectiveness. Both the number and the depth of such reports has improved over the past two years. For example, the District publishes enrollment reports weekly on its web site, and basic outcomes reports are posted at the end of each term. The District also recently joined the National Student Loan Clearinghouse, from which data regarding student transfer can be attained (these will be segmented by college as soon as WCC is accredited).

Self Evaluation

The research situation, both for WCC and the District as a whole, has greatly improved. New research personnel have been hired and the emphasis upon research-based decision-making has accelerated. The hiring of a Research Analyst at Woodland CC has had immediate impact on the College's ability to coordinate and assess Program Review in both academic and support programs. Another priority that has been established is that of providing comparative data analysis for Basic Skills programming **(See ST1-27,** Weekly Report – Sept. 27, 2007).

The hiring of an Institutional Effectiveness Director, in addition to the WCC Research Analyst, has given both direction and day-to-day attention to the data-related needs of WCC. This situation has put WCC (and the District) in the position to be proactive (rather than reactive) in its research and assessment planning.

Prior to the addition of these critical staff, important but admittedly piecemeal research efforts were conducted on behalf of WCC. An example of such research is the Woodland Community College student surveys that were conducted in support of the *Educational Master Plan* in 2003-04 and again in the 2006-07 academic years - utilizing an identical

survey instrument on both occasions.   Each tested statement was keyed to a specific accreditation standard. Provided here is a student response to a question of overall student satisfaction.

As the response table above **(Table 36, p. 104)** indicates, attitudes toward whether students enjoyed a "positive experience" at WCC have stayed slightly above 4.00 (agreed somewhat) during both years tested. This indicates a general agreement (78.9%) that current students have enjoyed a positive experience (agreed or agreed somewhat) at Woodland Community College.

Planning Agenda

Woodland Community College will develop a Research Plan in conjunction with leadership at the District level. Such a plan will define immediate, ongoing, internal and external data and research objectives. This plan will also assist in better defining the relationship between the roles of the IE function and the Research Programmer/Analyst function found in the Information Technologies Office.

Timeline: 2007-2008
Responsible Party: WCC President and WCC Research Analyst, in conjunction with Institutional Effectiveness Committee

I-B4 *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Descriptive Summary

Broad-based Planning Process: As the long-range planning model **(See Chart #2, p. 99)** indicates, all stakeholders within Woodland Community College, and the District as a whole, have opportunities for participating in College and District planning dialogue. At WCC, the primary vehicles for this input are in place with the establishment of both a College Council (6/07) and a Provisional Academic Senate (spring 2007). As the Multi-College Committee Structure transition plan indicates, many of the functions of the District's shared decision-making structure are being transitioned to WCC so that broad-based planning input can be even further enhanced **(See ST1-14).**

Input Continually Sought: As section I-B3 indicates, input has been sought from all stakeholders in a wide range of planning initiatives spanning at least the past five years. For the sake of brevity, these processes will be merely bulleted and referenced below, the essence of their content having been discussed throughout this document:
- Board Policy Manual; Board, administration and associated representative bodies **(See ST1-16)**
- Administrative Procedures Manual; Administration and associated representative bodies **(See ST1-27)**
- Long-Range Planning Model; College Councils, Administration – all stakeholders **(Chart #2, p. 99)**
- Institutional Effectiveness Model; College Councils, Administration – all stakeholders **(Chart #3, p. 101)**

- Student Perception Surveys; Designed by representative committee **(See ST1-25)**
- Program Review - Academic Programs and Student Support Services personnel **(See ST1-28)**
- *Educational Master Plan;* Project Team with District-wide representation **(See ST1-5)**
- Board Strategic Directions - 2007-2011 District Strategic Plan. 75 District-wide stakeholders and BOT members responded to the invitation to attend this planning session **(See ST1-2).**
- Bond Measure J; Building priorities, and the programs they support, based upon building/area personnel meetings, District-wide telephone interviews, statewide program priorities, and previous District needs assessments **(See ST1-29)**
- Five-Year Allocation Model; based upon needs-driven building and academic program plans **(See ST1-30)**
- WCC College Council Handbook; outlines Plan of Work for councils and committees **(See ST1-31)**

Results of Planning Processes: Resource allocation is built upon planning and the input that is sought in these planning processes. Every "resource" at Woodland Community College, whether physical, human, financial or technological, has benefit of input garnered through the shared governance/shared-decision-making processes.

- Woodland Needs Analysis (2002): The decision to transition WCC from a educational center to a community college was based upon a needs analysis completed (and reported) in September of 2002 **(See ST1-32,** WCC Needs Analysis, 2002). Input was provided by an external/internal advisory committee, through the (former) Woodland CC Site Council (faculty/staff), and through community presentations (Rotary Clubs, Woodland JUSD, Woodland League of Women Voters, etc.). **(See ST1-33,** Personal Communication; Accreditation Liaison and former Dean of Woodland Education Center). This Needs Analysis was updated and improved in 2005 **(See ST1-34).**

- Five-Year Allocation Model: At all levels, administrators, faculty and staff continually discuss overall college needs. Priorities were assembled and cost estimates were projected for a five-year period **(See ST1-30)**.

- Program Review: The cyclical Program Review process invites WCC's academic and student support programs to make recommendations for program improvement. Some of these suggestions are linked to resources. These recommendations are reviewed in consideration of competing recommendations from other programs, projects and departments **(See ST1-35,** Program Review Process and Handbook).

- College Council: A somewhat newer vehicle for eliciting recommendations for resource distribution is the Woodland Community College Council. Preceded by the Site Council, the College Council will help to streamline WCC's input to the President regarding the WCC budget – and to the District for budget enhancement requests.

Institutional Effectiveness: Determining institutional effectiveness for both Woodland Community College and Yuba College is the responsibility of the Office of Institutional Effectiveness, under the oversight of the Director of IE, who reports to the Vice Chancellor Educational Planning and Services. WCC's Research Analyst (hired Fall 2007) also plays an integral role in this process. Two project teams, the Student Learning Outcomes Project

Team and the Institutional Effectiveness Project Team, both composed of members from Woodland Community College, Yuba College and the District, have been developed to assist the District and its colleges in achieving institutional effectiveness through the implementation of a continuous improvement cycle.

Self Evaluation

There has been considerable input into planning processes and the transition from District-level councils and committees to their college-level sequels is in progress. The College and District have solicited, and attended carefully to concerns that have been voiced in anticipation of this transition. The most frequent of these concerns has surrounded the sheer number of committees and whether communication and efficiency can be maintained during and immediately after the transition. The College administration endeavors to streamline the committee structure as much as possible.

Assurances of fairness in resource allocation have been at the heart of such questions and these will by addressed by the current resource allocation model. This model ensures that resource distribution decisions will be made at the college level and should provide each committee with the assurance that their work both impacts and is important to the College's operation.

Additionally, the number of College faculty and staff has been augmented considerably over the past two years and will continue to grow under the District Staffing Plan. This should provide additional opportunity to further distribute the committee workload and to bring new ideas and energy to the shared decision-making process.

Planning Agenda

1. Many committee functions are being re-packaged and condensed to fit the modest staffing levels at Woodland Community College. The plan for doing so is found in the Functional Transition Process chart **(See ST1-36)**.

Timeline: Phased from fall, 2007 through 2010-11.
Responsible Party: Chancellor's Executive Staff, WCC President, WCC Academic Senate, WCC College Council

2. Under the prospective organizational system, an evaluation cycle will need to be built in to committee and council purpose statements and operating procedures.

Timeline: 2007-08
Responsible Party: WCC Administration and WCC College Council

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I-B5   *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

Both Woodland Community College and the District (YCCD) have utilized documented assessment results to convey quality assurance to appropriate constituencies. The adjoining

table (**Table 37, p. 108-109**) provides the name of the document and describes, in brief, its purpose and targeted audience.

This listing is not exhaustive. The Director of Institutional Effectiveness Office and the WCC Research Analyst have fielded dozens of requests from faculty members for specialized student success reports. Many of these have involved such issues as the success of students who have been "placed" into courses by entrance assessment exams. Faculty members have also expressed a great deal of interest in the success rates of students from underserved populations as they enroll in math, science and engineering courses.

TABLE 37
Woodland CC Service Area
Documented Assessment Results
2004-05 to Current (and Ongoing)

"Needs Analysis for the Transition of Woodland Center to Woodland Community College" (June 2005)	• California Post Secondary Commission • Chancellor's Office • YCCD Board of Trustees
This document utilized community needs assessment data, demographic projections, enrollment data, employment trends, WSCH data, college participation rates, estimated capital outlay costs, and projected WCC operational budgets to first propose a transition from being a Center to being a College **(See ST1-34).**	
"Colusa Needs Assessment" (August, 2007)	• YCCD Board of Trustees • All public constituencies via website
This was a survey-based document assessing attitudes of residents of Colusa County as to what educational programs and services should be provided in the Colusa Educational Facility. The survey was in conjunction with a Colusa (County) community forum that considered these programs and services as well **(See ST1-37)**.	
"At a Glance: A Quick Guide to YCCD" (2006, Annual)	• Handout to community and students • Media outlets within and outside of Service Area
This document provides completion information on degree programs, percentages of enrollments in vocational and transfer majors, campus enrollment information, and full-to-part time faculty employment figures **(See ST1-38)**	
"Basic Skills Course Success Rates" (July 2007)	• Board of Trustees • Basic Skills faculty, public document
This document split out data from each of the three colleges/centers to provide information on course passing rates for courses defined as teaching "Basic Skills". These were registered as both developmental ("pre-collegiate") or merely "basic" **(See ST1-23)**.	
"Multi-College District Plan" (May 2005)	• Board of Trustees • Utilized for public relations/news media
The "*Multi-College District Plan*" was a successful effort to bring together all shared decision-making bodies to prepare for, and approve, the concept of a transition from a single college to a multi-college District. The document utilized cost analysis information, projection of salary costs, projected program, service, staffing and facility needs **(See ST1-15)**.	
"WCC Colusa Area Service Area, H.S. Survey (2005)	• Colusa Area Task Force • Utilized for planning programs and services
The Colusa Area Survey attempted to gauge what programs and services were needed in Colusa County for the current and potential populations of students. It tested assumptions about home computing capacity among high risk populations and attempted to determine what blend of distance ed and in-class methodologies needed to be introduced **(See ST1-38)**.	
"WCC Student Surveys" (April 2004, May 2007)	• Board of Trustees • *Educational Master Plan* (on website)

The WCC Student Surveys consisted of 39 content questions and 10 demographic indicators developed by a group representing faculty, administration and staff. The survey was administered to WCC students on two occasions and compared in a final report. The same survey, on one occasion, was also submitted to community advisory groups, employees and alumni **(See ST1-25)**.	

Student demographics, WSCH, FTES (Ongoing)	• Cited in several public documents • Chancellor's Office Data Mart
These data have, for several decades, been annually collected, charted longitudinally, and utilized to develop documents such as the Student Equity Report. Woodland Community College demographics have only been separated since the arrival of the Director of Institutional Effectiveness. They have been separated retroactively to show past data as well. WSCH is also an assessment of efficiency **(See Table 1, p. 27).**	

Degrees Awarded (Ongoing)	• Woodland CC Eligibility Study • Board of Trustees (public information)
The Office of the Registrar now segments the awarding of degrees by college or center. This provides raw numbers of graduates, but does not provide percentages or rates **(See Table 20, 21, p. 36)**.	

Transfer and Retention Rates (Ongoing)	• ARCC Reports (Chancellor's Office) • Board of Trustees (public information)
The Chancellor's Office is provided with degree, certificate and transfer information for purposes of publication in the ARCC Report. This is provided in "college level indicators" and will be segmented for public view upon WCC's completion of its initial accreditation.	

Colusa County Survey/Town Hall Meeting (July 2007)	• Board of Trustees (public information • Colusa Task Force
The purpose of this report was to assess the types of classes and programs that would be needed as the Colusa outreach program was further expanded. The results were available to public audiences as well as to those internally in positions to impact programs and services **(ST1-37)**.	

Self Evaluation

Research throughout the District and at Woodland Community College is improving. The Director of Institutional Effectiveness has a strong background in assessment. Additionally, the District has added of one District-level and one WCC public information position. These positions provide the means through which such assessments might better reach their intended audiences.

The District has spent much of the fall semester, 2007, developing an Institutional Effectiveness Administrative Procedure (AP). This AP, and its associated flowcharts, will guide research efforts in support of evaluation and assessment for a period of five years. The three principle components of this AP include (1) marketing evaluation, (2) shared decision-making (councils and committees) evaluation, and (3) program review evaluation. Woodland Community College develop research priorities based upon its strategic priorities, outlined as well in fall of 2007.

Current IE Initiatives: Three related areas are currently being addressed:
- First, by instituting standards for the mining and collection of data, the Office of Institutional Effectiveness is paving the way to establish and publish baseline data from which longitudinal data will grow. This is being done retroactively to ensure that such information is immediately usable.

- Second, Woodland Community College is determining ongoing longitudinal data needs in light of its strategic priorities and program review needs.

- Third, numerous staff who are not affiliated with the Office of Institutional Effectiveness or with Information Technologies are learning how to mine data from Datatel Colleague. These individuals will need to be informed of the uniform procedures, standards and expectations being developed for consistent data collection and presentation.

In summary, assessment-based information is being collected and being provided to WCC's various constituencies. The District is working with the WCC Research Analyst in establishing consistency in research methods, in establishing consistent data benchmarks, and in meeting longstanding research and assessment needs. The College is developing research priorities – which at this point include addressing a backlog of research needs, providing support for program review, while participating in the establishment of assessment methods for conducting and evaluating Student Learning Outcomes.

As of fall 2007, research support for Program Review has been established. The improved research capacity at WCC has kindled an elevated interest in WCC faculty and administration in exploring new ways of assessing student and employee performance.

Planning Agenda

1. As part of the implementation of the IE Administrative Procedure, assessment planning of programs, processes, and plans needs to be done to provide the information necessary for continuous improvement at WCC (and Yuba College).

Timeline: 2008-2009
Responsibility: Office of Institutional Effectiveness

2. Professional Development will be provided to those who use Datatel to collect research, but who are not formally affiliated with the Offices of IT or Institutional Effectiveness.

Timeline: 2007-2008
Responsibility: Office of Institutional Effectiveness, Office of Information Technologies

I-B6   *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycles, including institutional and other research efforts.*

Descriptive Summary

As noted above, several key plans are in place representing the decade-long efforts to transition Woodland Community College from an educational center to a comprehensive community college. Additionally, the key documents outlining planning, review and modification PROCESSES are provided through the aforementioned *Long-Range Planning Model* **(Chart #2, p. 99)** and its companion, the *Institutional Effectiveness Model* **(Chart #3, p. 101)**.

Several recent documents, all specific to Woodland Community College, have been developed to further delineate WCC's internal planning, review and modification processes. These documents, in combination, represent institutional thinking regarding the planning

and review cycles and how these impact all aspects of WCC's operation. These documents are highlighted in a table **(Table 38, pp. 111-112)** on the page that follows.

Resource Allocation: A five-year resource Allocation Model, and a supporting Staffing Plan, are now in place. However, tying resource allocation to the planning and assessment process is in its earliest phases at WCC. Even as an Educational Center, WCC participated in review processes that were used in generating an annual budget request, the composite of which was built through a combination of internal priorities and then negotiation and compromise in prioritizing competing interests at the District level.

This process is being refined considerably now that WCC has its own annual budget. The functions of the former (District-level) Budget Subcommittee were transitioned to the WCC College Council in fall of 2007. This Council will represent all college stakeholders in providing recommendations to the Deans, the Vice President and the President as to resource prioritization and allocation – the responsibility and decision thereafter resting with the President.

Research Integration: The need to localize data-driven research into all WCC planning processes was <u>formally</u> recognized in the development of the Five-Year Fiscal Plan and Allocation Model which led to the hiring of a Research Analyst in Fall 2007. This person will work with both the WCC representative bodies, the College President and the Director of Institutional Effectiveness in developing research priorities to support assessment and review of resource allocation and academic program functions.

TABLE 38
Woodland CC Service Area
Internal WCC Planning, Review & Modification of Documents
2004-05 to 2007-08

Source of Process	Mechanisms for Review and Modification
WCC Mission Statement (See p. 8)	Mission Statement was devised by, and is reviewed by the WCC College Council. The cyclicality of this review, as proposed, would occur in five-year cycles, pursuant to dialogue with shared decision-making bodies. Its review is tied to, especially, the Long Range Planning Model.
Woodland Community College Objectives and Priorities (See pp. 8, and 89)	The College priorities are tied to the "Board Strategic Directions: 2007-2011 District Strategic Plan. These priorities were developed (Fall 2007) through the WCC College Council. Some aspects of these priorities are measurable. They will be review on a quarterly basis. Institutional Effectiveness and Long-Range Planning Models pertinent to this review.
Five-Year Fiscal Plan and Allocation Model (See ST1-30)	While the model speaks to a period of "Five Years," it is recognized that WCC's administration, in conjunction with District Administrative Services, will need to review and revise its targets in light of FTES generation, external factors impacting income, and emerging priorities defined through internal and external assessment. Institutional Effectiveness and Long-Range Planning Models are pertinent to this review.
District and WCC-Specific Staffing Plan (See ST1-30)	This plan projects faculty, administrative and staffing needs for a five-year period. It is tied to the Allocation Model. It is reviewed and revised on the basis of assessments noting changing revenue streams, FTES generation, and/or new research-based curricular needs, facilities needs, etc.
Woodland Community College – College Council Handbook (See ST1-31)	The College Council Handbook defines the purpose statements for all college councils, committees, and project teams. Within each committee's description and Plan of Work, a review and modification

	process is provided. This Handbook was developed in Summer/Fall of 2007 and is reviewed and modified annually.
Plan for Colusa Area Services **(See ST1-39)**	This plan largely describes the current configuration of programs and services offered in Colusa and Glenn Counties. This plan, when initially developed (2005) was not outcomes-based, but provided a valuable blueprint and the further development of the educational sites. Its review and modification will be built upon the combination of the Colusa Survey, conducted in spring 2007, and the community forums held as well in summer of 2007.

Self Evaluation

Woodland Community College is working effectively with both District-based IE leadership and internal personnel to ensure that planning, assessment, resource allocation and evaluation ultimately achieve an appropriate weave in the continuous improvement process.

WCC's committee structure has evolved from the earlier District Council/Site Council model. Its College Council is playing an instrumental role in ensuring that that college committees and project teams evaluate and modify their stated annual goals and objectives – as documented in the WCC *College Council Handbook*. This *Handbook* is designed to be constantly evolving and is required to change annually as it both anticipates and responds to college needs.

However, three principle hurdles remain to completing this transition. (1) The committee transition plan, which is currently being implemented, must be adapted to the rapidly changing needs of the college and its communities. (2) The Director of Institutional Effectiveness will need to work collaboratively to provide research guidelines and standards that give guidance to college-based planning and assessment. (3) The District's resource allocation model for WCC must be tested annually (along with all related plans) to ensure that the emphases in this model are in tune to the College's growth patterns/projections.

Planning Agenda

1. The District's Office of Institutional Effectiveness is developing (Fall 2007) an Institutional Effectiveness Administrative Procedure that will plan and develop evaluation and assessment methods associated with Program Review, Marketing Research and Shared Decision-making. Assessment methodology for SLOs is in process.

Timeline: Spring 2008; 2008-2009
Responsibility: Office of Institutional Effectiveness supported by WCC Research Analyst

2. Implement, evaluate and revise Resource Allocation Model

Timeline: 2007-2008
Responsible Party: Office of Administrative Services, Woodland Community Colege Administrative Team, Woodland Community College Council

I-B7　　*The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.*

Descriptive Summary

Program Review: The Program Review process is the cornerstone to the assessment of campus-based evaluation mechanisms. A modern Program Review process was implemented at Woodland Community College in 2003-2004 as part of a District-wide initiative. The process begins with academic program review, but was immediately tested as well in Student Support Services, while being inaugurated (with mixed success) in Administrative Services during fall of 2005.

When the Program Review process was piloted (2003-2004), the Academic Program Review Project Team, with Woodland Community College at the table, began immediately to review this process and in doing so, assess its evaluative measures. Numerous changes were made as a result of this process and a full, formal program review is now in operation.

The Program Review process has since been updated on an annual basis. The effectiveness of Program Review will be measured as part of implementation of the Institutional Effectiveness Model (see Administrative Procedure – Institutional Effectiveness).

The evaluation cycle, as it relates to Program Review, can be described as follows:

> The quality of the review is first evaluated by the Dean of the area who judges that the review is ready to move to the level of review by the Faculty Co-chair of the Curriculum Committee and the Administrative Co-chair, the Vice Chancellor of Educational Planning and Services. After this review takes place, the particular review is passed on to the appropriate Curriculum Committee Sub-Committee for review and presentation of this evaluation to the Curriculum Committee as a whole. Program reviews subsequently go to the College Council as information and to the Board for acceptance. Each program is asked to document progress made on recommendations included in its review in its Program Review Annual Update. The review is working if programs are using it to create needed changes to enhance program effectiveness and student learning. The District/Colleges have begun using reviews to justify the hiring of faculty and the allocation of educational resources, also an indication that the reviews are effective as they serve as a foundation for allocation of resources (See ST1-35).
>
> A similar process is used for student support services (See ST1-28, Student Services Program Review).

Self Evaluation

Most of these program review processes are now in place at the District level. Program Review has been initiated as well at WCC in cycles of four years – for both academic programs and services.

Planning Agenda

See Planning Agenda for I-B5.

Standard II

STUDENT LEARNING
PROGRAMS & SERVICES

"The institution offers high- quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal civic responsibility as well as intellectual, aesthetic, and personal development for all its students."

- Kellogg, Cynthia – Chair (Faculty, Language Arts)
- Bruening, Noel – (Faculty, English)
- Chahal, Monica – (Faculty, English)
- Dorre, Gina (Adjunct/Classified, English 1A)
- Ferns, Kevin (Adjunct Faculty, English)
- Gray, Darlene – Co-Chair (Classified, Library)
- Hellwig, Kelsey (Adjunct Faculty, English)
- Leefeldt, Ashley (Student, Journalism)
- Ortiz, Dr. Jesse – Co-Chair (Faculty, Counseling)
- Rhode, Dr. Barbara – (Faculty, Natural Life Science)
- Richard, Loretta – (Classified, Tutoring Center)
- Rodriguez, Devin – (Classified, Admissions & Records)
- Stephens, Kathleen – (Adjunct Faculty, Speech)
- Strode, Cay – (Faculty, English)

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Standard IIA: INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II-A1   *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

WCC, which serves approximately 2,650 (Headcount – 1,650 FTES) Students in Yolo County and all of Colusa County, provides credit and non-credit programs to the small towns and diverse constituencies of this service area. Programs within this context and in conformance with the college's mission, adapt to the locations where they are provided and to the varying needs of those being served.

At the WCC campus in Woodland and at sites in Colusa County, the instructional programs are designed to be in concert with the mission of the college – and the needs of the region they serve. The college continues to add new programs and courses to more fully uphold its mission.

No single approach can answer the challenge of tying instructional offerings to mission. Woodland Community College has provided a combination of credit courses, non-credit offerings, developmental skills education, and cooperative programs with K-12.

A recent example of this type of program development occurred in WCC's multi-media program. The faculty in both the areas of English and Fine Arts recognized the community-wide need for such a program. As a result, a multi-media, English-Art course has been developed that is packaged as a multi-media design course. Growth and development of the WCC Agriculture Program has proceeded in a similar mannter.

By listening to employers, noting labor market trends, and hiring to meet emerging needs, WCC is both adhering to, and in some sense, reshaping its mission for the future.

Self Evaluation

Woodland Community College's instructionally-related documents accurately portray the scope and capacity of WCC to provide current and relevant educational offerings that meet needs in its service area. The college's catalog (in template form), its class schedule, its references on the District website, and its various program brochures, reflect well upon the WCC curriculum, its accessibility, and the mission it supports.

Student Surveys, 2004 and 2007: As noted throughout this document. WCC conducted a student survey in 2003-04 and repeated the same survey in spring of 2006-07. The results

of these identical surveys are reproduced throughout this report, with an analysis of a question regarding whether WCC "provides the courses students need to meet their goals" provided below:

TABLE 39
Woodland CC Service Area
Student Perception of College Course Offerings
Student Survey: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . provides the courses students need to meet their goals."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean	#	Mean	#
Overall Response:	3.48	221	3.70	347
Response by Age Group:				
Up to 24 Years of Age	3.50	137	3.67	249
25 Years and Above	3.45	84	3.71	90
Response by Gender:				
Female Respondents	3.44	147	3.58	178
Male Respondents	3.54	69	3.83	156
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.34	73	3.71	110
Hispanic (all sub-groups)	3.65	91	3.68	127
All Others (N=<70 Responses)	3.40	57	3.69	108

A 5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B 2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

As **Table 39, (p. 116)** indicates, attitudes toward course offerings at WCC have improved between 2004 and 2007. It might be noted that 235 of 347 (67.7%) respondents either "agreed strongly" or "agreed somewhat" with this statement in the 2007 response group **(See ST2-1,** Student Survey Results). WCC has made a concerted effort, in cooperation with the District, to increase both the number of faculty and the number of courses available.

Student Forums, 2006 and 2007: At a student accreditation forums (May, 2006 / May 2007), conducted in cooperation with the Associated Students of Woodland Community College, sentiment was positive overall regarding the ability of students to meet their personal and professional needs through enrollment at WCC. Two student leaders voiced a hope that courses could be better sequenced to allow students to complete their transfer requirements within a two-year framework. Others noted that, owing to the modest size of WCC, some upper division courses are only offered once a year, adding further challenge to timely completion. Overall, when questioned specifically, students felt that WCC met its mission and was effective in conveying a quality educational experience to its students **(See ST2-2,** 2006 Student Forum Report and **ST2-3,** 2007 Student Forum Report).

Board Focused Interviews, 2004 and 2007: The Board of Trustees, which includes two members from the Yolo/Colusa (WCC) service area, expressed in its focused interview process that the District's instructional programs were supportive of the District's mission. The board members felt that there needed to be continued vigilance in avoiding mission drift so that students could get the courses they need to meet their vocational, transfer or developmental goals **(See ST2-4)**. At a similar session, held in 2007, the Board indicated

their support for the research efforts that would accompany assessment methodologies necessary to SLOs **(See ST2-5)**.

Planning Agenda

Woodland Community College has begun developing its own *Educational Master Plan* and anticipates completion during the 2008-2009 academic year. WCC currently benefits from site-specific recommendations and goals (updated annually) developed in conjunction with the District's 2004-2005 *Educational Master Plan* **(See ST2-6, pp 93-167)**.

With far more of its infrastructure in place and additional faculty hires completed, the College will be able to improve upon a curriculum that, to this point, has been reviewed as satisfactory. Built into the EMP needs to be provisions to ensure that as the college grows, it continues to deliver quality programs and services in concert with its mission at all sites and through all delivery systems.

Timeline: 2009-2009
Responsible Party: Academic Senate, Curriculum Committee, Dean of Instruction, College Council

II-A1a   *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

Woodland Community College is attentive to the needs of its students, its community, and its labor market in developing courses and degree programs. While the position of Research Analyst was formally established only in fall of 2008, the needs of its populations have been assessed in many ways over recent years.

The *Educational Master Plan*, from which current curricular initiatives have derived, used a labor market analysis that included not only the local region, but all regions that students from WCC or other campuses in the District stood to seek job placement. Additionally, *Accuplacer,* entrance exams have helped to indicate weaknesses (and strengths) in the incoming population of students and have resulted in adjustments in both course offerings and course content to meet these needs. The needs of the community(ies) and employers are also assessed through strong reliance on advisory committees at the college.

Demographic Trends: Enrollment trends that are of interest in future WCC planning include questions relating to age, gender and ethnicity. In recent years (as mentioned above) the age trend has again found "traditional" students to be the dominant population at Woodland Community College. Yet this trend has flattened since the 2003-2004 academic year. Similarly, a long-standing (1970s) trend to enroll increasing percentages of female students has flattened at WCC, while increases in minority enrollment are among groups which previously accounted for only small segments of WCC's overall student population. Enrollments of Asian students as well as African-Americans, Native Americans

and Filipinos are among those growing slightly in percentile, while the percentage of Caucasian students continues to decline and the percentage of Hispanic students appears to have peaked, at least temporarily, at 42-44% **(See Tables #2,3,4, p. 28)**

Colusa Outreach Assessment: Woodland CC, in cooperation with the District, has assessed the needs of present and potential students in the Colusa area through a Town Hall Meeting and a county-wide opinion survey **(See ST2-7)**. Results of this survey are being used to assist in planning courses to be offered at the currently funded Outreach Facility scheduled for construction in the Colusa area **(See ST2-8;** Update to Board of Trustees, 6/06).

Course offerings in the Colusa area have gradually improved over the past three years. As of mid-2006, a two year rotating class schedule had been developed to establish a pathway for students in Colusa county to complete an Associate's Degree or the core courses for transfer to a four-year institution – within a predictable timeframe. This schedule considers the need for basic skills and occupational courses.

Methods of Assessment (Program Review): The current Academic Program Review process places an increasing emphasis upon data identification, collection, analysis and interpretation in the review of courses, programs and curriculum. A student survey **(See ST2-1)** was designed, in support of Academic Program Review, to assess student perceptions of their learning experience and of the related functions that support such an experience.

Self Evaluation

Curriculum Adapting to Defined Needs: Woodland Community College continues to update and expand its curriculum to respond to several economic and social patterns that have changed over the past twenty years. These include the changing skills required in today's workplace, the changing levels of preparation of those enrolling at the college, the ever-changing demographics of California, and what seems like the declining availability of funds to meet all of these needs. These patterns have been clearly apparent in the shift from traditional manufacturing-oriented vocational programs to the more service oriented programs such as administration of justice, early childhood education, fire science, and nursing. At the same time, the college has had to assess the needs of a younger student population, while struggling to maintain a solid corps of rigorous transfer courses and courses in the arts. In addition, the College has also had to re-think (and study) class scheduling to better understand scheduling patterns that meet the needs of this younger class of students.

Needs of Non-Traditional Populations: The academic needs of non-traditional populations are a major thrust of the WCC curriculum and reflect 30 years of paying attention to community needs. The college's major strength has been its transfer curriculum, but this has been complemented by strong technical offerings in emerging service fields relating to police, fire, nursing and early childhood education. The more traditional area of agriculture has remained a staple in the WCC curriculum, representing this region's economic base in Ag-Industry.

In consideration of the increasing need for ESL and developmental education, the Academic Senate (District) has established an Academic Preparation and Retention Committee (that includes WCC faculty, administrators, and staff) whose purpose is to review the needs and

trends of academically under-prepared students. This group has access to incoming student assessment testing data and utilizes this data extensively in assessing course needs and sequences for each of the District's campuses.

In this regard, WCC has always provided a wide range of programs and services in the area of developmental/remedial (pre-Freshman sequences) education.   Woodland Community College English instructors, the DSPS coordinator and the counseling staff meet formally to study and improve testing and appropriate placement for English learners. For those students who meet these criteria, the ESL (English as a Second Language) curriculum is firmly established at WCC. While the emphasis has traditionally been on Spanish-speaking immigrants, the emergence of new populations makes it incumbent upon College leadership to constantly examine its demographic base to ensure that the needs of all populations are being met.

It is difficult to balance the conflicting curricular needs of the many populations served by Woodland Community College. On the one hand, there is greater need than ever for teaching English as a Second Language (ESL), for a developmental/ remedial curriculum, and for the teaching of fundamental "life skills" needed to excel both in college and beyond. At the same time, the needs of academically under-prepared students must be balanced against those of students whose preparation allows them to enroll in upper tier transfer courses. This has posed an ongoing question with regard to the allocation of resources at WCC and throughout the District.

Regardless of the direction(s) of the curriculum, a research culture and improved data collection are needed to assess the outcomes of WCC students.   While incoming student assessment allows the institution to understand the initial needs and placement of students, the District is struggling with attainment of outcomes data relating to the ongoing retention and success of ESL students. Some of these data are available through *Datatel Colleague*, and access to such outcomes data has improved.

Planning Agenda

1. As committee functions move increasingly to the campus level, it is important that the role of the Academic Preparation and Retention Committee subcommittee be embraced by WCC's curriculum committee.

Timeline: 2007-2008
Responsible Party: WCC Dean of Instruction, Curriculum Committee

2. The needs assessment for the WCC service area should be updated and should focus on the curricular needs of this growing, evolving region.

Timeline: 2007-2008
Responsible Party: WCC Educational Master Plan Project Team, Curriculum Committee

II-A1b   *The institution utilizes delivery systems and modes of instruction compatible with the*

objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Policy Backdrop: Woodland Community College operates under the policies and procedures established by the District as these relate to both traditional and innovative/emerging forms of instruction. Policies and requirements for establishing courses are outlined in the *Curriculum Handbook* **(See ST2-9).**

Here, aside from those requirements pertinent to all courses, faculty members are provided with a criteria sheet distinguishing among various forms of delivery and the purposes they best serve. Questions are also asked as to how students will attain course materials, how lecture materials will be conveyed, and how assignments, quizzes and support materials will reach students **(See ST2-9, pp. 41-47)**.

Multiple Teaching Methodologies: With such guidelines in place, WCC has become an active partner in the development and utilization of multiple delivery systems and modes of instruction. In addition to traditional lecture and laboratory delivery, many faculty members now employ group interaction, individualized instruction, hands-on work in labs, community learning (the community as text), local libraries, regional service agencies, field trips, and the use of Web CT. In the delivery of instruction, the College has developed a Distributive Education Program that includes Web CT, On-line and ITV Instruction.

Self Evaluation

Questions surrounding the availability of space, equipment, professional development support and dedicated staffing have always clouded the environment for further expanding various modes of delivery at Woodland Community College. The combination of a Facilities Master Plan **(See ST2-10)** and the construction of two new complexes at WCC is beginning to address these resource issues.

Distributive Education Courses: Interest in various forms of distributive education is increasing. While veteran faculty are adapting to these evolving formats, younger faculty members (and each new class of entering students) are increasingly comfortable with electronic means of teaching and learning.

At WCC, this is best illustrated by faculty participation in ITV, on-line courses and Web CT. In 2003, there were three faculty (one full-time and two adjunct) utilizing distributive educational formats. By summer of 2006, three full-time, and approximately 30 adjunct faculty members had embraced this form of instruction.

The following list of on-line courses is currently developed and taught by Woodland Community College faculty.

TABLE 40
Woodland CC Service Area
On-Line Courses Emanating from WCC
Academic Years 2006-07

Department	Course Title
BCA 22AR	Introduction to Word
BCA 22BR	Advanced Word
BCA 33AR	Introduction to Excel
BCA 34R	Advanced Excel
Ecology 10	Environment
Ecology 12	Marine Ecology
MATH 50	Elementary Algebra
MGMT 95JR	Stress Management
MGMT 95NR	Written Communication Skills

Source: Office of Distributive Education, YCCD

ITV Courses: In **Table 41**, the only ITV course that emanates strictly from Woodland Community College is, as listed below, Chemistry 10. The remainder of the list is courses that (a) emanate from both Yuba College and Woodland Community College or (b) is courses taught by ITV-competent faculty who have students enrolled from both campuses.

TABLE 41
Woodland CC Service Area
ITV Courses (Involving Woodland Students)
Academic Year 2006-07

DEPARTMENT	TITLE	INSTRUCTOR	DATE	CLASSIF
CHEM 10	Concepts of Chemistry	D. Schiermeyer	T/Th	ITV-1
HEALTH 1	Health and Lifestyle Choices	A. Willson	T	ITV-1
EDUC 1	Introduction to Teaching	J. Prager	MWF	ITV-2
NURS-26	Basic Pharmacology	C. Smith	M	ITV-2
NURS-30	Fundamentals of Nursing	N. Sumny	M	ITV-2
NURS-31	Maternal-Child Nursing	S. Rudstrom	W	ITV-2
NURS-32	Medical-Surgical Nursing I	B. Heath	W	ITV-2
NURS-33	Mental Health & Psych. Nursing	R. Snyder	Th	ITV-2
NURS-34	Medical-Surgical Nursing II		Th	ITV-2
NURS-35	Medical-Surgical Nursing III	J. Poynter	M	ITV-2
NURS-36	Pathophysiology		M	ITV-2
VNURS-52	Medical-Surgical Nursing I	C. Smith	T	ITV-2
VNURS-52	Medical-Surgical Nursing I	S. Jones	F	ITV-2
VNURS-54	Medical-Surgical Nursing II	J. Williams	F	ITV-2
VNURS-54	Medical-Surgical Nursing II	C. Pray	T	ITV-2

For a listing of all courses offered, see the Catalog Template **(See ST2-11, pp. 55-87).**

Professional Development: Woodland's full-time academic faculty members have been active participants in professional development programming geared toward alternative delivery systems. They realize that the wide array of learning styles inherent in a diverse student population make such an approach both necessary and rewarding.

Initializing Plans: WCC's opportunity to provide multiple delivery systems is being enhanced by both planned and realized College growth. A two storey, 49,941 ASF (assignable square feet) Learning Resources Center building, which opened in August of

2007, provides a planned and spacious forum for multiple teaching and learning styles. It consists of:

- Smart Equipment (DVD, multi-media
- Group Instruction areas
- Computer labs for English, math and business
- Distributive Education Classrooms

- Focused group tutoring rooms
- Writing and Math Center
- Communications, multi-media and design classes
- Broadcast Studio

Multi-Media Grant: These efforts have been further augmented by a successful multi-year media grant ($450,000) that, in cooperation with Yolo County's K-12 system, will provide students with certificate training in media production, the graphic arts, web design and information technology. This program is designed to provide articulation agreements that seamlessly transition students from K-12 to community colleges, and then beyond into baccalaureate degree programs.

Planning Agenda

With the arrival of new facilities, and a reasonable expectation that even more will be forthcoming, Woodland Community College can look forward to more students, and an increasing number of faculty (as FTES increase). As a result, WCC should actively consider the development of a planning component in its 2008-2009 *Educational Master Plan* to increase investment in alternative delivery systems to meet student demand.

Timeline: 2008-2009
Responsible Party: Academic Senate, Curriculum Committee, Dean of Instruction

II-A1c | *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

As stated throughout various sections of this document, key pieces are now in place to begin outcomes-based assessment and planning. At the District level, the Academic Senate, in conjunction with the SLO Project Team, is spearheading efforts geared toward an SLO approach. Institutional SLOs have been defined.

Trustee Support of SLOs: During its August 22, 2007 Planning Retreat, the Board of Trustees went on record as wishing to provide support to the SLO process by ensuring that basic financial support exists to encourage research initiatives associated with SLO design and assessment **(See ST2-5,** 2007 Board Focused Interviews).

Self Evaluation

Current Outcomes-based Measures: At Woodland and Colusa, through the efforts of the Composition Coordinator, composition classes at these campuses maintain consistent and rigorous standards. All students take the same departmental written final exam that is

holistically scored by all composition faculty. The math department, which serves these two campuses, operates with a common final (though it is not holistic).

Current Traditional Measures: Nearly all courses in WCC's instructional areas rely upon some kind of traditional outcomes measures. Generally, these measures include student performance on in-class tests and the review of written papers. These measures have yet to be documented or compared to defined internal or external standards. While some formal outcomes measures are practiced, the process of implementing a Student Learning Outcomes environment is still limited.

SLO Project Team: In June a 2005, an SLO Project Team, which included representatives from Woodland Community College, began the process of "developing a plan to address the creation of SLOs at the institution, program, and course level, and for coordinating the staff training needed to accomplish this" **(See ST2-12)**.

On August 17th, 2005 the SLO Project Team invited several Woodland Community College faculty to a day-long training seminar to be conducted in conjunction with the District's annual Convocation Day ceremonies. Administrators and staff, as well as faculty, were urged to join these sessions.

Core Student Learning Outcomes: Progress continued during fall term of 2005. The Academic Senate, which includes proportional representation from Woodland Community College, played a lead role in working with all campuses in the development of District-wide Core SLOs. The broad-brush areas which these core SLOs address include communication, computational, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness **(See ST2-13)**.

Program Level Student Learning Outcomes: Concurrent with the development of core SLOs, the campuses involved in developing an SLO process have also produced academic and student support service clusters (collections of related programs and services) that will further facilitate the design of program-level student learning outcomes **(See ST2-14).**

Outcomes were further defined at the August 2006 convocation when representatives of each 'cluster" were asked to select between one and five of the eight core SLOs to apply to the common clusters of programs/services. WCC programs and services now each have a set of defined program-level SLOs. **(See ST2-15)**

SLOs in Ed. Master Plan: The Educational Master Planning Committee (EMPC) has developed methodology for analysis of student outcomes in relationship to the plan. The process involves data collection from various sources and coordination of the data into a thorough analysis of the effectiveness of the *Educational Master Plan* (2004) in fostering student learning **(See ST2-6)**. As each College begins developing its own EMP (2007-2008), it is understood that the framers of such a document will embed SLOs as the core, driving assumptions.

The primary planning vehicle to coordinate WCC's developing emphasis on student learning outcomes is currently the WCC College Council (working with the Academic Senate). With input from District Curriculum Committee, the College Council, which consists of managers, faculty, classified staff, and students, deliberates the college-wide implications of proposals and plans that affect student learning. Semester-end research reports are posted

to the District's WEB site, including a Degree and Certificate Report **(See Tables #20,21, p. 36)**. The District has available, as well, an annual posting of student transfers **(See ST2-16)**, these data currently being available only district-wide. Periodic reports are submitted on basic skills completions **(See Table 22, p. 37)**, effectiveness of the placement process, and ESL outcomes.

Those vocational/technical and certificate programs that are currently in place at Woodland, in combination with categorical / grant-supported programs, tend to demonstrate the most current outcomes-based practices among the academic and support programs. While this will improve at all levels, those individuals who have achieved skills at outcomes based learning are valued members of the planning teams as the college moves toward a comprehensive SLO approach.

SLOs — Next Steps: Convocation ceremonies at the inception of the Academic Year serve as the platform through which annual academic planning is discussed. Woodland Community College staged its first College convocation in August 2007, having previously participated in the District-wide convocation held at Yuba College, Marysville. The critical next steps in the SLO process were highlighted at this session, thereby increasing awareness of both District-wide precedents and of the need to move forward at the college level.

Planning Agenda

1. Continue Academic Program Review at WCC with an increasing look toward the inclusion of the assessment of SLOs

Timeline: 2009-10 Academic Year
Responsible Party: WCC Academic Leadership, WCC College Council, WCC Curriculum Committee

2.   Develop program and course-level SLOs

SLO Timeline: In October of 2007, a Student Learning Outcomes timeline was completed by the Office of the Vice Chancellor for Educational Programs and Services. This plan provided a history of the SLO development process (District-wide) and outlined specific steps that would be undertaken for the current and subsequent two academic years. Being brief, these are highlighted below. Corresponding outcomes expectations are in the parent document **(See ST2-17)**.

2007-08	• Develop an assessment plan for institutional program SLOs
	• Implement Institutional SLO Assessment
2008-09	• Program SLOs developed by a few programs and services
	• Develop assessment plan for other program SLOs
	• Start developing course SLOs
2009-10	• Identify administrative areas needing SLOs
	• Start developing administrative SLOs
	• Course SLO development continues
	• Program assessment used for program improvement

Timeline: 2010-2011 Academic Year (phased in over three academic years)
Responsible Party: Academic Senate, Curriculum Committee and Dean of Instruction

II-A2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Woodland Community College "assures the quality and improvement of all instructional programs offered . . . " through several mechanisms. The following list includes mechanisms that will be referenced throughout Standard IIA2:

TABLE 42
Woodland CC Service Area
Mechanisms of Ensuring Program Quality
Processes Inaugurated from 2002-03 to Present

TYPE OF PROCESS	DESCRIPTION OF PROCESS
Community Needs Assessment	Conducted during 2003-2004 in support of the *Educational Master Plan*. The Woodland CC Service area, as well as the areas most likely to hire WCC graduates, was included in the LMI-based Needs Assessment.
Internal and External Surveys	A comprehensive survey was conducted, at the District level, to assess perceptions of District-wide programs and services. Close to 300 WCC constituents participated in this survey, representing students, alumni, employees, and community members.
Academic Program Review	Academic Program Review operates on a four-year cycle. The current format for Program Review was introduced in the 2003-2004 academic year. In 2006-07, WCC began to review academic programs separate and apart from Yuba college.
Vocational/Occupational	All new WCC vocational programs, and major modifications to existing vocational programs, are reviewed by the North / Far North Regional Consortium of Community Colleges to assess labor market conditions, unnecessary duplication, and opportunities for cooperative program development. Advisory boards are required for all vocational programs. Some advisory boards are very active, and play a key role in curriculum development and review.
Course Level Review	The improvement of WCC's college level courses, as stipulated in the recently revised *Curriculum Handbook*, is an ongoing process **(See ST2-9)**. All courses are reviewed and approved by the Curriculum Committee on a five-year cycle.
Distributive Education Process	Distributive Education course content is subject to approval by the Curriculum Committee – as stipulated in the *Distributive Education Master Plan*. DE courses must also meet the standards set forth in Title 5, Distance Education, Section 55205-19, as approved by the Board of Governors in March of 2002. The Distributive Education subcommittee of the current District-wide Curriculum Committee began working on evaluating the quality of DE Courses during 2006-07 and continues its work during 2007-08 **(See ST2-47)**
Developmental Education / Academic Support	Developmental Education and academic support are addressed, as an emphasis, by the Academic Preparation and Retention Committee – under a role defined by the Curriculum Committee. This committee is comprised of English, math, reading and writing faculty, ESL personnel, counselors, and representatives of the Office of Institutional Research. This committee develops procedures for placement tests, placement criteria, and prerequisite challenges, while addressing as well the preparation of students to move to college-level courses. In an effort to support under-prepared students, they have also worked closely with the Vice President, Student Services in developing a College Success Center **(See II-8, pp. 26-28)**.

(Continued from previous page)

Student Services Review	Student Services Review operates on a four-year cycle. The current format for Student Services Review was introduced in the 2003-2004 academic year. In 2006-07, WCC began to review student services separate and apart from Yuba college.
Faculty Evaluation	Faculty members are evaluated in accordance with stipulations negotiated contractually. This process includes in-class evaluation by students, peer evaluation, evaluation by the Division Dean, and the tenure process itself.
Program Advisory Boards	Program Advisory Boards are required in vocational/occupational programs. At WCC, these groups discuss coursework, curriculum, community needs, etc. WCC programs with advisory boards include agriculture, business, early childhood education, and fire science

Contract Education is modest at Woodland Community College owing to both the breadth of the District (4,000 sq. miles) and the fact that the current contract supports only a Director and a single assistant. However, some contractual programming has been conducted with (especially) warehouse businesses in Yolo County and ALL such programs are evaluated largely by evaluation forms filled out by students. Additionally, community members, business owners/managers, faculty and staff are involved in review and planning for future programming.

Recently, the number of contract education and workforce development programs being offered in both Colusa and Yolo Counties has increased. Many of these are ESL, basic software training programs, or occasionally security training offered to local businesses. In some cases, businesses have this training tailored to their needs while in other cases they merely join with other businesses having similar training needs.

Community Education: WCC defers to the Woodland Joint Unified School District Adult Education program for various programs in Community Education. WJUSD manages such programs, does an excellent job in doing so, and is a steadfast partner of the College in innumerable endeavors. Only when the College is large enough to develop unique Community Education programming opportunities (that do not compete with WJUSD) will it consider the establishment of a Community Education function **(See, PR-92).**

Basic Skills Education: The types of basic skills education often provided through workforce development programming is being elevated throughout WCC's service area by an infusion of grant funds (SB-70), that will provide enhancements to the WCC Math and Writing Centers as well as materials to support the curriculum. Among these will be a full-time English Instructional Associate for the Writing Center to enhance reading and ESL.

Courses are also reviewed for appropriateness in location and time. In Colusa, for example, too many of some of the basic skills courses were being pared against one another during the available evenings. Some were not filling, so increased attention was given to scheduling. As a procedural matter, it was also determined that, for the convenience of Colusa students, courses that were canceled would be offered the immediately following semester rather than exercising the normal waiting period of one year.

Self Evaluation

Program assessment and revision at WCC have improved over the past four years. In part, this is due to newly introduced processes at the District level. The Academic Program Review process was revised and piloted in that year 2003-2004. It is in its fifth year of

implementation. Additionally, the Academic Preparation and Retention Committee has achieved greater definition and, like many committees, has greater Woodland CC representation than before.

There remain challenges, however, regardless of how much WCC has worked toward "assuring quality and improvement." Those referenced throughout Standard IIA are summarized in tabular form below:

TABLE 43
Woodland CC Service Area
Academic Program Assessment Processes
2006-07

TYPE OF PROCESS	EVALUATION OF PROCESS
Academic Program Review	WCC's Academic Program Review, while re-designed, references SLOs , but does not include an assessment process for them.
Distributive Education	Evaluation processes are still in a formative phase in distance/distributive education courses. *The Educational Master Plan* identified concerns about how to ensure that instruction offered through distributive education is comparable to in-class instruction **(See PR-20)**. To some extent DE courses exist independently of the normal review process. Faculty performance in DE courses, for example, is not subject to formal review, but is often done by faculty voluntarily.
Contract/Community Education	Because the non-credit programming provided through Contract and Community Education is self-supporting, it has seen considerable staffing turnover. Evaluation is conducted through in-class evaluations. The Director is evaluated annually by the Vice Chancellor for Educational Programs and Services.
Vocational/Occupational Review	Most of WCC's vocational/occupational programs (agriculture, business, early childhood education, and fire science) are centered in the service industries. The membership and participation level of advisory board members is spotty.

Planning Agenda

Contract and Community Education: WCC (as well as the District as a whole) would benefit from faculty input into the philosophical and operational direction of community and contract education. No formal planning agenda is suggested at this time, but may be developed as the *Educational Master Plan* is updated each year.

Timeline: 2008-2009
Responsible Party: WCC College Council, WCC EMP Project Team

Distributive Education: Distributive Education remains an outlier in relationship to the traditional academic quality control process. *Educational Master Plan* - Goal #17 endeavors to bring a process to Distributive Education design and evaluation. WCC (and the District) should continue working toward a formalized evaluation process to Distributive Education **(See ST2-18, p. 12)**.

Timeline: 2009-2010
Responsible Party: WCC Educational Master Planning Committee, WCC Curriculum Committee, Distributive Education Coordinator (District)

Course Programs/Academic & Vocational Reviews: All program and course areas need to become outcomes based.

Timeline: 2009-2010
Responsible Party: WCC Curriculum Committee, Academic Senate, and Dean of Instruction

II-A2a	*The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for established quality and improving instructional courses and programs.*

Descriptive Summary

Policy Statements: Woodland Community College faculty members (as well as appropriate administrators and staff) have been involved in the development and ongoing review of any policies, procedures or committee processes critical to determining design and assessment criteria for courses and programs. The *Board Policy Manual* **(See ST2-19)** formalizes the role of faculty in the development of curriculum and programming **(See also, ST2-20, pp. 29-30)**. Board Policy 4020 stipulates the "appropriate involvement of faculty and the Academic Senate in all processes" (relating to program and curriculum development). Additionally, Board Policy 4030 states that "Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of presentation to meet the goals of that curriculum" **(See ST2-19, Section 4-6).**

Process Documents: Several key documents are central to the delineation of District-wide curricular processes. At the most generic level, the *Board Policy Manual* spells out the centrality of faculty in curricular matters **(See ST2-19, Section 4-6)**. The *Educational Master Plan* defines long-term curricular needs **(See ST2-6)**. The *Curriculum Handbook* **(See ST2-9)** and the *Academic Program Review Handbook* **(See ST2-21)** then deal with procedural guidelines. And more recently, documents produced by the SLO and Institutional Effectiveness Project Teams have begun to provide uniformity as all campuses move toward this design and assessment model **(See ST2-22)**.

Within this framework, the Curriculum Committee assumes responsibility for the review and approval of all curricular introductions and modifications. According to the WCC *College Council Handbook* (Summer 2007):

> Under the auspices of the WCC Academic Senate, the Curriculum Committee will assume responsibility and authority for curricular matters when WCC is accredited a separate College in Fall 2008 **(See ST2-20, p. 29)**.

SLO Documents/Methods: In much the same manner, WCC works within the current (but evolving) District committee structure to develop a viable Student Learning Outcomes framework for course and program design and assessment. The Faculty Co-chair of the Curriculum Committee with the support of the Academic Senate President are providing the leadership for developing a plan to implement Student Learning Outcomes. This plan has achieved preliminary approval by the Academic Senate **(See ST2-23)**. These efforts have resulted in the development of core institutional SLOs . In August 2006, program/service "clusters" met and determined which of the core SLOs would be appropriate to their cluster.

Self Evaluation

Over the past two years, most documents relating to curriculum have been updated. These include the *Academic Program Review Handbook* **(See ST2-21)**, *The Curriculum Handbook* **(See ST2-9),** the *Board Policy Manual* **(See ST2-19)** and the *Educational Master Plan* **(ST2-6)**. Within these documents, only occasional reference is made to Student Learning Outcomes, but the *Educational Master Plan* **(ST2-6, p. 166)** recognizes the role of SLOs in all of the District's future curricular plans **(See also, ST2-14; ST2-15)**.

While WCC intends to maintain a common core curriculum with all centers and campuses within the District, the WCC Academic Senate and Curriculum Committee will need to maintain procedures and processes that may be unique to programs or courses at Woodland Community College. This will become increasingly important as the College grows and programs and services increase in both number and breadth.

Procedures and processes are less well defined in areas outside of mainstream program and course development. However, less attention has been given to non-credit programs such as Contract Education, Community Education or the Small Business Development Center.

Planning Agenda

As the handbooks and guides described above are further edited (this is now an ongoing process at both the District and College levels), a Student Learning Outcomes framework will be introduced.

Timeline: 2008-2009
Responsible Party: WCC Educational Master Plan Project Team (Primarily), WCC Academic Leadership, Curriculum Committee

II-A2b *The institution relies on faculty expertise and assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.*

Descriptive Summary

Faculty in SLO Process: The role of Woodland Community College faculty is formally intertwined with that of faculty on all YCCD campuses in identifying competency levels and SLOs for programs and courses. As prescribed in a 1994 agreement between the YCCD Board of Trustees and the Academic Senate, all curricular matters are the province of the Academic Senate, Curriculum Committee and faculty **(See ST2-20, p. 29; ST2-24, pp. 33-34)**. As such, faculty expertise (as well as that of advisory boards) is critical to the identification of competencies to be achieved for certificates, programs, and degrees. As the environment for Student Learning Outcomes matures, faculty are taking the lead in developing the process and identifying outcomes measures. Advisory boards will be involved in these processes, as appropriate.

Many WCC faculty have participated in workshops to acclimate themselves to outcomes-based education. Additionally, as of Spring 2006, Institutional SLOs have been approved by

the Board, program and service clusters have been defined, and a timeline for completion and implementation of Program, and Course SLOs is in place. In August 2006, the "clusters" each met and determined which of the core SLOs would be appropriate to their cluster. In August of 2006, program level SLOs were defined for all programs on all campuses. WCC faculty participated in this process.

Self Evaluation

Faculty Leading SLO Process: The 1994 agreement (see paragraph #1 above) is being discussed by the Academic Senate and the District Chancellor, as the Board's designee. These discussions will arrive at mutual agreement as to how both a new board policy and administrative procedure should read. Faculty will still be recognized as the group to rely on for expertise in curricula areas including appropriately identifying competency levels and measurable SLOs for courses, certificates and programs, etc.

Current Practices: Under the current system, WCC faculty monitor student progress toward meeting course and program objectives and competencies. In addition, student progress is regularly monitored by a staff of full-time counseling faculty. For students from at-risk academic and/or economic backgrounds, additional monitoring is achieved through their participation in support programs such as MeChA (a student club), CalWorks, EOP&S or DSP&S. They may work individually with students in their programs to ensure that monitoring and services are being provided in a timely and accurate manner.

Advisory Committee Role: Advisory committees are also active participants in the WCC curriculum development and review process. Part of getting such committee input is having such committees in place for nearly all vocational programs and an at-large advisory board that discusses the panoply of planning and evaluation initiatives in process at Woodland Community College. Additionally, a community focus group provided input that led to an increased number of agriculturally-related courses at the Colusa area instructional sites.

SLOs at Convocation: While this progress has been somewhat cumbersome, the Trustees are urging each College to move forward with the SLO process. This was verbalized formally by a YCCD BOT member at the June 13, 2007 regular meeting of the Board. As such, WCC's August Convocation emphasized the goals, and within these goals, the importance of SLOs, to rekindle enthusiasm in this priority for the 2007-08 Academic Year **(See ST2-25)**.

Improved SLO-related Professional Development: More professional development in outcomes-based education is necessary. Faculty expertise, as noted throughout this report, is central to the curriculum development and modification process. At the same time, the concept of an outcomes-based curriculum is now gaining momentum among WCC's academic faculty.

In spite of the increase in the number of counseling faculty from two to four during the 2006-07 academic year, monitoring of student progress continues to be challenging. Two of these counselors are, by virtue of the sponsored programs under which they are hired, dedicated to the support of specific populations. An additional fifth counselor will be welcomed, as all populations need counseling and academic advising services in an outcomes-based environment.

Planning Agenda

Continued professional development is needed to continue orienting faculty and staff toward an SLO model.

Timeline: Ongoing – Phase in training over the next three academic years
Responsible Party: WCC Dean of Instruction w/ Staff Development Committee

A fourth counseling position was added in 2007-08 and a fifth is anticipated for 2008-09. These additions should help considerably.

Timeline: 2007-2008
Responsible Party: Dean of Student Services, College President, Faculty Staffing Committee

II-A2c	*High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

A major institutional objective is to ensure that instruction is of the highest quality, with programs and courses having the appropriate depth, breadth, rigor and sequencing, time to completion, and synthesis of learning. The College's instructional evaluation / program review process is designed to assist instructors in continually improving instruction.

Currently (until fall 2008), the District Curriculum Committee takes primary responsibility for the design and evaluation of courses and programs.   Within this framework, each department is also requested to do an ongoing assessment, albeit informal, of its program and courses to ensure that this is happening. When weaknesses are identified, through either the Program Review process or faculty peer evaluation, recommendations for improvement are forwarded and integrated into the feedback loop for consideration in program modification.

Self Evaluation

While a new process, described through an updated *Academic Program Review Manual* and a new *Curriculum Handbook* has been developed, the progression for developing and evaluating courses and programs can still be cumbersome. This may be more an issue of growing accustomed to the system than a matter of redesigning that system. In either case, ongoing evaluation will be critical.

WCC recognizes that it will need to anticipate and respond to emerging educational and training needs in the Woodland/Colusa area. In tailoring such responses, the College may at times differ in approach from other campuses. Nonetheless, every effort will be made to work cooperatively in all areas of program and course development and ensure a common curriculum. Efforts to meet emerging local needs will be more effective when WCC has its own workforce development programming and has established its Curriculum Committee (Fall 2008).

The current District-based Curriculum Committee's process for the review of outlines generally works well (even if it is a bit cumbersome), but needs to be more rigorous in ensuring that all colleges and centers have input into the process.   The Curriculum Committee has been reviewing procedures and is both aware of and concerned about this problem. Until each of the colleges has its own Curriculum Committee, the District-based committee has proposed a procedure to ensure that equal input is sought. Discussions about the role and composition of the Curriculum Committee in a multi-college structure are under way and will continue in future sessions.

Survey of Student Perceptions: Students spoke well, in response to both surveys (2004 and 2007) regarding their overall experience with Woodland Community College's faculty and the curriculum. Three examples of student perceptions of the faculty and curriculum are provided in tabular form below:

TABLE 44
Woodland CC Service Area
Student Perceptions: Scheduling of Classes
Student Survey: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . schedules courses on days and times that students need them."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*N=*
Overall Response:	3.36	221	3.35	347
Response by Age Group:				
Up to 24 Years of Age	3.42	137	3.35	249
25 Years and Above	3.27	84	3.30	90
Response by Gender:				
Female Respondents	3.29	147	3.28	178
Male Respondents	3.49	69	3.46	156
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.37	73	3.44	110
Hispanic (all sub-groups)	3.38	91	3.24	127
All Others (N=<70 Responses)	3.32	57	3.39	108

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
          2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Between 2004 and 2007, students were positively disposed toward the timeliness of course offerings. The student perception of this issue, with scores of 3.35 (2007) and 3.36 (2004) is that WCC could improve the days and times that courses are offered. In both the 2004 and 2007 WCC Student Forums, this topic received considerable attention from student leadership and is one about which administration, as it plans the growth of both the Woodland and Colusa curriculum, is very concerned. In terms of grouped percentages the 2004 survey revealed that 48% of all surveyed students agreed somewhat or agreed strongly that WCC scheduled courses on days and times when students needed them. In 2007, this figure had improved to 48.5%.

One purpose of the comprehensive survey, conducted during the 2003-2004 academic year, was to assess how well Woodland Community College (and other YCCD campuses) were meeting community and student academic preparation needs. The results of the survey, placed throughout this document, indicate that WCC students are satisfied with the overall

quality of instruction. The survey data provided below tests the students' overall perception of the quality of instruction at WCC.

TABLE 45
Woodland CC Service Area
Student Perceptions: Quality of Instruction
Student Survey: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . provides a quality of instruction that prepares students for their future."*				
Year Tested *(See A & B below)***:**		**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents		Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:		3.90	220	3.78	347
Response by Age Group:					
Up to 24 Years of Age		3.82	136	3.71	249
25 Years and Above		4.02	84	3.96	90
Response by Gender:					
Female Respondents		3.87	146	3.74	178
Male Respondents		3.96	69	3.83	156
Response by Ethnicity (N=70+ Resp.)					
Caucasian (all sub-groups)		3.84	73	3.76	110
Hispanic (all sub-groups)		3.92	90	3.85	127
All Others (N=<70 Responses)		3.95	57	3.72	108

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

As the table indicates, the response in 2006-07 declined twelve one-hundredths of a percentage point during the three-year period under study. Overall, in 2007, 237 of 347 students responding to the survey (68.3%) "agreed somewhat" or "agreed strongly" that the quality of instruction prepared them for their future. In 2004, 73.3% had responded with similarly positive perceptions. In sum, while the overall scored has declined by a little more than a 10nth of a percentage point, the overall attitude toward quality of instruction remains positive at Woodland Community College.

Non Credit and Community Education: Quality of non-credit programs at Woodland CC, such as contract and community education, is inconsistent owing to gaps in staffing and problems with continuity of funding in these types of programs.

Planning Agenda

New guides, handbooks and manuals will be modified as an SLO/institutional effectiveness process is integrated into all levels of institutional operation. Woodland Community College committees will play a central role in developing this process. Faculty involvement in, and associated faculty development, will be key to the success of this process.

Timeline: 2008-2009
Responsible Party: WCC Academic Senate, Curriculum Committee
One of the goals identified in the *Educational Master Plan* is that the District must determine the scope and the nature of its economic development activities **(See ST2-6, p. 116)**. A planning agenda is outlined in this document. This issue must be addressed more

specifically in the WCC EMP so as to elevate workforce development and non-credit programming.

Timeline: 2009-2010
Responsible Party: WCC Dean of Instruction, WCC Educational Master Planning Committee

II-A2d *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

Woodland Community College uses a combination of traditional and emerging delivery modes and teaching methodologies to reach its increasingly diverse student populations. While the classroom lecture and hands-on laboratory experiences are still the primary modes of course delivery, these have been complemented in recent years by interactive television (ITV), on-line and Web CT formats.

On-Line Instruction: WCC has available, through the District, access to an unlimited site license for Web CT, which allows all faculty members to enhance their teaching through on-line instruction. Web CT provides the framework to make available student chat rooms, outside reading, web searches, and timed or constrained testing within a secure computer environment. Faculty members can adopt Web CT as a means of delivering the entirety of a course, or they may choose instead to enhance their traditional lecture courses with Web CT instruction. This allows classroom discussions to occur anytime and anywhere in non-traditional formats. To support Web CT, YCCD has hired a full-time Web-CT specialist, who provides training support and management for this mode of delivery.

Short-Term Courses: In addition to emerging electronic formats, the college has also continued to utilize, or experiment with, various alternative formats that have appeared over the years. Programs are offered in a variety of alternative formats such as short-term, late-starting, and weekend courses. Woodland Community College has been exceptionally active in pursuing weekend course formats and is exploring additional weekend program options.

Disabled Students: Additional vehicles for course delivery have been introduced by a very active Disabled Students Programs and Services (DSP&S) presence throughout the District. The DSP&S program on the WCC campus is valuable in identifying the needs of disabled students, addressing some of these needs, and working with faculty members to give such students a more even playing field on which to learn and grow. WCC has also gone beyond due diligence making a genuine effort to involve adjunct faculty in meeting the needs of this population.

Multi-Cultural Course Requirements: The cultural diversity of WCC students is recognized as well by the inclusion of a multi-cultural course requirement in order to graduate. Courses are also provided to meet the CSU (Sacramento) ethnic studies requirement.

Self Evaluation

Woodland Community College faculty members have, until recently, had only modest involvement in the utilization of Web CT or on-line instruction. This involvement was limited to two full-time science faculty members and a number of interested adjuncts.

However, there has recently been an increased interest among full-time and adjunct faculty in integrating a web-based component into their courses. WCC anticipates this trend to continue, especially as new faculty members are hired. In the past academic year, faculty members have become increasingly skilled in web-based course delivery and course management. The entire District currently uses WEB CT.

Training opportunities for WCC's faculty members have been sufficient.   Between 2005 and 2006, there were several flex-time sessions relating to the use of Web CT. These sessions have been taught by two WCC faculty members in cooperation with the (District-based) Director of Distributive Education. Each session has been well attended by full-time and adjunct faculty members. Individual training has also been readily available to those seeking such assistance (Personal Communication; B. Vasquez/A. Fairchilds, June 15, 2006).

Achieving approval for on-line courses has been accelerated over the past two Academic Years (2005-06 and 2006-07) as faculty on all campuses have become increasingly comfortable with on-line, ITV and Web CT modes of course delivery. The curriculum approval process is thorough and ensures equivalency in the quality of emerging methodologies.   Such approval is addressed on a course-by-course basis per recommendations from the Deans and faculty in specific disciplines.

The number of online courses and number of sections available at WCC has recently been increased. Students have filled nearly all of these on-line sections, further indicating that there is a definite market for this form of delivery.

When surveyed in 2003-2004, Woodland constituents were asked their perceptions of the relative importance of 19 traditional and non-traditional components of two-year education. They felt that basic skills education was "very important" (2.83/3.00) and that distance education and English as a Second Language (ESL) instruction were important as well (respectively 2.48 and 2.54/3.00) - **(See ST2-26).**

Planning Agenda

Provide more professional development in WEB CT and other forms of distance/ distributive education.

Timeline: Ongoing
Responsible Party: Dean of Instruction, Distributive Education Coordinator

II-A2e	*The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

The program review process has been redesigned and reinvigorated over the past three years. The process is faculty driven and the outcomes of the process are reviewed by the academic deans, the curriculum committee, and shared with the Academic Senate, the College Councils and the Board of Trustees. The guidelines for this process are provided in the recently authored *Academic Program Review Handbook* **(See ST2-21)**. As part of the process, academic programs are required to review their current courses and program direction.

As explained above (Section II-A1a), the current model was tested in 2003-04 on eight departments and is now required of all academic programs on a revolving four-year basis. The design of the revised process was the function of a project team co-chaired by the faculty co-chair of the Curriculum Committee and an academic dean. The Curriculum Committee, which is a subcommittee of the Academic Senate, working with the academic administration, oversees this process.

The District Curriculum Committee is ultimately responsible for reviewing all college courses. The WCC Curriculum Committee, which is currently in the professional development mode, will assume this role after a successful accreditation is attained.

The review process begins with the individual faculty member, who works through other department faculty to begin the review at the course level. The course outline, which is utilized District-wide, is the primary mechanism through which this review is conducted. Within this outline, course objectives, the topical outline, competencies, appropriate textbooks, and student development objectives, such as critical thinking skills and responsible citizenship, are highlighted.

After components of the course outline are reviewed by the faculty and department, the modified course outline is forwarded to the appropriate subcommittees of the Curriculum Committee. The subcommittees, where possible, are topically related and include:

- Mathematics, Engineering, Science, Health Occupations, and Applied Arts
- Fine Arts, Language Arts, Academic Skills, Humanities and Distributive Education
- Health, Physical Education, and Public Safety
- Business, Social Science, and Counseling

A recommendation then comes from the subcommittee to the Curriculum Committee as a whole. The Curriculum Committee reviews and expresses either approval or disapproval (with recommendations for modification). The Curriculum Committee has required all courses in which outlines are not current to be reviewed and to be brought up to date by the end of the 2007-08 academic year. The Board of Trustees gives final approval to all courses, new or revised, recommended by the Curriculum Committee.

WCC Program Review: Independent Academic Program Review for Woodland Community College began during the 2006-07 Academic Year. Utilizing the processes described above, six academic program areas were assessed. These included chemistry, general business, history/political science, human services, and speech. **(See ST2-27)**. Ten programs currently are engaged in program review during 2007-08.
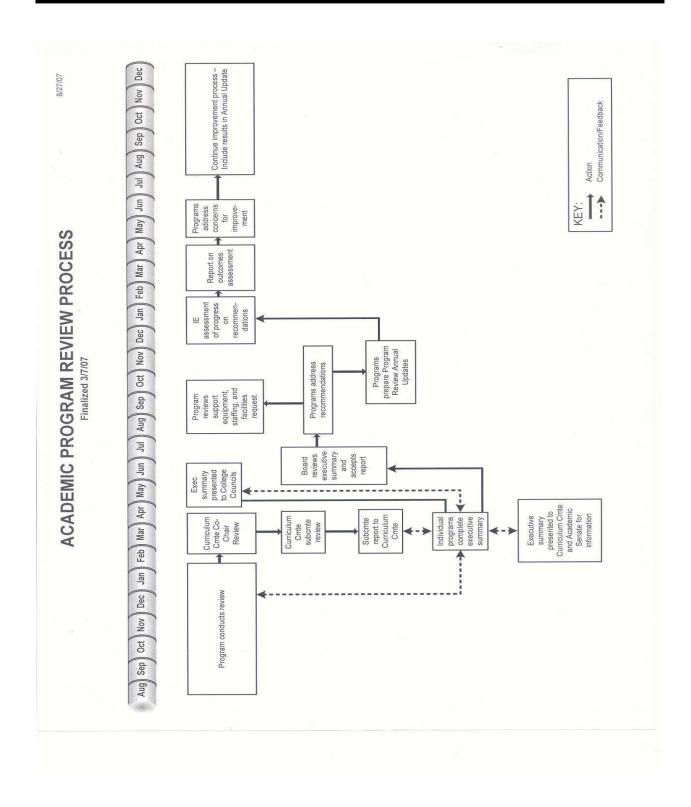
Student Services Program Review: In the area of Student Support Services, two areas were similarly reviewed including Veterans Affairs and Disabled Students Programs and Services. Two additional student services programs are participating in a review during the 2007-08 academic year **(See ST2-27)**.

Self Evaluation

The WCC Curriculum Committee will assume the responsibilities described above in fall of 2008. Currently, and continuing until fall of 2008, five WCC faculty have been asked to assume roles on the District Curriculum Committee in order to gain both mentoring and experience in this vital component of WCC's development. In addition, a Curriculum Facilitator was selected in November 2008 to lead the efforts to build a WCC Curriculum Committee. This individual will shadow the current faculty co-chair of the Curriculum Committee during Spring 2008 in preparation for serving as faculty co-chair of the WCC Curriculum Committee during 2008-09. A job description has been created that outlines specific responsibilities during the shadowing phase and upon assuming the leadership role of the independent Curriculum Committee **(See ST2-28).**

CHART #5
Academic Program Review Process

ACADEMIC PROGRAM REVIEW PROCESS

Finalized 3/7/07

8/27/07

Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec

Program conducts review

Curriculum Cmte Co-Chair Review

Curriculum Cmte subcmte review

Submit report to Curriculum Cmte

Individual programs complete executive summary

Executive summary presented to Curriculum Cmte and Academic Senate for information

Exec summary presented to College Councils

Board reviews executive summary and accepts report

Program reviews support equipment, staffing, and facilities request

Programs address recommendations

Programs prepare Program Review Annual Updates

IE assessment of progress on recommendations

Report on outcomes assessment

Programs address concerns for improvement

Continue improvement process – Include results in Annual Update

KEY:
Action
Communication/Feedback

Acceleration in the growth of Woodland Community College, in terms of faculty, physical plant and students, provides an opportunity to enrich the program review process, improve

the type, quality and quantity of courses, and broaden the modes of delivery. WCC recognizes that this growth provides a platform which to introduce an outcomes-based learning environment. While veteran faculty are embracing the SLO approach, new faculty hires should be immediately given the professional development necessary to make outcomes-based education an inherent component in their teaching style.

As WCC establishes its own committee structures, those committees whose charge relates to academic programming need to redefine their purpose statements and guidelines to reflect an outcomes-based culture.

Planning Agenda

1. As student learning outcomes are embraced by the institution, these will need to be incorporated into both program and course reviews.

Timeline: 2008-2009
Responsible Party: WCC Curriculum Committee and Academic Senate, WCC Research Analyst, Director of Institutional Effectiveness

II-A2f   *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

For purposes of description, WCC provides (below) an encapsulation of the program review process as it has operated over the past three years. This is the process under which the College will continue to operate as the system evolves toward an outcomes-based model. Considerations relating to the College's evolution away from this current model are described in the "self-evaluation" component below.

Current Program Review Model: According to the *Academic Program Review Handbook*, "Programs are to be reviewed every four years" **(See ST2-21, p. 3)**. The evaluation is a three-step process. The first step of this process is an analysis of the current program. This, according to the *Handbook*, "includes the current status of the program; a look at the future direction of the program; and a specific look at the program in relationship to curriculum, staffing, facilities and equipment" **(See ST2-21, p. 3)**. Secondly, the process requires specific sets of data elements that include FTEF (CO and EP/NC) for five years, FTES for five years, WSCH/FTEF for five years as well, the course's retention rate and several other, program specific data sets **(See ST2-21, p. 7)**. Finally, a final report is included that provides the following elements:

*   A Cover sheet with appendices,
*   A description of the program and its status (changes and accomplishments),
*   The program's goals,
*   A summary of the data elements described above,
*   An analysis that asks for strengths, areas of improvement, and future directions regarding curriculum and program, staffing, equipment, and facilities. Several pages

in the *Academic Program Review Handbook* are dedicated to delineating the requirements for each of these sub-topics.

The review of vocational/occupational courses also includes advisory board input, at least annually, on new or revised competencies, changes in national (or regional) standards, and upgrades in technologies. Most vocational/technical faculty have close ties to their respective industries for purposes of currency and relevance.

WCC Program Review: Woodland Community College, which has participated in the District-wide program review process since its inception, implemented an independent program review for the first time during the 2006-07 academic year. A second set of academic and support programs is being reviewed in 2007-08. Details of this program review, which include specific recommendations that have been summarily implemented, are described in Recommendations A3 and A6 (See p. 72-73 & p. 75).

Self Evaluation

At WCC, this year and last, the years in which academic programs were reviewed separately by WCC and Yuba College, the College has looked at its accomplishments in all program review areas and has made recommendations for change where such changes have been indicated. Although college programs have specific student learning outcomes, assessment methodology has not been identified. Goal accomplishment has been tracked by traditional methods such as grades, retention, course completion, and certificates and degrees awarded. Changes have been made on the basis of this information and reported out through program review executive summaries.

Under the leadership of the SLO Project Team, studies are being made to develop an outcomes based culture (SLOs). This process will take at least two more years. Resources such as the Program Review Handbook, Curriculum Guidelines, and WCC Educational Master Plan will reflect such an outcomes based academic culture.

Planning Agenda

None

II-A2g   *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

Woodland Community College has worked cooperatively with faculty District-wide in developing common finals in two areas, English and Math. Currently, the English program uses holistic scoring for English assignments/papers. Faculty members convene at one location to participate in grading. Three courses in the math department have developed common examinations.

Self Evaluation

The Woodland Community College English and Math faculty have adopted holistic grading as a means of comparing the results of their teaching efforts. Essentially, holistic grading is a method of grading that has faculty of common subjects work together to decide on criteria for grading, and then grade papers or exams based on those criteria.

The holistic scoring measurement is designed to eliminate bias and to validate effectiveness through comparing the consistency in evaluation of a written work across readership. The math department uses student performance measures to validate effectiveness and modifies the exams, as appropriate, to fairly evaluate student learning.

Planning Agenda

None

II-A2h *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

Woodland Community College does not yet award credit based on a course's student learning outcomes. This is done, instead, through course-based learning objectives, as stated in the approved course outlines. Outcomes, at the same time, are primarily competency-based in the vocational programs. Units of credit awarded are consistent with Board Policy **(See ST2-19,** BP 4025, BP 4100, BP 4235) and Administrative Procedures **(See ST2-29, Section 4)** and are consistent with recommended guidelines published by the Community College League of California (CCLC).

Self Evaluation

WCC continues to use objectives in its course outlines. However, as noted throughout this report, the District's Academic Senate and SLO Project Team, in conjunction with the Office of the Vice Chancellor for Educational Programs and Services, has developed core SLOs (Approved by Board of Trustees), has identified program clusters within which program and course level outcomes will be defined, and has defined core SLOs for each academic program.

Owing to the District's involvement with and commitment toward transfer, courses are designed to be consistent with the transfer criteria provided by (primarily) the CSU and UC systems. In this sense, they are consistent with "accepted norms or equivalencies in higher education." Those competencies that are utilized in developing courses and programs in vocational areas are often based on regional and national standards – in combination with input from advisory boards.

Planning Agenda

Course specific SLOs are expected to be completed and implemented as the next five-year cycle of course revisions (through the curriculum committee) begins in the Fall 2008.

Timeline: 2008-2010
Responsible Party: Dean of Instruction, WCC Academic Senate, Curriculum Committee

II-A2i *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

Learning Objectives: Woodland Community College while only recently adopting a District-based SLO model that will eventually guide graduation attainment, currently uses learning objectives from its course outline as a basis for determining levels of student achievement. As stated in the Course Outline, the language of framing course objectives is simply, "At the conclusion of this course, the student will be able to" **(See ST2-30, p. 2)**.

The Curriculum Committee, which authored the Course Outline, is also responsible for the review of graduation requirements. These requirements are reviewed on a rotating basis. Additionally, the competencies required for various Certificates of Completion or Certificates of Training are reviewed by the Curriculum Committee on a five-year rotating basis.

Students themselves are responsible for petitioning to graduate from degree-granting programs. The Office of Admission and Records ensures that all graduation requirements have been met. Applications for Certificates of Completion or Certificates of Training (programs of less than 18 credit hours) are reviewed and approved by faculty and/or division deans.

Self Evaluation

While the current approach, that of using learning objectives, has adequately served the needs of the WCC, the establishment of measurable outcomes, in combination with qualitative measures, is a desirable step over the next three years.

WCC has adopted the Institutional core SLOs approved by the YCCD Governing Board and through the program cluster approach discussed previously has selected program SLOs. Assessment methodology currently is being developed for Institutional SLOs. The next steps are to develop assessment tools for program SLOs and to begin the development of course SLOs. This process will be facilitated by the transition of Curriculum Committee functions from the District level to WCC, and will serve as an opportunity for the college to design SLOs in accordance with the specific needs of the college's service area and students.

Planning Agenda

See, Planning Agenda; Section II-A1c (p. 124)

II-A3 *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its*

catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:

Descriptive Summary

All Woodland Community College degree programs, both academic and vocational, require a general education component. The philosophy and rationale are provided in the WCC Catalog template, a finalized version of which will be published for the 2007-2008 academic year **(See ST2-11, p. 42)**.

The College's provisional philosophical statement regarding general education, as provided in the WCC catalog template, is highlighted below.

> (a) awareness of other cultures and times,
> (b) the achievement of insights gained through experience in thinking about ethical problems, and
> (c) the development of the capacity for self-understanding, etc.

For a general education course to be approved, faculty must delineate how it meets the GE standards set forth in Title V, Section 55002(a). GE courses must reflect the Woodland Community College General Education Philosophy, fit into the course areas defined by Title V, be broad in nature, and contain college level material. GE courses are transferable and articulated with the University of California and California State University systems **(See ST2-31, p. 1).**

Self Evaluation

Measurable outcomes are not a hallmark of general education programming at this point. SLOs are currently defined by program and will be implemented at the program and course levels throughout the next three years, both at WCC and throughout the District.

Currently GE course outlines include student performance objectives, which are measurable behaviors the student will perform to achieve successful learning in the course **(See ST2-9, p. 42)**. Assessments can include testing, assignments within the class, as well as department assessments tools. Both Math and English use department-wide assessment measures to assure uniformity.

Student performance objectives for GE courses include understanding the basic content and methodology of the major areas of knowledge. Other learning objectives may include developing critical thinking skills, evaluating individual values, cultural and ethnic values, or supporting insight and personal growth **(See ST2-9; Curriculum Handbook, pp 22-23)**.

Faculty and administration feel that the General Education process and configuration currently serve well the needs of WCC's students.

Planning Agenda

Woodland Community College should, as it develops its own Curriculum Committee and Academic Senate, formally review all courses proposed for general education. As such, individual faculty or departments will submit the course outline and general education petition to the Curriculum Committee of the Academic Senate and, if approved, will forward the accepted version to the President and Board of Trustees.

SLOs will be introduced into the General Education curriculum as part of the process of developing SLOs as described in Section II-A1a.

II-A3a   *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and social sciences.*

Descriptive Summary

Woodland Community College students in degree-granting programs must complete 18 units of general education (GE), selecting at least three units from each of five groups: natural science, social science, humanities (which includes fine arts), language and rationality (includes English composition and communication/analytical thinking), and electives. WCC offers 39 general education courses, the combination of which fulfills the requirements for humanities and fine arts, natural sciences, and social sciences **(See ST2-30** for sample; **See PR 40** for complete collection). Electives are offered in health education, physical education and ethnic studies **(See ST2-11,** WCC Catalog Template).

Self Evaluation

WCC currently meets the standard by providing an array of courses that promote understanding of the broad pattern of principles and methods of the major areas of knowledge. WCC has a number of GE courses similar to other institutions of its size.

Planning Agenda

None

II-A3b   *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Descriptive Summary

The ability to communicate, think and reason is supported by all General Education courses at Woodland Community College. Generally, GE courses require students to compare, examine, express and integrate information, ideas and values **(See ST2-9, pp. 22-23)**. Critical thinking skills are required by all Associate of Arts and Associate of Sciences credit courses **(See ST2-9, pp. 42-43)** and must be documented specifically in the Course Outline. Information literacy is written into the course objectives of most courses, with History 17A, Political Science 1, and Speech 6 being provided as examples **(See ST2-32)**.

Self Evaluation

WCC meets this standard by providing specific courses in English, Speech, Math and Computer Science, but also through pedagogical strands in most GE courses. In recognizing and responding to the need for effective communication, the graduation requirement for English has been upgraded to English 1A and faculty look for more opportunities to infuse writing into the curriculum.

In the 2004 and again in 2007, WCC students were surveyed regarding their perceptions of the programs and services provided at Woodland Community College. A set of seven questions at the end of the survey tested specific life-skill areas at which they might have improved during their enrollment at WCC. Inasmuch as these have tested self-perceived outcomes, tables have been included in this section showing the responses to those questions pertinent to this section.

Critical Thinking: Overall, the vast majority of students, in either year tested, felt that they had learned to "think critically about problems and issues" while enrolled at Woodland community college **(See Table 46, p. 146)**. The mean (µ) score for this question declined by 9/100ths of a point during the three-year period tested. Overall, 274 out of 320 (85.7%) valid respondents either agreed somewhat or agreed strongly with this statement when tested in 2007. In 2004, 88.3% had fallen into these categories.

Identifying and Solving Problems: Along the same lines, another statement **(See Table 47, p. 146)** tested whether students felt that "identifying and solving problems" had been among the skill-sets attained at Woodland Community College. The results, as demonstrated in the table below, indicate that most students were satisfied that this skill-set was conveyed to them well.

As **Table 47** indicates, not much change in perception has occurred during the three-year period under consideration. Overall the younger student population of WCC gave the question a two-one hundredths lower score in 2007 than in 2004. In 2007, 85.7% of the respondents either agreed somewhat or agreed strongly with the statement that they had learned the skill of "identifying and solving problems." In 2004, 90.1% of a somewhat smaller test population had agreed somewhat or agreed strongly with the same statement.

TABLE 46
Woodland CC Service Area

Student Perceptions: Critical Thinking Skills
Student Survey: 2003-04 and 2006-07

Statement Tested:	*"I believe that Woodland Community College students are provided with the following skills . . . learning to think critically about problems and issues."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	3.29	213	3.20	319
Response by Age Group:				
Up to 24 Years of Age	3.21	132	3.20	229
25 Years and Above	3.41	81	3.16	83
Response by Gender:				
Female Respondents	3.32	143	3.24	164
Male Respondents	3.22	65	3.15	145
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.32	72	3.11	107
Hispanic (all sub-groups)	3.33	89	3.35	117
All Others (N=<70 Responses)	3.17	52	3.11	93

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 47
Woodland CC Service Area
Student Perceptions: Identifying and Solving Problems
Student Survey: 2003-04 and 2006-07

Statement Tested:	*"Woodland Community College provides students with the following skills . . . "identifying and solving problems."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*N=*	Mean **(µ)**	*n=*
Overall Response:	3.11	212	3.09	320
Response by Age Group:				
Up to 24 Years of Age	3.06	131	3.06	230
25 Years and Above	3.19	81	3.12	83
Response by Gender:				
Female Respondents	3.13	143	3.02	166
Male Respondents	3.08	64	3.15	144
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.10	71	3.06	108
Hispanic (all sub-groups)	3.15	89	3.09	117
All Others (N=<70 Responses)	3.06	52	3.13	93

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Survey evaluation of Woodland Community College programs and services will occur in three- to four-year cycles, with the next survey cycle occurring in the 2009-2010 academic year. These surveys, which will strive to use 2003-2004 survey results as baseline data, will be developed in conjunction with the reformulated, campus-specific Educational Master Plans, which will be developed by the colleges at Woodland and Marysville.

Planning Agenda

None

II-A3c *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

General Education courses at Woodland Community College are designed to promote personal and social development. According to the WCC general education philosophy statement **(See ST2-11, p. 41)**, some of the goals stated include (a) awareness of other cultures and times, (b) the achievement of insights gained through experience in thinking about ethical problems, and (c) the development of the capacity for self-understanding, etc.

Self Evaluation

WCC offers a variety of courses with learning objectives in civic, social and political arenas, as reflected in their respective course outlines. Statements reflecting the spirit of efforts geared to personal and social development, lifted from course outlines, are sampled below:

TABLE 48
Woodland CC Service Area
General Education Courses: Civic, Social and Political
2006-07 Catalog

Ecology 10	"Describe the effects of social, political and economic forces."
Political Science 1	"Examine policy making in a pluralistic society. Debate governmental power as related to civil liberties."
History 17A	"Understand how diverse and conflictual past affects the present, recognizing the relevance of history for our lives today."
Philosophy 1	"Describe how each tradition shapes the way in which its participants view themselves, their world and those outside their tradition."

In an effort to encourage students to view the world and their environment more broadly, a multicultural course has, since the fall 1999 semester **(See ST2-11, p. 44)**, been required for graduation. Additionally, several categorical programs on campus (EOP&S, CARE and DSP&S) have brought awareness of cultural diversity and social responsibility. Through EOP&S and CARE, close to 300 disadvantaged WCC students are given expanded opportunities as well as much appreciated support services.

Woodland Community College meets the standard by providing the appropriate number and breadth of courses to promote the development of students as ethical human beings. The success of these courses is measured by participation of students in campus activities, such as the Associated Students of WCC, Speech 6 - Group Communication course, or various service opportunities on both the campus and within the WCC service area.

In the areas of personal development and human responsibility, it should also be noted that the concept of overall "student development" has been well served throughout the District.

Additionally, those categorical and sponsored programs that are represented at Woodland Community College, for the most part, provide auxiliary services and activities to support the development of the "whole" student. In all of these areas, the issues of multi-culturalism, ethics, personal growth, and personal responsibility are among the core values.

Planning Agenda

None

II-A4	*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

Focused Study: Policies at Woodland Community College, relating to "focused study," were developed by and are consistent with those throughout Yuba Community College District. All Associate Degree programs at Woodland Community College require that students complete between 18 and 30 units of focused study in a specific discipline or area of inquiry, as well as general education courses that provide an "established interdisciplinary core" for every degree program. Within each degree program, students are required to focus their studies through the completion of an increasingly complex and challenging sequence of courses within the major.

Self Evaluation

Woodland Community College essentially meets this standard. However, the recent change in Title 5 regulations requires a major area of emphasis or calls into question the college's General Education degree. Currently this degree is approved the System Chancellor's Office. However, this degree requires no major; any 18 units of electives satisfies requirements. The District has asked the Chancellor's Office for additional information to help to address this issue. They indicated that they are researching the question.

Planning Agenda

Woodland Community College (and Yuba Community College District) are currently converting non-compliant degrees (General Education) toward compliance

Timeline: 2007-2008
Responsibility Parties: Curriculum Committee

II-A5	*Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Descriptive Summary

Competency-Based Curriculum: Vocational courses and programs are designed around the concept of the competency-based curriculum. These competencies are introduced and reviewed by mandatory advisory boards and are stated in the course outlines. In many programs, external accrediting agencies hold the program accountable for student demonstration of technical and professional competencies.

Self Evaluation

Of the vocational programs in place at Woodland Community College, none currently has mandatory certification or licensure testing. To date the College has not monitored graduation rates in vocational programs. Also, other than anecdotal information, no employment data is available for students in vocational programs who receive degrees or certificates.

Planning Agenda

In some vocational programs, measures external to the program need to be developed to ensure that competencies are met.

Timeline: 2008-2009
Responsible Party: Director of Institutional Effectiveness

II-A6	*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Descriptive Summary

Woodland Community College currently uses the Yuba Community College District Catalog which provides students with the necessary information about educational courses and programs and transfer policies. Degrees and certificates are described in terms of their purpose, content, and course requirements. A course syllabus is provided to students that specifies learning objectives consistent with those in the officially approved course outline.

WCC Catalog Template: A site-specific *Woodland Community College Catalog* has been designed to assist in the transition from Center to College. The document provides updated, thorough and logically sequenced information **(See ST2-11)**.

Website: Woodland Community College's college-specific web link is provided through Yuba Community College District's website. This prominently displayed link provides access to all programs and services provided at either the College or the District level.

The District's initial release of its new website went live in February 2005 and reflects upgrades provided through the District Catalog. The website is still under construction with departmental and program information continuing to be included and updated. Even though the website is not yet complete, documentation reflecting new policies, procedures and plans is now available (See WWW.YCCD.edu).

Self Evaluation

Catalog: It is the intent of Woodland Community College to provide students and prospective students with clear and accurate information about educational courses and programs and transfer policies. The dedicated Woodland Community College Catalog (in template form) will serve as an excellent tool. Its transfer information is complemented by that provided through the counseling Department.

Website: Woodland Community College's link to the YCCD website provides students with information specific to WCC programs and services as well as those services still provided at the District level. The WCC components of the website are changing (and improving) week-to-week and are becoming increasingly Woodland-specific. It is truly transitional at this point and, by the time this report goes to press, be a fairly comprehensive link.

Course Outlines and SLOs: While WCC course objectives are listed on course outlines and syllabi, student learning outcomes generally do not appear at this time.

All WCC faculty members are revising their course outlines in conjunction with Program Review and are doing so on recently adopted course outline forms. This form is the basis upon which instructors produce course syllabi. While new information, new policies, and new plans have been (and are being) established, WCC faculty are becoming increasingly involved in and familiar with these processes **(See ST2-9, pp. 30-38)**.

Planning Agenda

Communication of new academic policies and procedures to academic and counseling faculty needs to be improved to remain synchronized with rapid change and growth at the College and to ensure that students and prospective students have accurate information.

Timeline: Ongoing
Responsible Party: Academic Senate and Curriculum Committee Representatives in cooperation with WCC Academic Administration

It is critical that the WCC link to the District website remain current to reflect the rapid changes in facilities, programs, services and staffing at the College. These changes are exciting and positive, but can be confusing if they are not conveyed in a timely and accurate manner. This critique is provided with the understanding that the District already has made great strides in improving the WCC link.

Timeline: 2007-2008 and ongoing
Responsible Party: WCC Public Information Specialist, District Information Technologies Webmaster, Appropriate Academic Committees

II-A6a	*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.*

Descriptive Summary

Woodland Community College articulates almost every major with all campuses of the CSU and UC systems. WCC, primarily through its counseling staff, makes every effort to provide students with articulation information on a course-to-course basis. Course-to-course articulation occurs when a Yuba College course has been accepted as comparable in content to a course offered at another educational institution.

Self Evaluation

Articulation: Woodland Community College's articulation of courses has been negotiated through the Office of Matriculation within the District offices in Marysville, CA. As such, WCC's articulations, along with all of those in California, are displayed on ASSIST, the computerized student-transfer information system that can be accessed over the World Wide Web (www.assist.org). ASSIST displays reports of how course credits earned at one California college or university (this includes all community colleges) can be applied when transferred to another.

WCC has also benefited from the District's affiliation with the (now dormant) California Articulation Numbers System (CAN). CAN identified common core lower-division transferable, major preparation courses commonly taught on CCC and CSU campuses. The CAN numbering system will still be effective for the duration of the 2007-08 Academic Year, while the same courses (as well as others) are now being submitted for Lower Division Transfer Pattern (LDTP), which serves students under the CSU system **(See ST2-33)**.

Articulation Communications: Articulation information is provided to WCC students through several mediums. First, the College Catalog identifies courses accepted for transfer by, especially, the UC and CSU systems. Information is also imparted through college counselors through an "Articulation 101" seminar and through ASSIST, the repository for all courses. An articulation "f act sheet" is distributed as well. These materials are updated and distributed through the Office of Matriculation and Articulation.

Student Feedback: At the May 2006 Woodland Community College student forum, one student complained that students take a lot of unnecessary courses that do not positively impact their transfer. There seemed to be a climate of agreement in the room at the time. This complaint was not aired when the students met again for the May 2007 Student Accreditation Forum.

Equivalency of SLOs: Since neither Woodland Community College nor the District has developed course-level SLOs, their equivalency in this regard has yet to be determined.

Planning Agenda

While improved student advising (as well as improved student participation in such advising) can always improve this area, the College essentially meets this standard.

II-A6b *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.*

Descriptive Summary

At present, Woodland Community College continues to operate under District policies as these pertain to program elimination. The elimination or radical modification of a WCC program is only accomplished after such a program has been under review for a period of three to five years **(See ST2-34, AP 4021, pp. 4[6] – 4[8])**. The criteria for the elimination of programs "may include low growth/low enrollment, low retention/persistence/completion problems, labor market changes, obsolescence, articulation changes enacted by transfer colleges or universities or inadequate resources provided" **(See ST2-34, p. 4[6]).**

Under this same policy, "students in the program would be given the opportunity to complete the program, which might mean that a class or two would be completed after the one-year time" - required for phasing out a program **(See ST2-34, p. 4[8])**.

Self Evaluation

Where programs have been phased out or radically modified, students may petition to substitute courses for courses no longer accepted as a part of a program. When the College of Cosmetology, under contract with YCCD, site in Woodland was closed, the closure was timed so that minimal amount of students would be affected. Those that could not complete their program prior to the closure, were offered the alternative of continuing their education at the College's Yuba City location.

Planning Agenda

None

II-A6c *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

Both at the District and College levels, major recent overhauls have occurred in the development and evaluation of publications. In 2003, the District publication entitled *District Catalog* was entirely revamped, rewritten, and then reviewed again with the intent of ensuring accuracy, thoroughness and functionality in all of its policies, procedures, instructions, and program representations. This document serves as the model by which the current *Woodland Community College Catalog* template has been designed (Spring, 2006). Each document includes both a thorough Table of Contents and an Index that make the location of information easily accessible **(See ST2-11)**.

Woodland Community College has a separate segment within the overall Yuba Community College District website. The WCC component of the District website was launched in 2005 and has since been continually upgraded. The website is cooperatively developed and maintained by the WCC Public Information Officer and an experienced website developer employed by the District.

Self Evaluation

The growth, development and consistency of Woodland CC's publications, its place on the District website, and the evolution of its catalog must be monitored and revised frequently as the "Center" continues to evolve into a "College." This process has been accelerated considerably by the hiring of a full-time, campus-specific Public Information Specialist during the 2006-2007 academic year (January 2007).

WCC publications are in a positive state of transition. WCC's publications have traditionally been developed at the District level. However, with the establishment of WCC's own Public Information function, an increasing number of publications, including the WCC Catalog and schedule, are being produced at the college level. Cooperation and consultation with the District Offices of Public Information and Government Relations are excellent and caution is practiced in assuring that the transition from District to College is smooth. WCC has established a Publications Committee, the purpose of which is to ensure accuracy and thematic uniformity in all WCC publications **(See ST2-35)**.

All Woodland Community College publications are approved by the Yuba Community College District Board of Trustees. Such publications are reviewed annually for accuracy and currency.

In spite of efforts to ensure uniformity in publications, some offices still develop publications unilaterally. In some cases, these do not meet recommended standards for quality, accuracy or uniformity of image. Accountability measures are gradually being established by the new WCC Public Information Specialist to ensure improved jurisdiction over the development of wildcat publications.

As the District website and its WCC link become better developed, faculty will have the option, and should be encouraged, to begin developing personal websites within the framework of the website. Among other things these personal websites can provide students with course syllabi prior to their enrollment in a course.

Planning Agenda

Woodland Community College will need to develop a plan to ensure that all publications, no matter where created, adhere to acceptable College standards to ensure that the College continues to represents itself clearly, accurately, and consistently to its public, as it further evolves into a comprehensive community college.

Timeline: 2005-2006
Responsible Party: WCC Public Information Specialist, WCC Publications Committee, District Information Technologies Webmaster

II-A7 *In order to assure the academic integrity of the teaching–learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Descriptive Summary

Woodland Community College has participated in the of development policies on academic freedom, academic integrity, teaching and student learning. Such participation has been achieved through a shared decision-making process that feeds information and recommendations to the Board of Trustees, the group formally responsible for such policy development.

Academic responsibility, which is currently centralized through the YCCD Academic Senate and the District-wide Curriculum Committee, will become more localized through the WCC Academic Senate and Curriculum Committee when WCC is granted accreditation. WCC also currently prescribes to the student conduct and honesty codes provided in the Board Policy Manual (referenced below).

Self Evaluation

Academic Freedom: The Yuba Community College District Board of Trustees is responsible for adopting and enforcing policies on academic freedom, academic integrity, teaching, and student learning. Policies adopted by the board are publicly available to interested parties in the *Board Policy Manual* and the record of their adoption is documented in the minutes of Board meetings. In July, 2004, the YCCD Board of Trustees adopted a Community College League of California policy regarding Academic Freedom **(See ST2-19,** BP 4030, Section 4-5), replacing that previously published.. Further record of policies related to Academic Freedom is provided in the *Academic Employee Handbook* **(See ST2-36, p. 4).** Board Policies are public documents and can be found on the District's website (See www.yccd.edu). The Academic Freedom Policy also is published in the *Woodland Community College Catalog* template **(See ST2-11, p. 11).**
Academic Responsibility: Policies regarding academic responsibility are less centralized. The Board expressly delegates program and curriculum development responsibility to the faculty (through the Academic Senate) by virtue of Board Policy 4020, Program and Curriculum Development **(See ST2-19, Sec. 4, p. 3)**. Responsibilities to ensure the

articulation of high school programs with those at the college resides, according to the *Board Policy Manual*, with the college President **(See ST2-19, Sec. 4, p. 7)**.

Academic responsibility is further outlined in the *Academic Employees Handbook* **(See ST2-36)** referenced as an Administrative Procedure, AP 4500.

Student Conduct/Honesty: Student *Standards of Conduct* are addressed in the CCLC-adapted *Board Policy Manual*. In this document, 22 standards of conduct are listed. Of these, two are directly related to academic misconduct; (a) "cheating, plagiarism, or engaging in other academic dishonesty," and (b) "Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including, but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure" **(See ST2-19, BP 5500, Sec. 5, p. 24)**. The current policy on plagiarism has been strengthened by the nascent WCC Academic Senate (passed 5/17/07) and details the consequence of such actions **(See ST2-38,** WCC Plagiarism Policy; **ST2-19,** BP 5500, Sec. 5, p. 25). Additionally, the *WCC College Catalog* template contains policies relating to students **(See STR-11, pp. 28-42)**. A Student Code of Conduct, containing statements on academic honesty, is available in pamphlet form **(See ST2-37)**.

These policies have been adopted, after review by the (former) District Council and the Board of Trustees, and make clear the institution's commitment to free pursuit and dissemination of knowledge.

Planning Agenda

The WCC College Council (and the academically-related committees that are established at WCC), should review and, where necessary, recommend modifications of such policies, to adapt them to the unique configuration of WCC.

Timeline: 2008-2009 (after committee structure has been established)
Responsible Parties: Academic Senate, Curriculum Committee, Dean of Instruction

II-A7a *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

The *Board Policy Manual*, utilized at both the District and College levels, speaks to the responsibility of faculty to provide a breadth of viewpoints to students. According to the official statement in this manual, "It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs clearly identifying them as such" **(See ST2-19,** BP 4025, Sec. 4, p. 5). Woodland Community College seeks to hire faculty who bring to the teaching profession varying views, supported by diverse philosophies and differing approaches to their respective disciplines.

Self Evaluation

In an effort to ensure that faculty practices with regard to the presentation of data are fair and objective, college policy requires that all instructors teach their classes in accordance with an approved course outline. These outlines, developed and written by faculty, state the topics to be covered and the learning objectives of the course, as well as the methods of instruction and evaluation to be employed. Course outlines are evaluated and approved by the Curriculum Committee. Outlines must conform to standards adopted by the committee, as set forth in the *Curriculum Handbook* **(See ST2-9, pp. 32-38)**. The (District) Curriculum Committee is also responsible for assuring that course content, teaching and evaluation methods are consistent with the requirements of institutions to which Woodland Community College students might transfer.

Course content, teaching methods and objectives (and therefore the course outlines) are also influenced by discussions among the faculty in each discipline. These discussions are fostered through formal planning meetings that are scheduled at the beginning of each academic year. Workshops on teaching methods are developed and scheduled through the "Flex" system. Full-time faculty members are expected to mentor and support new and part-time instructors, especially those teaching the same courses as those taught by the full-time faculty member.

The faculty is reminded that opinions within the area of their discipline are an acceptable mode of expression, if delivered as such. Opinions in areas outside of their areas of specialization, they are cautioned, should be carefully considered.

The current policy is sufficient at the District level. Students are encouraged to voice their concerns through a formal complaint process if faculty members (or other members of the college community) express opinions that are not grounded in their discipline and are not fair and objective. In the survey conducted in support of the *Educational Master Plan*, student perceptions of faculty were, by and large, positive with WCC constituents voicing overall agreement with positively phrased statements about quality of instruction (3.96/5.00) **(See Table 45, p. 133).**

Within this framework, students are exposed to a diverse and rich breadth of attitudes, experiences and data sets to support such backgrounds. Faculty members are encouraged to work within the established frameworks of their professional fields and to present information in an even-handed and non-biased manner.

Planning Agenda

None

II-A7b *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Descriptive Summary

Student Code of Conduct: The District's Code of Conduct, which is adhered to by Woodland Community College, speaks to academic dishonesty and is provided in detail in the YCCD website at http://www.yccd.edu/District/Students/code.html, and the *Student Code of Conduct*. Rules for conduct and discipline are also provided in the Woodland Community College Catalog template (2006-2007) **(See ST2-11, p. 29).** The WCC Provisional Academic Senate has formulated an Honor Code, as well, to discourage plagiarism among students **(See ST2-38)**.

In cases where punitive action may be required, the interpretation of the policy and the final decision regarding consequences is the responsibility of the College President or her/his designee. The exception is in the case of expulsion, which would be the decision of the governing board.

Self Evaluation

Woodland Community College meets this standard.

Planning Agenda

None

II-A7c	*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to install specific beliefs of worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Not Applicable

II-A8	*Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Not Applicable

Standard II-B: STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II-B1 *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

As stated in the Woodland Community College Mission Statement **(ST2-11, p. 12)**, an essential and important function of the College is to provide post-secondary student support services to link with the students' comprehensive educational needs. The College is working to assure that the quality of these services is similar at both its Woodland and Colusa locations.

WCC is dedicated to providing quality and accessible student service programs. Meeting the needs of the College's students is of utmost importance. The College has a commitment and responsibility to design and maintain student service programs which promote success as students pursue their educational and career goals.

Dean's Position Established: The filling of the full-time position of Dean of Student Services, during the Spring term of 2006, has added considerably to WCC's ability to plan and advocate on behalf of support services programming. The incumbent to this position, Dr. Stacey Cook, brings with her to this role a breadth of backgrounds essential to the program's growth. Additionally, a dedicated clerical position has been established to support the Dean of Student Services in this role.

Self Evaluation

The establishment of the Dean of Student Services position has already produced positive results. The primary purpose of this position is to both enhance student support services component and to integrate it with the academic component of the college to provide a comprehensive student development. Much of the new Dean's role has involved integrating student services planning into larger efforts introduced through the *Multi-College District Plan*, the *Educational Master Plan*, the Enrollment Management Plan, and the Student Equity Plan. She has also been responsible for shaping and unifying a staff that had no immediate, full-time supervisor prior to her arrival.

With strides being made to enhance Student Services, two key services are still lacking at Woodland Community College; these include a Career Center. The Career function is currently being addressed piecemeal through the existing staff, but needs a unified presence.

Student Services are currently being offered to students in Colusa County, and these need to improve as the District and WCC anticipate a new Center/facility in the Colusa/Williams area. As the Colusa County Plan develops, therefore, the College will provide more resources.

Program Review: The Student Service program has addressed the criteria for this standard through the program review process.   Prior to 2006-07 WCC Student Services reviews were either completed as part of a review of the whole Woodland Center or as part of a Student Services review process, begun in 2004-05, to review particular programs/services across all District campuses. Beginning in 2006-07 programs were reviewed separately by WCC; two were reviewed in 2006-07 and two currently are being reviewed in 2007-08.

A Student Learning Outcomes approach is on the horizon, and assessment methods are currently being designed by the Office of Institutional Effectiveness.

The addition of the new library and LRC gives WCC the flexibility to retrofit other areas of the campus for expanded support services. How these physical changes will manifest themselves is, at this point, difficult to anticipate.

Planning Agenda

1. Develop a plan to ensure the delivery of support services for the increased enrollment anticipated at the new Colusa Center and its associated educational sites

Timeline: 2006-2007 Academic Year
Responsible Parties: Dean of Student Services, President WCC, Student Services staff members

2. Develop a plan to unify and direct career and job placement services at WCC and the Colusa Center

Timeline: 2007-2008 Academic Year
Responsible Parties: Dean of Student Services, President WCC, Student Services staff members.

II-B2   *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

General Information
- *Official Name, Address(es), Telephone numbers, and Web Site Address of Institution*
- *Academic Freedom Statement*
- *Available Learning Resources*
- *Names of Governing Board Members*

Requirements
- *Admissions*
- *Degrees, Certificates, Graduation and Transfer*

- *Educational Mission*
- *Course, Program, and Degree offerings*
- *Academic Calendar and Program Length*
- *Available Student Financial Aid*
- *Names and Degrees of Administrators and Faculty*

- *Student Fees and Other Financial Obligations*

Major Policies Affecting Students
- *Academic Regulations including Academic Honesty*
- *Grievance and Complaint Procedures*

- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Sexual Harassment*
- *Refund of Fees*

Descriptive Summary

To date Woodland Community College has used the Yuba Community College District Catalog to present information on programs and services.

During the Fall Term of 2005-06, the first draft of a catalog template was developed by Woodland Community College with support from the District. Since that time, a full-time Public Information Specialist has been hired by WCC (January 2007) and it is this person's role to both update the *WCC College Catalog* template **(See ST2-11)** and develop an associated Class Schedule **(See ST2-39)**.

Self Evaluation

A Woodland Community College Publications Advisory Team was formed in March of 2007. The purpose of this group is to plan and review all college publications, including the catalog, for accuracy, currency and stylistic uniformity. This committee, comprised of faculty, staff and administrative personnel, is also concerned with the "branding" of WCC so that all publications are consistent in quality and look.

In an effort to ensure the integrity of the WCC College Catalog, the Curriculum Committee (on which there are five WCC faculty), has established a listing of "dormant" courses. These courses must have updated course outlines by the end of the academic year 2007-08 or they will be eliminated from the catalog. Woodland faculty discussed this at a faculty meeting on May 8th, 2007. None of the courses impacted by this decision have been scheduled in several semesters. If the deadline is not met, courses can thereafter, be reinstated by re-developing an outline and going through the standard curriculum approval process.

The following table demonstrates the inclusion of core information for students and prospective students to be included in the catalog. In preparing the catalog efforts have been made to ensure that this information is precise, accurate and current.

Locations where Related Publications May Be Found: Woodland Community College, as indicated through the drafting of a catalog template, is beginning to develop its own publications in support of its mission, programs and services. As these are being developed, students are encouraged to utilize a combination of District and campus-specific publications to gain a composite understanding of programs and services at WCC.

In addition to the *Woodland Community College Catalog* (template), these include a Student Code of Conduct **(See ST2-37),** and a (District) Orientation Handbook **(See ST2-40).** Additionally, copies of the Financial Aid Handbook **(See ST2-41)** guide students through the policies and procedures attendant to seeking public and private support for their schooling. The latter may be located through Woodland Community College's financial aid personnel.

New student and staff recruitment brochures are being authored as well (June 2007), documents that provide institutional information to prospective employees and students.

<div align="center">

TABLE 49
Woodland CC Service Area
Catalog Template
2006-07

</div>

Required Catalog Inclusion		Page Numbers	
Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution		Page	#1 (Cover)
Educational Mission		Page	#12
Course, Program and Degree Offerings		Pages	#56-87
Academic Calendar and Program Length		Pages	#4-5
Academic Freedom Statement		Page	#11
Available Student Financial Aid		Pages	#27-28
Available Learning Resources		Pages	#13-18
Names and Degrees of Administrators and Faculty		Pages	#88-92
Names of Governing Board Members		Page	#8
Admissions		Pages	#19-22
Student Fees and Other Financial Obligations		Pages	#25-26
Degree, Certificates, Graduation and Transfer			
Degree		Pages	#56-87
Certificate		Pages	#56-87
Graduation		Pages	#43-44
Transfer		Pages	#45-50
Major Policies Affecting Students			
Academic Regulations, including Academic Honesty		Pages	#32-42
	(See ST2-37)	Code of Conduct	
Nondiscrimination		Page	#13
Acceptance of Transfer Credits		Pages	#34-37
Grievance and Complaint Procedures		Page	#30
	(See ST2-37)	Code of Conduct	
Sexual Harassment	**(See ST2-37)**	Code of Conduct	
Refund of Fees		Page	#26

Publications - Program Brochures: Program-specific brochures are developed in support of most vocational/technical programs. These are available through the College Admissions Office and departmental faculty, while they are also distributed by counseling staff to Woodland-area high schools. Historically, most of these have been produced by the District (Public Information) – with this role now shifting to WCC's Public Information Specialist.

Nearly all documents relating to either District or College policy can be located in the Office of the President of Woodland Community College. Key among these are the *Administrative Procedures Manual,* and the *Board Policy Manual*. These documents will be found, as well, in the Woodland Community College Library, in the Office of Instruction and the Office of Student Services. Board Policies and Administrative Procedures can be found on the District's website (www.yccd.edu).

Planning Agenda

The Woodland Community College Catalog template will become the official catalog after the college becomes accredited.

II-B3 *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Descriptive Summary

WCC's student needs have been identified through several informally defined means. First, counseling faculty, who have worked with the College's diverse student population, have seen trends/tendencies within these populations over the decades of their employment. They have had additional input and reinforcement from teaching faculty, as well as from the Tutoring Center, which identifies a range of student needs and reports them to both the counseling faculty and the administration.

Self Evaluation

Through departmental meetings and joint meetings with faculty, tendencies in WCC's student counseling needs have been identified and corrective strategies recommended. An example of such cooperative assessment was when faculty members, through the (former) Site Council, noted that ESL students were possibly being placed inappropriately in courses, upon completion of their assessment.

Owing to an ongoing shortage in counseling faculty (two full-time positions are being added by 2008-09), many of the implementation strategies have been dependent upon categorical and/or grant support to provide the personnel necessary for delivery of services. The successful pursuit of grants such as TRIO's Student Support Services grant, first attained in the early part of this decade, was the result of such discussions.

The Tutoring Center: (See ST2-42) The Tutoring Center assists students in most areas of study across the entire curriculum. The Center is staffed by a full-time Tutoring Center Specialist, temporary part-time Federal Work Study student(s), and several temporary part-time student tutors. Overall, the Center employs approximately 15 to 20 students as peer tutors, who each tutor approximately 3 to 15 hours per week. Approximately 415 students utilized the Tutoring Center (for multiple periods of use) during the 2005-06 academic year. Students are able to make their own 30-minutes appointments while extended time is available for those needing extra help. The Center is open from 8 AM to 8 PM Monday through Thursday and 8 AM to 5 PM on Fridays. Online tutoring is available through ccc.confer.org.

Personal Tutoring: Both one-on-one and group tutoring are available through the Center. Tutoring is available for many subject areas and can vary, by demand, on a semester-to-semester basis. The most frequent tutoring requests include math, English, chemistry, biology, business, history, psychology, sociology and statistics. The Center has three computers to support these efforts, two for math tutorials and one for writing tutorials.

Virtual Tutoring: Virtual tutoring is a recent addition to WCC's tutoring services. Students and tutors meet by way of telephone and/or by computer connection through CCC Confer. This is a free service and the phone connection is a toll-free number. This enables students who have difficulty attending face-to-face tutoring sessions to obtain assistance even on weekends or late evenings. Services have been available in English, Biology 6, and several math courses. This avenue of service is being further explored by the college, as it is beginning to be especially helpful with Distance Education students.

Tutors, Training of: Tutoring personnel (the student office assistant and the tutors) are provided with approximately three types of training. The tutoring specialist provides basic training to tutors through the use of three tutorial training videos and instructive discussions with the tutors. Similarly, instruction is provided to Center personnel regarding the use of math tutorials so that students can learn to use these math tutorials on their own. The third means of training, online tutoring, is provided through *CCC Confer*, on online service that allows individuals to participate in training from home. As will be pointed out below, however, staffing shortages do not allow WCC to optimize such valuable training.

WCC needs to work to move yet further toward an outcomes-based assessment model as a base component of its Student Services program review process. The hiring of the Research Analyst is an immediate step toward this goal.

Two additional planning documents, the Equity Plan and the Enrollment Management Plan are both basic to future planning of counseling services and initiatives.

Tutoring Center, Staffing: Discussions with the Tutoring Center indicated that increased staffing would enhance services, as well as provide the ability to better train and monitor peer tutors. For these same reasons, evaluation of tutors is also considered to be a challenge.

Writing Center: The Writing Center serves as a primary vehicle in assisting students in improving their overall reading and writing skills. The Center provides tutoring, reading instructional support, and basic skills education, while currently provisioning to serve in the instruction of ESL as well. The Writing Center was established collegially by faculty from both the English and Math departments – as math support was provided in the same facility at its inception. The Center is provided oversight by a .20 FTE faculty member **(See ST2-48)** with occasional volunteer support from faculty throughout the College. A full-time English Instructional Associate is being hired during FY 2007-08 to provide continuity in management and instruction in the Center.

Planning Agenda

1. Integrate an outcomes-base format into program review.

Timeline: 2008-2009 Academic Year
Responsible Parties: Dean of Student Services, Student Services staff

2. Continue to follow-up on Enrollment Management and Student Equity initiatives by seeking grant support for further counseling support.

Timeline: 2008-2009; ongoing
Responsible Parties: Dean of Student Services, Student Services staff

3. Review Tutoring Center Staffing Needs

Timeline: 2008-09
Responsible Party: Vice President

II-B3a *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.*

Descriptive Summary

Admissions Policies: Admissions policies were developed by the District and are implemented at Woodland Community College. These admissions policies are clearly outlined in the *Woodland Community College Catalog* template **(See ST2-11, pp. 19-22)**. WCC adheres to an open enrollment policy. As a rule a student must be 18 years of age (some exceptions) and hold the equivalency of a high school degree. Some specific "impacted" programs enroll students, as per Board Policy, on a "first-come, first-served" basis **(See ST2-19,** Board Policy 5010). Woodland Community College's admissions form is that utilized by all campuses throughout the District **(See www.yccd.edu/admissions)**. The admissions and records office, additionally, employs two bi-lingual (Spanish speaking) staff.

Efforts are made to accommodate the Student Services needs of both day and evening students on the main campus and at outreach operations in Yolo and Colusa Counties. The Admission & Records office is open until 6:00 p.m. two days a week. Weekend class students are also accommodated with Admission and Records being available on occasion.

Colusa Services: Owing to the lack of a centralized facility in Colusa, special services are provided to the student population served in the high schools and training centers in which classes are provided. Admissions and counseling services are provided to two, full-time individuals. The first is a Student Services Specialist whose dedication to Colusa admission and support services is full-time. At the same time, a veteran counselor visits Colusa facilities at regular intervals to provide academic advising to the growing student population being served in that county.

Admissions Oversight: The Woodland Admissions area is currently administered by the Office of Registration and Records, Yuba Community College District. Ms. Connie Elder (BA, National University. 1986), who is Director of this area, has served in this role since 1987. She has overseen several key projects pertinent to the Woodland Center's transition toward college status. These have included:

- Conversion of Woodland Community College from an antiquated data collection program to Datatel Colleague.
- The conversion of Woodland Community College's paper files to digital imaging.
- The initiation of an on-line application process for Woodland Community College.
- Telephone and on-line application processes.
- Degree Audit implementation (in process).
- Wait list implementation.

Additional Categorical Student Support: Woodland Community College provides equitable access to students through enrollment services offered by the offices of Financial Aid, Admissions and Records, Disabled Student Program & Services (DSP&S), Extended Opportunities Program and Services (EOP&S), CalWorks, Cooperative Agencies Resources for Education (CARE), Veterans Affairs Office, Transfer Center, and the Counseling Office. The application to the College is available on-line, at the counter in Admissions and

Records, and Summer/Fall class schedule and Spring schedule, . The class schedule is distributed Yolo and Colusa Counties. The class schedule is distributed to all Yolo and Colusa high schools, libraries, malls, on-line (YCCD/WCC website), and other selected sites.

Academic and Personal Counseling: The College Counseling Center provides general counseling, counseling relating to transfer and, if needed, short-term personal counseling. The duties of the three full-time counselors are divided among general counseling needs, those of categorical programs such as EOP&S, CARE, CalWorks, the Transfer Center, and the various outreach services (such as to the Colusa area). The College employs two bilingual-Spanish speaking counselors.

Placement Testing: Woodland Community College conducts incoming testing on all students. These assessment services are also offered at all service area high schools through the website. Students are place in appropriate math, writing, and reading courses based on these assessments. Placement testing is done through *Accuplacer*.

College Bookstore: The College Bookstore provides textbooks and instructional materials for students. It also provides logo clothing. Additionally, WCC maintains through private support an account that allows faculty to purchase, and place on library reserve, textbooks for students who may not be able to afford their purchase. The College Bookstore has recently implemented a program, as well, that provides Colusa students with the opportunity to order either on-line or by telephone, with boo deliveries occurring on the first night of classes.

Self Evaluation

Considerable improvement has occurred at WCC over the past five years within the entire realm of Student Support Students. The listing of services, provided in summary below, was enlarged three times merely during the time this document was under development. For this reason, with a few remaining immediate concerns detailed below; it is done with the assurance that these needs will be met in the next two to three years – some already being addressed in the WCC Staffing Plan **(See ST2-43)**.

Three ongoing concerns remain (1) the development of a career development and job placement function, (2) establishment of a health service program at Woodland CC, and (3) continuing to enhance all support services for Colusa-area students.

A summary of Woodland Community College services, and staffing of such services, is provided below:

- Counseling, Orientation and Transfer: Woodland Community College is staffed by 3.0 (full-time equivalent) counselors. These positions are supported by both general operations funding (1.8) and by categorical funding (1.2). Counselors provide general counseling as well as services to targeted populations such as CalWORKS, Extended Opportunity Programs and Services (E.O.P.&S.) and the Puente Project (currently on hiatus). Counselors conduct orientation sessions at Woodland CC, at local high schools, and at various other locations throughout the service area. Transfer is also handled by counseling staff, who coordinate visits from recruiters representing the various CSU's, UC's and private colleges/universities throughout the region.

- Financial Aid: Financial Aid, while being a District-based function, is still staffed and managed by Woodland CC personnel. The 1,120 financial aid students from WCC receive aid in the form of Pell Grants, Cal Grants, FSEOG, Federal Work Study, State Work Study, loans and scholarships. The Dean for Financial Aid at the District level has responsibility reporting data, monitoring the budget, and ensuring compliance with state and federal requirements. Two Office of Financial Aid Staff are bi-lingual.

- CalWORKS: CalWORKS is represented at Woodland CC by one .60 FTE counselor and a .48 FTE clerical position. These positions assists needy students in negotiating and benefiting from work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services. This program is coordinated at the District level but is, like those mentioned above, managed and staffed locally. All issues of state reporting and program monitoring are managed at the District level.

- Disabled Students Programs and Services (DSPS): DSPS, which serves approximately 102 students per year at WCC, is again a District-based program that is staffed at the local level. DSP&S provides a wide variety of services to students with disabilities. Such services include academic, personal and vocational counseling, specialized equipment, evaluation and intake, instructional materials assistance, aid in interacting with community agencies, mobility, enrollment and note-taking assistance, assistance with testing, and services tied to emerging technologies.

- Extended Opportunity Programs and Services (EOPS): EOPS, which has been located at Woodland CC since virtually the College's inception, provides services to approximately 250-300 economically disadvantaged students in any given year. The services EOP&S provides include counseling, assessments, educational planning, financial aid assistance, instructional support, outreach, recruitment and orientation services, transfer assistance, cultural awareness programming and social activities.

- Cooperative Agencies Resources for Education: The CARE program provides services to single parents receiving CalWORKs (formerly known as AFDC) to increase their educational skills, become more confident and self-sufficient, and move from welfare to independence. Support and services include: child care, transportation, tutoring, peer advising, parenting workshops, books and supplies. At WCC, CARE serves approximately 65 students per year.

- Tutoring Center: Individual and group tutoring are available in the Tutoring Center at WCC. The Tutoring Center assists students in most areas of study across the entire curriculum. Both one-on-one and group tutoring are available through the Center. Online tutoring is available through ccc.confer.org. The Center has three computers to support these efforts, two for math tutorials and one for writing tutorials. Virtual tutoring is a recent addition to WCC's tutoring services. Students and tutors meet by way of telephone and/or by computer connection through CCC Confer. This is a free service and the phone connection is toll-free. This enables students who have difficulty attending face-to-face tutoring sessions to obtain assistance even on weekends or late evenings. Services have been available in English, Biology 6, and several math courses.

  The Center is staffed by a full-time Tutoring Center Specialist, temporary part-time Federal Work Study students, and several temporary part-time student tutors. Overall, the Center employs approximately 15 to 20 students as peer tutors, who

each tutor approximately 3 to 15 hours per week. Approximately 415 students utilized the Tutoring Center (for multiple periods of use) during the 2005-06 academic year. Students are able to make their own, 30-minute appointments while extended time is available for those needing extra help. The Center is open from 8 AM till 8 PM Monday through Thursday and 8 AM to 5 PM on Fridays.

- Veterans Affairs: All District-based Veterans Affairs services are available at the Woodland CC campus. Services include: on-line and hard copy applications for education benefit processing, certification of benefits for pay, counselor referral, financial aid information, fee waiver and deferral help, work study opportunities and other related services. The (approximately) 20-25 veterans enrolled at WCC receive these services, while the Center processes another 15-20 information requests each week. One .80 Veterans Affairs Specialist oversees all VA services throughout the District. This person is assisted at WCC by a Federal Work Study student who is paid by the Veterans Administration.

- Child Development Center: The Child Development Center (CDC) provides a hands-on, developmentally appropriate curriculum that meets the needs of the children as a group and each child as an individual. The staff works closely with each family to assess the child's and the family's needs within the child care setting. Childcare is available in full or half day blocks, and meals are provided. Children must be enrolled for a minimum of two half-days per week. Although the CDC operates at full capacity, students have top priority and every attempt is made to accommodate their needs. Some subsidy money is also available through federal grant funds and scholarships. The single-building facility at WCC is licensed for 27 children aged between two years, nine-months and five years of age. The *Campus Facilities Plan* includes space for adding another building and for expansion of the existing playground.

- Tech Prep and Articulation: Tech Prep is a District-wide function that primarily serves to articulate K-12 occupational programs with those at the college campuses. Approximately 291 of the 541 Tech Prep students served in the WCC service area enrolled at WCC in 2004-05.

- Associated Students, Woodland Community College (ASWCC): Each campus within Yuba Community College District has its own student government. Faculty advisors are assigned to ASWCC and to each of its sanctioned student clubs. The Dean of Student Services is the sponsor for ASWCC, and the Campus Life Coordinator at Yuba College provides assistance with business processes and operational guidelines.

- Career Development: Career development support is currently being handled, in part, by each of the four full-time counselors presently on staff at WCC (also serving Colusa). The bulk of this work is handled by the CalWORKS counselor, with the understanding that the fifth full-time hire, scheduled for 2008-09, will assume 100% responsibility for career development programming. Job placement support has been a weakness of WCC.

- Campus Safety: Two full-time police officers have, as part of their assignment, the WCC Campus. These individuals, in cooperation with the District police office, handle all patrol, investigation, crime prevention, emergency preparedness and related law enforcement duties for the Woodland campus community. Additionally call boxes and pay telephones are located on the WCC campus. Safety Escorts were recently added, as well, to provide security to those wishing security while walking

to their cars. Most recently, WCC was the first of the YCCD campuses to have live surveillance equipment installed in critical areas, both within the buildings are generally, to monitor the parking and entrance/exit areas. A modernization of this equipment is already anticipated for the 2007-08 year.

- <u>Health Services</u>: Health services have been sporadic at WCC. While space exists for this program (an office was established by a part-time nurse during the 2005-06 academic year), this person left and efforts to contract an outside provider have been ongoing. This situation is discussed in the Planning Agenda.

Planning Agenda

1. Contract a healthcare provider for WCC based on the model currently utilized at the Yuba College campus in Marysville.

<u>Timeline</u>: 2009-2010 Academic Year
<u>Responsible Parties</u>: Dean of Student Services, College Council

2. Successfully complete advocacy efforts to hire a full-time career development / job placement counselor for students at WCC and Colusa.

<u>Timeline</u>: 2008-2009 Academic Year
<u>Responsible Parties</u>: Dean of Student Services, President WCC

4. Develop a plan for ongoing support services once the new Colusa Center building is completed.

<u>Timeline</u>: 2010-2011 Academic Year
<u>Responsible Parties</u>: Dean of Student Services, President WCC, Student Services staff members

II-B3b *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Descriptive Summary

Community Participation Encouraged: Woodland Community College, through its affiliation with the District, highlights its concern for the development of community and civic values in its *Board Policy Manual* (July, 2004). Here the Trustees formalize the role of the District in providing community services programming "to contribute to the physical, mental, moral, economic or civic development of the individuals or groups" **(See ST2-19, BP 4400, Sec. 4, p. 20)**. Additionally, many of the Social Science and Humanities requirements, outlined in the *Woodland College Catalog* template, provide students with formal studies in personal and civic responsibility **(See ST2-11, p. 49)**.

The College encourages students to participate in the Associated Students of Woodland Community College (ASWCC), WCC's student government organization. There are also active student organizations in the areas of art and business. Due, additionally, to the high percentage (45%) of Chicano/Latino students at WCC, there is an active M.E.Ch.A. student

organization. Fulltime faculty volunteers serve as advisors for these student originations. Student organizations offer a variety of programs during the College Hour, Tuesday- Thursday, Noon - 1:00 p.m.

At times college classes organize community service projects that are not under the purview of a student organization. A most noteworthy example is provided by one of WCC's 2003 Health Classes, which successfully organized the entire campus to be a "no smoking zone" – permanently. Another example, the Speech 6 class has for the past two years, organized a series of projects geared toward improving campus and community life. Fire Academy students have also provided informal assistance to the Woodland "Safe Schools and Healthy Kids" program by staffing an event. And finally, students from all classes and organizations helped with a campus-wide food drive to help needy residents of the Yolo County area.

Student Government Participation: Student representatives serve on the WCC College Council. These meeting are held twice a month. Along with the student representative the College Council represents all shareholders of the college; administration, faculty, adjunct faculty, and staff. WCC students have also served as representatives to the YCCD Board of Trustees.

Self Evaluation

The hiring of a Dean of Student Services has allowed WCC to better focus both upon services provided TO students and activities provided BY students. As this section indicates, student activities have increased in recent years and student appreciation for these activities was clearly voiced in the 2007 Student Forum **(See ST2-3).**

WCC Survey: Students at WCC were asked three questions relating directly to student support services during the surveys conducted in 2003-04 and repeated in 2006-07. The response tables are intermixed with the supporting narrative on the pages that follow.

Student Life Programming (Table 50, p. 170): While many areas of the 2006-07 survey reflected only modest change from the results in 2003-04, the question regarding student life shows that student opinion shifted rather significantly between the '03-'04 questionnaire and the '06-'07 questionnaire. While a current score of 3.25 (on a 5.00 scale) indicates merely that students are "neutral" toward the statement posed, it presents the largest single increase of any survey question, moving from 2.71 to 3.25 over the three-year period under study.

The Arts: How Important (Table 51, p. 170)**:** As can be observed from this table, the importance of the arts seems to have changed little in the minds of those students participating in the two surveys. It may be of interest that, from 2004 to 2007, there was a considerable change in female and male student impressions of the relative importance of the arts. From 2004 to 2007 the score for women decreased from 2.45/3.00 to 2.33/3.00 while the score for males increased from 2.26/3.00 to 2.40/3.00. This reversal might go un- noticed except for the fact that all other segmented groups remained remarkably consistent for the two periods tested.

TABLE 50
Woodland CC Service Area
Student Perceptions: Student Life Programming
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . has student life programs that broaden my education."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	2.71 / 5.00	219	3.25 / 5.00	342
Response by Age Group:				
Up to 24 Years of Age	2.63	136	3.24	245
25 Years and Above	2.84	83	3.26	89
Response by Gender:				
Female Respondents	2.67	145	3.26	176
Male Respondents	2.74	69	3.23	154
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.59	73	3.20	110
Hispanic (all sub-groups)	2.87	90	3.23	125
All Others (N=<70 Responses)	2.61	56	3.30	105

A 5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B 2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 51
Woodland CC Service Area
Student Perceptions: Programming and Events in the Arts
Student Surveys: 2003-04 and 2007-08

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . THE ARTS: Provide events and programming relating to the fine and performing arts."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	2.39	217	2.38	340
Response by Age Group:				
Up to 24 Years of Age	2.42	135	2.41	243
25 Years and Above	2.34	82	2.33	89
Response by Gender:				
Female Respondents	2.45	144	2.33	174
Male Respondents	2.26	68	2.40	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.27	73	2.34	110
Hispanic (all sub-groups)	2.45	89	2.44	123
All Others (N=<70 Responses)	2.45	55	2.34	105

A 3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B 2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Appreciation of the Arts (Table 52, p. 171): For reasons not immediately apparent, all groups tested in 2006-07 gave this question a lower score than in 2003-04. The arts program and extra-curricular art-related activities have, if anything, increased during the period under review.

The survey results indicate that student activities and the pantheon of student activities are improving, but still need an infusion of energy and support at Woodland Community College. The arts are an area targeted for growth in the current building and staffing plans.

TABLE 52
Woodland CC Service Area
Student Perceptions: Developing an Appreciation of the Arts
Student Surveys: 2003-04 and 2007-08

Statement Tested:	*"Woodland Community College provides students with the following skills . . . Developing an appreciation for the performing and fine arts: (music, theater, dance, ceramics, art, etc.)."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	2.84	213	2.64	318
Response by Age Group:				
Up to 24 Years of Age	2.82	132	2.63	229
25 Years and Above	2.86	81	2.70	82
Response by Gender:				
Female Respondents	2.85	143	2.65	163
Male Respondents	2.74	65	2.60	145
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.71	72	2.49	106
Hispanic (all sub-groups)	3.00	89	2.83	117
All Others (N=<70 Responses)	2.73	52	2.57	93

A   4= Agree Strongly, 3= Agree Somewhat, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Planning Agenda

A planning document highlighting Student Development goals and processes would help to guide future growth in this area. Student life, especially, has had sporadic instances of greatness, but no overarching direction to ensure consistency and ongoing involvement. In short, cohesion and direction for all student life components at WCC need ongoing attention. These should be longer-term goals for the Dean of Student Services:

Timeline: 2009-2010
Responsible Party: Student Services staff, Dean of Student Services

II-B3c   *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and personnel responsible for the advising function.*

Descriptive Summary

One of the core responsibilities of the Dean of Student Services, since the filling of this position in March of 2006, has been that of moving WCC toward an integrated Student Development construct, bringing together academic programming and student support programs and services.

Core Services: As part of the matriculation process, counseling services are offered both

day and evening, on a drop-in basis and by appointment throughout the academic year. Counseling services are provided in the following areas:

TABLE 53
Woodland CC Service Area
Core Counseling Services and Designated Staff
2007-08

Type of Service	Designated Staff
Counseling and Academic Scheduling	- All counseling staff
Transfer Center	- Designated to one person
EOP&S	- Designated to one person
CalWORKS	- Designated to one person
Veterans Affairs	- Shared by all counseling staff

Counselors provide services to students, enhancing their ability to identify and make sound educational decisions. Counselors assist students with SEP (Student Educational Plans), course selections, career planning, graduation matters, and transfer matters. Counselors also make these services available at remote educational sites by providing outreach services to the community and the ten local feeder high schools in Yolo and Colusa Counties. This outreach involves six school Districts.

Transfer Services: The WCC Counseling Department offers services to assist students with preparation for transfer to four-year colleges or universities. A California State University, Sacramento representative is scheduled on a monthly basis throughout the semester. The Counseling Department utilizes the University of California, Davis, Transfer Admission Agreement program for fall quarter admission. The Counseling Department also teaches classes that include Career Planning, College Success, and Transfer Preparation.

Faculty Counselors, Qualifications: All WCC full-time counseling faculty members meet or exceed the minimum qualifications of the California community college counseling discipline. Their further professional development is encouraged through the availability of Flex/staff development funding, which provides faculty with resources for conferences, workshops and external seminars. Counselors, as full-time faculty members, are also entitled to a scheduled sabbatical leave, dependent upon the quality and purposes of their sabbatical proposal.

Professional Credentialing and Evaluation: As counseling faculty, counselors are evaluated by use of the same methods utilized for all faculty, while program review provides program-wide feedback on a four-year cycle. All counselors meet minimum qualifications via their education and training. Counseling and faculty meetings are held bi-monthly. The faculty meeting attended by counselors is a unique opportunity for collaboration and communication with faculty from all disciplines. The College counselors are amenable to efforts for ongoing assessment and review of existing programs/services to meet student needs.

Tutoring Center, Evaluation of: The Tutoring Center has been a visible and enthusiastic piece of WCC's learning support package. Peer tutoring at this facility has provided a great opportunity for students providing tutoring as well as those receiving such assistance. The concern of the Tutoring Center Specialist, the Center's only full-time staff person, has been that modest staffing has inhibited her ability to properly train students, to focus attention on any single aspect of her operation, or to evaluate outcomes of these efforts. Further

staffing for the Tutoring Center will be a recommendation of this study, but only with the understanding that any such support is linked to evaluation of student success.

Self Evaluation

Woodland CC Survey: In both 2003-04 and 2006-07, Woodland Community College students had the opportunity to express their opinions regarding WCC support services and the on-site personnel available to implement these. Three questions were posed on the survey pertaining to student services and these are reiterated below, with their associated result provided on the next two pages in tabular form. The statements tested are provided in the three tables on **pages 173 and 174**.

As the survey results below indicate, students feel that academic advising and personal counseling are very important (2.8 on a 3.0 point scale). However, in both terms of advisors (which have been admittedly understaffed), and corresponding advising/counseling services, they feel they fall between "neutral" and "agree somewhat" to the positively worded statements.

Outcomes Culture: The concepts of Student Development and Student Success, as these tie to outcomes-based criteria, are in their infancy at Woodland Community College. Counseling faculty play an integral role in the current SLO planning process and are both familiar and comfortable with linking academic programs, student services and outcomes-based assessment.

TABLE 54
Woodland CC Service Area
Student Perceptions: Cooperative and Knowledgeable Advisors
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . has cooperative and knowledgeable advisors."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	3.80 / 5.00	217	3.68 / 5.00	344
Response by Age Group:				
Up to 24 Years of Age	3.80	135	3.68	246
25 Years and Above	3.80	82	3.67	90
Response by Gender:				
Female Respondents	3.76	143	3.68	176
Male Respondents	3.87	69	3.72	155
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.78	73	3.55	109
Hispanic (all sub-groups)	3.83	89	3.75	126
All Others (N=<70 Responses)	3.78	55	3.73	107

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 55
Woodland CC Service Area
Student Perceptions: Provides Necessary Scheduling Services
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . provides the advising services necessary to plan a student's schedule effectively."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	3.72 / 5.00	220	3.60 / 5.00	346
Response by Age Group:				
Up to 24 Years of Age	3.68	136	3.59	248
25 Years and Above	3.79	84	3.61	90
Response by Gender:				
Female Respondents	3.69	146	3.54	177
Male Respondents	3.75	69	3.68	156
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.66	73	3.45	110
Hispanic (all sub-groups)	3.71	90	3.71	126
All Others (N=<70 Responses)	3.80	57	3.61	108

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
         2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 56
Woodland CC Service Area
Student Perceptions: Relative Importance of Advising and Counseling
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . provide more academic advising and personal counseling."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	2.85 / 3.00	219	2.80 / 3.00	340
Response by Age Group:				
Up to 24 Years of Age	2.88	135	2.80	243
25 Years and Above	2.81	84	2.79	89
Response by Gender:				
Female Respondents	2.89	146	2.78	174
Male Respondents	2.76	68	2.82	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.88	73	2.80	110
Hispanic (all sub-groups)	2.85	91	2.83	123
All Others (N=<70 Responses)	2.84	55	2.76	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
         2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Planning Agenda

The college has increased the number of counseling faculty to four in fall of 2007 and plans to increase it to five by the 2008-09 academic year. The Planning Agenda would just request then that the College adhere to this staffing plan.

II-B3d *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

WCC Demographics: Woodland Community College has a wide array of programs, both longstanding and emerging, that speak to the diversity within the college. As the charts in the introductory sections **(See pp. 27-33)** indicate, WCC has experienced changing ethnic demographics gradually over the past 5 years. Additionally, the student population has seen a strong turn toward students under the age of 25, or what have been known as "traditional" students. At the same time the female-to-male ratio (2:1), which is typical of many community colleges, is nonetheless a consideration in future marketing.

Diversity in Student Life Programming: Because WCC's multicultural emphasis is especially striking, the College traditionally has had a viable and large M.E.Ch.A. student organization. Hispanic students also play leadership roles in student government and in other student organizations on campus.

Multi-Cultural Requirement: The College has a General Education requirement, wherein students must complete one cross-cultural course to earn an associate degree. This course requirement is offered in multi-discipline areas.

Diversity in Employment: In the arena of employment, all searches are subject to EEOC overview. The college policy, based upon that of the District, is to advertise employment opportunities through recruitment vehicles that increase the chances for a diverse pool of qualified applicants. Additionally, all searches have a trained EEOC representative as a member of the search team. This person is required to ensure that all applicants receive fair and just consideration.

Self Evaluation

Like many California community colleges, Woodland Community College is experiencing a growth in populations that have not previously been represented in significant numbers. As the charts in this document's section on demographics indicate, the trend toward serving a somewhat younger population continues **(pp. 27-28)**. Additionally, the trend toward serving increasing numbers of women seems, at WCC, to have flattened in recent years, with the ratio remaining about 2:1 in favor of female enrollees. In terms of ethnicity, while the Hispanic plurality has continued consistently in recent years, other groups such as Asians, African-Americans, and Filipinos are being found in increasing numbers as well.

Overall, employment of faculty and staff, who are representative of the populations served, has lagged somewhat behind changing enrollment/demographic curves. As is demonstrated

above, employment of under-represented groups is significant at the staff level, but is less so among faculty, where there are currently no full-time Chicano/Latino representatives (Note that the two faculty who are listed as Hispanic are Counseling Faculty).

Similarly, as the introductory tables might not so clearly indicate, there has been considerable turnover among the early-era WCC hires in recent years, with younger faculty/staff beginning to skew the age demographic toward a younger teaching population **(See Table 7, p. 30)**. In terms of gender, females comprise 69.2% of college staff and 52.4% of faculty **(See Table 6, p. 29; Table 10, p. 31;** and **Table 13, p. 32)**.

Newer multi-cultural initiatives are being developed as this document is being authored to meet the needs of a diverse Student Body. These include:
- A multi-cultural center is being planned and will be housed in the new LRC/Library building. This center will house programming, art, student art shows, speakers, cultural artifacts and videos.
- A cultural diversity series will be launched at WCC. Utilizing the multi-cultural center, the series will be funded largely by contributions, such as that at Yuba College's campus at Marysville.
- A multi-cultural book project was introduced campus-wide during the 2006-07 academic year. Students selected and were then assigned to read an especially compelling novel and then to view a video by the author. Faculty and students then intermingled classes in forging discussions, class projects and presentations built around this timely novel.
- Multi-Cultural Programming: A new cooperative agreement has been reached with the UC Davis International House to provide enhanced opportunities for program sharing in WCC's multi-cultural programming efforts.
-

Perceptions of Diversity at WCC: The Woodland Community College Comprehensive Survey (2003-2004) had much to say about perceptions of diversity programming at WCC **(See Tables #57, p. 177; Table #58, p. 177;** and **Table #59, P. 178)**. When asked how important they felt it was to "embrace diversity in [WCC's] programs and services," respondents indicated that it fell between "somewhat" and "very" important. Additionally, they felt that in their WCC educational experience, they had acquired skills relating to "Getting along with people from all races, cultures and backgrounds," and "Learning to appreciate diverse attitudes, values, and perspectives."

Survey evaluation of Woodland Community College programs and services will occur in three to four-year cycles, with the next survey cycle occurring in the 2010-2011 academic year (hopefully coinciding with the *Focused Midterm Report*. These surveys, which will use 2003-04 and 2006-07survey results as baseline data, will be developed in conjunction with the reformulated, campus-specific *Educational Master Plans*, which will be developed for the colleges at Woodland and Marysville.

TABLE 57
Woodland CC Service Area
Student Perceptions: Relative Importance of Diversity in Programs and Services
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . DIVERSITY: Embrace diversity in its programs and services."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	2.60	217	2.55	337
Response by Age Group:				
Up to 24 Years of Age	2.62	134	2.60	241
25 Years and Above	2.58	83	2.50	88
Response by Gender:				
Female Respondents	2.62	145	2.52	173
Male Respondents	2.56	68	2.60	151
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.51	73	2.33	108
Hispanic (all sub-groups)	2.69	90	2.67	122
All Others (N=<70 Responses)	2.59	54	2.64	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 58
Woodland CC Service Area
Student Perceptions: Relative Importance of Getting Along with Multi-Cultural Environment
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"Woodland Community College provides students with the following skills . . . getting along with people from all races, cultures and backgrounds."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	3.39	213	3.26	321
Response by Age Group:				
Up to 24 Years of Age	3.34	132	3.27	230
25 Years and Above	3.47	81	3.25	84
Response by Gender:				
Female Respondents	3.39	143	3.28	166
Male Respondents	3.35	165	3.23	145
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.38	72	3.16	108
Hispanic (all sub-groups)	3.43	89	3.38	118
All Others (N=<70 Responses)	3.35	52	3.23	93

A   4 = Agree Strongly, 3 = Agree Somewhat, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 59
Woodland CC Service Area
Student Perceptions: Appreciating Diverse Values, Attitudes and Perspectives
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"Woodland Community College provides students with the following skills: . . . learning to appreciate diverse values, attitudes and perspectives."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*N=*	Mean **(μ)**	*n=*
Overall Response:	3.27	213	3.20	321
Response by Age Group:				
Up to 24 Years of Age	3.20	132	3.18	230
25 Years and Above	3.28	61	3.21	84
Response by Gender:				
Female Respondents	3.29	143	3.22	126
Male Respondents	3.22	65	3.16	145
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.26	72	3.08	108
Hispanic (all sub-groups)	3.35	89	3.31	118
All Others (N=<70 Responses)	3.13	52	3.19	93

A   4 = Agree Strongly, 3 = Agree Somewhat, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Planning Agenda

WCC's diversity programming has been adequate. Staffing, as a diversity issue, is addressed in Standard IV-A, Human Resources.

II-B3e   *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Descriptive Summary

The management and oversight of the assessment/placement process resides with the Research Assessment Specialist located at Yuba College, Marysville. A Research Analyst has been hired (Fall, 2007) and an Assessment Specialist (Fall, 2008) is slated (in the WCC Staffing Plan) to join Woodland Community College as this aspect of operations becomes increasingly localized at Woodland.

Currently at Woodland Community College, testing is available by appointment four times a day. During the peak matriculation period, group testing is available. The current assessment used is *Accuplacer*, which is developed by the College Board. The State Chancellor's Office of Community Colleges has approved this assessment tool.

Students must complete assessment testing or meet prerequisites for placement into all levels of English, Reading and Math courses. The assessment process is also available at all service area high schools.

Assessment of individual WCC students, when completed, is incorporated into the Datatel Colleague database. Each student is provided a copy of his/her test scores. In the aggregate, scores are reviewed by the Research Assessment Specialist and the Dean of Student Development. Testing trends are provided to appropriate faculty/staff committees, and decisions regarding "cut" scores are made based on correlations between test scores and student success rates.

Self Evaluation

An institutional effectiveness Director was hired District-wide in July of 2006. This position, is already supported by a District Research Analyst, while an additional Research Analyst was hired for WCC in September of 2007. She reports to the President, WCC. This Woodland-specific position was approved by the YCCD Board of Trustees at their May 9, 2007 meeting. An assessment specialist is slated to join WCC as well in fall term of 2008.

Assessment of ESL testing instruments in currently in process. Students will be assessed using an alternative assessment instrument to validate that currently employed. This assessment is in response to expressed concerns that ESL students were being wrongly placed utilizing the current instrument.

Planning Agenda

With increased attention to institutional research and effectiveness, WCC should work with the District to develop a plan to regularly evaluate admissions and placement instruments and practices.

Timeline: 2008-2009 (in conjunction with the maturation of the Institutional Effectiveness position)
Person Responsible: Institutional Effectiveness/Testing

II-B3f *The institution maintains student records permanently, securely, and confidently, 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.*

Descriptive Summary

At the District level, the Yuba Community College District Office of Admission and Records makes provisions for the accuracy, confidentiality, and security of student records. Currently hard copy records are housed in Building 100 in the Admission and Records office. Since 2004, the copying of archival student records onto electronic format has been completed. The District is currently working to transfer archival grade books, vault records, etc. to an electronic format as well. Computer back-up tapes are kept for all student records.

The electronically housed student records can be accessed at Woodland Community College. Only staff personnel have access to such records.

The district-wide policy for the release of student records is provided on page 34 of the *District Catalog* and on **page 32** of the *Woodland CC Catalog* template **(See ST2-11)**. This information is also reprinted in each semester's class schedule book.

Self Evaluation

The maintenance and protection of student records has continued to improve since the 2004-05 District Self Study.

Planning Agenda

None.

II-B4	*The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contributed to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The following processes are used to assess the progress of each student service component:
- Program Review: Each Student Service area is evaluated.
- Categorical Reports: Directors of categorical programs prepare annual reports that outline the progress their respective program are making in achieving their stated goals.
- Student Service Meetings: Discussions occur at monthly scheduled meetings to assess level of service to students.

Self Evaluation

In response to several questions in Standard IIB, Woodland Community College has, through its comprehensive 2003-2004 survey (repeated in 2006-07), subjected numerous aspects of its operation to the perceptions of the college's stakeholders. As the results indicate, most respondents are satisfied with the programs and services at WCC. However, in noting the occasional need for improvement, WCC will continue to conduct extensive, cyclical program reviews and utilize the feedback from these reviews to improve student support services **(See ST2-1,** Comprehensive Survey Data).

Planning Agenda

None.

Standard II-C: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for student are sufficient to support the support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that the library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve effectiveness of the services.

II-C1   *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

Descriptive Summary

Woodland Community College opened a new Learning Resource Center in August of 2007. The current facility, with 49,941 ASF (assignable square feet) replaces a 4,000 ASF structure that served well the College's developmental years. This new facility will house the Library and the learning support functions and services highlighted in the pages that follow.

Other than the library, some of these associated functions will include the capacity for Distance Education programming, the Tutoring Center, Media Services and several computer laboratories. Historically affiliated with the Library, Media Services has one, full-time Telecommunications/Multimedia Specialist. It has received partial staffing support through its physical affiliation with the library.

Self Evaluation

The new Learning Resource Center has helped to alleviate some longstanding space issues. The Library, within the LRC, has one main reading room, one processing room, several storage areas, offices, an administrative office, several group study rooms and an open computer lab. Books, magazines, and newspapers have increased shelf space compared to the nearly filled capacity at the previous facility. Finally, with the extra space it is now easier to accommodate physically and learning disabled patrons, with specially designed desks and assistive technology.

Library and LRC Staffing: The library staff is of modest size in relationship to recommended standards. It includes:
- A full-time professional Librarian
- A full-time Library Technical Assistant (who has managed the LRC for 25 years)
- Library/Media Specialist (Fall 2007)
- A temporary part-time Librarian
- Temporary, part-time Federal Work Study students (number varies)
- A full-time telecommunications/multi-media specialist (distance education and related functions)

According to the Association of College & Research Libraries **(See ST2-44)**, minimum staffing for a library serving a campus of 1,000 to 2,999 FTES should fall between 10 and 18 full-time staff. As the chart below indicates, the recent increases in WCC's library staffing do not yet bring it in line with these standards.

Staffing, as documented above, has been barely adequate to meet the needs of a 4,000 square foot facility in an "Educational Center." However, in a 49,941 square foot facility, a ramping up of staffing is viewed as necessary by the college leadership. Such staffing enhancements are needed to merely ensure basic services, to provide staff (and student) training, to assist with those Distance Education functions described above, and generally to improve the overall operation of the Library/LRC. While the new, enlarged facility has been a blessing, it has also made clearly apparent the shortages of personnel to cover its vast array of functions.

TABLE 60
Woodland Community College
Library/LRC Staffing
Comparison of WCC Staffing and ACLR Standard

	Admin	Professional	Technicians	Other	Total
ACLR Standard	1	3-5	3-6	3-6	10-18
Woodland CC	1a	1b	1c	0	4

a. Administrator is Dean of Instruction
b. 10 hour per week adjunct librarian assists as well
c. Second full-time technician added, fall 2007

Library Holdings: Provided below are comparisons of WCC's library holdings from early in 2004, again in May of 2006, and finally in mid-2007. It is clear that holdings are slowly growing. The number of volumes (8,800) has grown considerably in recent years and represents both circulating copies and references. There are also modest numbers of magazines on a variety of topics, and several newspapers. These items have been carefully selected to meet the needs of the College's students.

TABLE 61
Woodland CC Service Area
Library Holdings: Three-Year Comparison
Academic Years: 2004, 2006, 2007

Item	April 2004	May 2006	August 2007
Book Titles	7,424	8,800	9,486
Periodical Titles	47	58	51
Newspapers	--	6	6
Audio Titles (records, tapes, CD's)	611	617	622
Video Titles	1,389	1,500	1,600
Computers for Student Use	13	13	40
Typewriters	2	2	1
Seating	115	115	210
Multi-Media Units (Video, VCR, DVD)	4	4	8

(Source: Woodland Community College Library)

Library Collections: In terms of both library collections (and the personnel to support such collections), WCC does not yet meet the norm for institutions of its size. For example, a current collection of 8,800 volumes compares to a norm of 40,000 to 60,000 for institutions serving similar numbers of students **(See ST2-44)**.

The "ramping up" process required to approach professional standards has been recognized by the District in providing a supplemental allocation of $98,369 in the 2006-07 fiscal year. However, a continued influx of such support is not guaranteed, while the library staff feels that a five-year period of such supplemental support would probably be necessary to provide essential materials and services to the student population.

Library Equipment: Equipment currently on hand includes VHS/DVD players and two on-line public access catalog stations (OPAC). Five new internet-connected computers (all new as of fall 2007) are currently available for students and four computers for staff, including one for the circulation desk. An additional computer is designated to students with disabilities. These computers are available to students for research, writing and printing.

The new facility includes an enhanced equipment package. This includes improvements such as security and study carrels as well as office equipment and supplies (such as computers and a fax machine):

- 2 online catalog computers
- Circulation system hardware and software
- An electronic security gate to prevent theft
- Desensitizers to inactivate security strips for check out
- Compact shelving for the media collection
- Shelving for the library collection and the processing area
- Updated kiosks for listening and viewing digital media are part of the furniture plan
- 8 fully equipped study carrels with DVD/CD/VHS/Audio Cassette (housed within the open computer lab and library)
- Binding equipment for magazines, etc.
- Heavy-duty paper/laminate trimmer

The new Library/LRC came with a substantial equipment allowance. This allowance has helped to provide security enhancements, has assisted in improving the Library/LRC's storage capacity, and has enhanced desktop equipment and software.

Questions remain as to the types and amount of equipment needed to further develop WCC's distance education programming. These questions are tied to larger discussions regarding the overall management of WCC's DE function and how WCC's DE will relate to efforts traditionally under the direction of Yuba College. The current (new) WCC Dean of Instruction brings to the position an extensive background in DE and will undoubtedly help to give focus and direction to this program.

Library Budget: WCC is dedicating a specific line item in its 2007-08 budget to the Library/LRC (amount not finalized as of August 2007). This will be the first time that Woodland Community College has had a formally separate budget and the library line item is therefore the first managed internally as well.

Previously, the librarian had competed with all campuses for District funds. In 2006-07, $22,590 of the District's library budget had been managed by the WCC librarian. Additionally that year, a supplemental budget of $98,369 was provided by the District for the updating of District-wide annual library holdings (books, periodicals, supplies, etc.).

Distributive Education (DE): Distributive Education has, until recently, been largely the province of Yuba College, Marysville. In the past three years, however, DE has become increasingly embraced by WCC faculty members, who are turning their attention toward the internal development and delivery of DE courses.

The LRC contains two rooms (20 students each) for distance education, for broadcasting and receiving. Each classroom offers an interactive environment for audio/video teleconferencing (ITFS, Polycom VS 4000). Students and teachers use these on an hourly basis. Students can check out DVDs of DE courses. Most DE courses are also available online at anytime.

The library staff, augmented in 2007 by a Library/Media specialist, will manage and record all distributive education (DE) courses and materials. This will include proctoring DE examinations and serving in a liaison's role between DE students and faculty.

Affiliated Computer Labs: Four computer labs are located at Woodland Community College. One of these labs, an open lab, is located in the Learning Resource Center. The remaining three are equipped (hardware/software) to serve the various programmatic needs of the buildings in which they are located. These labs are adequately equipped and staffed to meet the current and short-term needs of the College.

<div align="center">LOCATED IN LEARNING RESOURCE CENTER</div>

- <u>Open Media Lab</u>: 40 work stations open to students in the Learning Resource Center.

<div align="center">LOCATED IN OTHER BUILDINGS</div>

- <u>Business Computer Applications Lab</u>: This lab is equipped with 32-33 terminals, has a part-time Instructional Assistant (IA), and has current versions of MS Office and MiniTab installed on all machines.
- <u>Accounting Computer Lab</u>: This lab also has 32-33 terminals, has a full-time IA, and is equipped with software appropriate to current accounting instructional needs.
- <u>Writing and Math Lab</u>: The Writing and Math lab has a number of terminals similar to the business and accounting labs, is served by a 19-hour (part-time) IA, and has current versions of all necessary software.

Summary Statement: The recent completion and occupation of the new Library/LRC is the second phase of a construction process that will herald in four modern buildings, and much of the equipment needed to greatly enhance the programs and services of Woodland Community College. This section recognizes the efforts put forth by the College, the District and the voters to provide a comprehensive educational climate at WCC. At the same time, the College recognizes that such growth is inevitably uneven and that the institution will need to continually advocate for the improvements recommended below.

Student Survey: An ongoing survey has been designed to provide the Center with feedback about the student's experiences, both with the tutor and the services provided. Unfortunately, there is no means in place for gauging student outcomes. An encouraging, though anecdotal, measure has been that students occasionally inform the center on a volunteer basis of their grades, their level of satisfaction, etc.

Planning Agenda

1. **Holdings:** With the new, much larger facility in place, it will continue to be necessary to create a substantial Woodland-specific fund to upgrade and expand the current holdings. An estimate provided by the library staff is that it will take an infusion of $100,000 per year for the next five years to upgrade the collections (and periodicals) needed for the new building and for becoming a separate college.
2. **Staffing:** A .5 FTE librarian and a second full-time Library Technical Assistant should be added to support this facility, as well as a second multi-media specialist.
3. **Equipment Upkeep:** There are ongoing expenses for processing library materials, such as book covers, security tapes, labels, etc. While the equipment budget is improving, the expenses for these items and their yearly maintenance are large as well and will require annual funding enhancements to maintain and/or phase in the upkeep costs.

Timeline: A five-year phasing in of improved staffing and budgetary support is essential
Responsible Party: WCC President, Dean of Instruction, WCC Librarian

II-C1a | *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 of the institution.*

Descriptive Summary

A description of the materials and equipment utilized by Woodland Community College's Learning Resource Center is provided in Section II-C1. The emphasis in the current section is therefore upon the processes and input through which equipment and materials acquisitions are prioritized.

Participative Assessment: The library's equipment and material needs are assessed informally by faculty, library staff, and to some extent, students. The most commonplace method of gathering such information is direct interaction with faculty.

Another means of providing input has been program review. Twice, over the past seven years, a team of faculty, staff and LRC personnel has evaluated the library/LRC and made recommendations relating to staffing, holdings, and required equipment. Many of these recommendations have been basic to the programmatic needs assessment that went into WCC's justification for the new LRC complex that is presently being completed.

Additionally, the Woodland LRC conducted a needs analysis in 2003 in support of the District's *Educational Master Plan*. This analysis was updated and elaborated upon in the EMP's 2006 update, where an entire appendix was dedicated to the Woodland LRC **(See ST2-45)**.

Library Materials (from General Budget)**:** In the 2006-2007 year, the Woodland Community College Librarian summoned WCC staff for library materials requests. Many instructors, administrators and staff contributed their thoughts and/or exact titles for the library to purchase. Formally, the librarian asked for a prioritized list from each faculty member and asked for all faculty members to submit five titles they believed the library should purchase. Additionally, many titles have been sought out and selected from the

every day interactions from reference questions from students and assignments from faculty that require library research.

Instructional Equipment Requests: As part of a process intended to improve the ability of the Library/LRC to adapt to their new structure, a one-time allocation of $137,250 was provided to the Library/LRC in 2006-07 for equipment purchases. The more typical equipment process finds Library/LRC requests prioritized, based upon the types of input listed above, and then presented to the WCC College Council, to be balanced against other equipment requests from throughout the College. The highest institutional priorities are then presented to the YCCD Technology Committee, where again they (computer requests) compete with priorities from throughout the District.

Self Evaluation

While the input of faculty and staff has been critical to the prioritization of the Woodland LRC's materials and equipment, this input, up until the arrival of the new WCC librarian started, has been somewhat sporadic and informal. Faculty is now asked informally on a regular basis to submit requests for library materials. In addition, this year a formal memo was given to all Woodland Community College staff (part-time and full-time faculty, administrators, and classified staff). Faculty members were asked to give at least five titles they believed the library should own, and then to prioritize these selections. The WCC Librarian plans to continue both formal and informal means of gathering requests for library materials.

Equipment funding is separate from the library's general budget and is not consistent nor is any department guaranteed funding from this source.

During Spring 2007, several faculty members participated in a flex workshop that gave faculty Flex credit for weeding through the collection and advising the librarian of information gaps in their area of expertise. This "weeding" process has occurred in two-year cycles, with the new librarian hoping to make it an annual process.

Planning Agenda

In line with the request for an annual supplemental appropriation of $100,000, WCC library staff will develop a needs assessment determining what exactly the Library/LRC's proportionalized spending emphases should be – and these should be tied to overall institutional curricular planning.

Timeline: 2008-09
Responsible Party: Dean of Instruction, WCC Librarian

II-C1b *The institution provides ongoing instruction for users of library and other learning support*

███████ *services so that students are able to develop skills in information competency.*

Descriptive Summary

Information competency, as defined by the Academic Senate for California Community Colleges[i] in 1998, is:

> …the ability to recognize the need for information and to find, evaluate, use and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information use and requires the application of both critical thinking and communication skills.

As such, Woodland Community College incorporates development of information competency skills throughout the curriculum.   Specifically though, it is the practice at WCC to provide ongoing informal instruction for individual and group users of library and learning support services. The library, tutoring center, Writing/Math Lab, Business Computer Application Lab, and Accounting Computer Lab partner with the classroom instructor on an informal basis in developing these skills in the students served.

Self Evaluation

The library provides ongoing orientation and instruction so that students are able to develop skills in information competency through individualized assistance at the reference/information desk. On an individual basis, library staff guide and instruct new users in the use of the facilities, equipment, and materials – both within the library and around the campus.

For example, when a student comes to the desk looking for a scholarly journal article, the librarian's task is not to find the article, but to instruct the student on how to find it him/herself. This often includes a discussion of the topic, a definition of a scholarly article, the development of a search strategy, selecting resources, use of the online catalog/ database to find an article, and use of the information in the article, including how to cite it in a reference list.

The WCC librarian also provides general orientations for students regarding library policies and procedures and an overview of the library's web page contents, databases, and catalog. Formal class section orientations are provided at the request of faculty. There has been an increasing number of faculty requests for the Librarian to provide library instruction. In 2006-07, 30 classes with 412 students participated in in-class library instruction sessions.

Additionally, the Librarian has traditionally participated in the adjunct faculty orientation meeting and has offered a flex workshop on library resources, as well as the flex workshop on "weeding" the collection. The Librarian also publishes a newsletter once a semester highlighting and promoting library services (e-mail reference, instruction, collection development, etc.) and library resources (print and online).

With the opening of the new Library/LRC, new services are being implemented or planned. Some of these include:
- More frequent, formal student and faculty library orientations.

- Classes for credit – library research, evaluating web resources, critical thinking about research / resources, etc.
- Courses to support research in specific disciplines.
- Web-based and computer-based tutorials to complement WCC library resources.

Now in a much larger facility, the Writing/Math Lab, Business and Computer Applications Lab, and Accounting Computer Lab informally partner with individual instructors to provide students with information competency skills. Additionally, many classes – from English, Philosophy, and Humanities to ECE and History – require essays based on research using the library's databases and online catalogs, which are all major components of WCC's information competency curriculum. Tutors and instructors also teach students technology skills, such as how to set up email accounts and register on WebCT (online class management system). Students also receive assistance with research and navigating the web.

Self Evaluation

Staffing concerns do hamper efforts to offer library instruction on a consistent basis. Also impacted is the ability to assess the success of such library instruction.

WCC's curriculum, particularly instructs students to become information-competent, providing critical-thinking and research-oriented tools and allowing for a more complete and sophisticated form of instruction. Students who understand the vast resources available to them through the library are able to master more skills and to demonstrate greater aptitude in all facets of college writing, including critical thinking, planning, source evaluation and inclusion, and clarity. In short, the student is better prepared to compose coursework across the curriculum at the college/university level. The problem though, as indicated in the introduction to this essay, is having the staffing (current or projected) to meet current or anticipated needs at WCC.
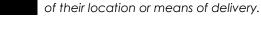
Planning Agenda

1. Formally adopt (a) a campus-wide definition of information competency as well as (b) core competencies to assess how research assignments and the library's standards meet student learning outcomes.
2. Establish goals for teaching information competencies across the WCC curriculum.
3. Introduce faculty flex workshops and faculty library orientation so that they may better integrate the LRC's resources into their teaching.
4. Provide library orientation as a component of new employee orientation.
5. As the LRC expands, and collections are improved, library instruction should be expanded to include courses on research. Regularly scheduled orientations and mini-workshops should also be offered to promote and teach students what services are available and how to use the resources available.

Timeline: 2008-2010
Responsible Party: WCC Librarian, Curriculum Committee, Academic Senate

II-C1c *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless*

██████████ *of their location or means of delivery.*

Descriptive Summary

Hours of Operation: Woodland Community College's library hours of operation are Monday - Thursday 7:30 AM to 7:30 PM and Friday 7:30 AM to 6:00 PM – a total of 58.5 hours per week. This information is provided to students through the District website and at the Woodland Community College Library.

Remote Access: A listing of WCC library holdings, including books, periodical titles, and audio-visual materials, is available on-line. It can be accessed through either the OPAC library's Telnet connection or via the Internet. This online service gives students the option of borrowing books and materials from the libraries of any of the campuses within the District. The library catalog is available on the LRC website and can be accessed either from the public access terminals or remotely, from the student's home. This service also extends to the various departments and offices on campuses, as well as to faculty and to staff, from their home terminals. Some of the available online databases include:

PROQUEST	Provides access to over 3300 periodicals (magazines, journals, and a few newspapers) with most available in full-text
NEWSBANK	Provides electronic editions of local, regional and national U.S. newspapers.
RAND California	A subscription-based service on California and U.S. public policy issues with an emphasis on statistics.
CQ Researcher	A weekly publication covering political, economic, and social issues.

These databases can be accessed either on-campus or remotely through the WCC library link to the District website.

Disabilities Access: The Library also provides resource access to students with disabilities. Access, or compliance with the U.S. Rehabilitation Act, Section 508, has also improved considerably at WCC since 1999. Current accessibility standards are met and will include the following features that will bring access to students of all abilities:
- Elevator to the second floor
- Electronic outside doors
- Other appropriate spaces as outlined in ADA requirements

The library provides a software system, *Dragon Naturally Speaking*, which allows students to talk audibly to a computer while the computer translates these audible commands into written documentary form. This system is currently advertised as being 99% effective in recognizing verbal queues. Also provided is the Kurzweil System, the leading developer of reading technology for people with learning difficulties and those who are blind or visually impaired.

Self Evaluation

Access to Current Library/LRC: Access hours to the new library/LRC have not changed substantially from those of the old Library/LRC. Modest staffing impacts all functions located at the Library/LRC including the laboratories and the Tutoring Center. Such issues may be one reason that students, in identical surveys conducted two years apart, gave the library only a 3.62 on a 5.00 scale when asked to evaluate the statement, "I believe that my campus . . . has a library that provides the resources and help needed." The same students, when asked to rate the importance of the library, on a three-point scale, rated it among their highest priority items at 2.77/3.00 (very important). **(See ST2-46)**.

Tables documenting the results of this survey are provided on the **pages 190-191**.

TABLE 62
Woodland CC Service Area
Student Perceptions: Library Resources and Staffing
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . has a library that provides the resources and help needed."*				
Year Tested *(See A & B below)***:**		**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents		Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:		3.78	220	3.62	347
Response by Age Group:					
Up to 24 Years of Age		3.72	136	3.64	249
25 Years and Above		3.87	84	3.58	90
Response by Gender:					
Female Respondents		3.81	146	3.60	178
Male Respondents		3.71	69	3.63	156
Response by Ethnicity (N=70+ Resp.)					
Caucasian (all sub-groups)		3.75	73	3.51	110
Hispanic (all sub-groups)		3.87	91	3.72	127
All Others (N=<70 Responses)		3.66	56	3.62	108

A　　5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B　　2003-04 Survey conducted by Educational Master Planning Project Team
　　　　2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

Planning Agenda

1. Accessibility issues, as well as hours of operation, should be reviewed in the context of the new facility. Staffing implications should be a consideration in this review.

Timeline: 2007-2008
Responsible Party: Dean of Instruction, WCC Librarian

2. Services for remote users should be evaluated in light of the needs and services associated with the opening of the new facility.

Timeline: 2007-2008
Responsible Party: Dean of Instruction, WCC Librarian

TABLE 63
Woodland CC Service Area

Student Perceptions: Relative Importance of Library Resources
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . Provide library materials for papers and projects."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	2.86 / 3.00	218	2.77 / 3.00	340
Response by Age Group:				
Up to 24 Years of Age	2.87	135	2.78	243
25 Years and Above	2.84	83	2.78	89
Response by Gender:				
Female Respondents	2.90	145	2.75	174
Male Respondents	2.75	68	2.80	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.86	72	2.71	110
Hispanic (all sub-groups)	2.86	91	2.82	123
All Others (N=<70 Responses)	2.85	55	2.78	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

II-C1d   *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

The Woodland Community College LRC's internal security system is similar to that provided for campuses throughout Yuba Community College District. A new 3M security system was installed in the new library facilities in 2007. The 3M System provides an electronic security checkpoint at the exit, all removable items have security strips attached, and the library has the capacity to de-sensitize items that are being checked out. If students keep items past their date of return, their transcripts can be held until payment of overdue fees is received.

The maintenance of all buildings, including the Library/LRC, is under the management of the Maintenance and Operations Supervisor. Personnel, while assigned to certain areas, are often asked to focus on a specific area as maintenance issues arise. The maintenance of library materials and equipment is the province of LRC staff and Information Technologies personnel.

Campus police are available on an as needed basis during normal hours of Library/LRC operation.

Self Evaluation

Staff shortages have also placed the security of the collection in jeopardy. Many times the one staff member on duty (especially evenings/nights) must walk away from the desk (to handle appropriate library tasks) and leave the library unattended. The Library leadership suggests that at least two library staff members always be on the main floor for security

and customer service and that additional staff be hired to increase the efficiency of completing technical service tasks.

A new Maintenance and Operations Supervisor has been hired (Fall 2007). It will be this person's responsibility to review the personnel configuration currently in place across the college campus and evaluate the merit of perceived maintenance shortages. Recommend-ations are forthcoming from this office as to the necessary staffing configuration for all buildings, including the Library/LRC. The maintenance of professionally specific library materials and equipment is the province of LRC staff and Information Technologies personnel.

Planning Agenda

1. **Staff planning:** Assess the number and type of staff who will be responsible for each service point of the new Library building. Ensure that the appropriate number of staff will be hired to fulfill security and customer service obligations. Staffing configurations for similar sized community colleges should be considered in this study.

Timeline: 2008-2009
Responsible Party: WCC Librarian, Dean of Instruction

II-C1e	*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 reliability of all services provided either directly or through contractual arrangement.*

Descriptive Summary

The District library is a dues paying member of the Mountain Valley Library System and receives various benefits from membership as a District. The WCC Librarian is considering WCC Library's membership in this group as the college becomes more autonomous. The WCC Library has recently contracted with OCLC (spring 2007) for ILL and bibliographic services. These contracts are provided as documentary support to the Self Study **(See ___)**.

Self Evaluation

There is no formal process in place for evaluating the services for which the Library has contracted. Neither is there any formal means for gathering information to use at this time. As the library works toward increased self-sufficiency, in a multi-college District, the department plans to track data on inter-library loans and continually discuss as a department (and outside of the department) whether the College believes these contracted services are meetings the needs of the WCC Library and the needs of WCC students.

Planning Agenda

1. Review the effectiveness of contracted services with the next library program review.
Timeline: 2008-2009
Responsible Party: WCC Librarian, Dean of Instruction

II-C2 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

As noted above, Woodland Community College participates in the formal Program Review process. This process occurs in four-year cycles and was last completed for the Woodland Library/LRC in 2005. Though results of Program Review are examined, no formal review process is currently in place to ensure that assessment feeds future planning.

Students are asked to participate in internally sponsored (LRC) materials and services surveys. The results are utilized to highlight justification for enhancements to staffing, materials and overall budget.

Student Learning Outcomes: Woodland Community College has cooperated at the District-wide level to develop eight clusters of SLOs from which specific learning outcomes and methods will later be derived. For the area of Learning Resources, (1) Communication, (2) Critical Thinking, and (3) Information Competency have emerged as the selected priority clusters. For the related Tutoring Center, (1) Critical Thinking and (2) Technological Awareness have been similarly defined.

Self Evaluation

Evaluating Materials: As the table in Section IIC-1 **(See Table 61, p. 182)** indicates, evaluation based on the number of books, periodicals, etc., is one of the primary means of assessing the currency of WCC's library/LRC. These comparative data indicate that WCC's library/LRC holdings are improving. However, an influx of material and staff support is needed to meet the needs of the college's students as the era of the new library/LRC is unveiled. The results of the internally-sponsored LRC surveys, though not published, indicate that students are inclined toward wanting improvements to the facilities, materials and hours of operation.

Survey Evaluation: A District-wide survey, which segmented Woodland CC participants, found that respondents considered the library to be a very high priority among community college functions. The results are reproduced in tabular form in the self-evaluation **(See Table 62, p. 190; Table 63, p. 191).** This district-wide, comprehensive survey (2004, 2007) indicated that Woodland student and community interest were high as these relate to the success and progress of the library/LRC. While the current library's resource base achieved a modest score (3.62/5.00), the primacy of the library to respondents was indicated by the fact that they rated this facility 2nd among the 19 community college functions tested through the survey **(See ST2-46).**

Planning Agenda

1. Introduce SLOs format into Program Review process to measure information competency

Timeline: 2008-2009
Responsible Parties: WCC Librarian, Director of Institutional Effectiveness

Standard III

RESOURCES

"The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness."

- Turner, Terry – Chair (Faculty, Fine Arts)
- Brown, Julie – (Faculty, Chemistry)
- Clavere, Nancy – (Adjunct Faculty, ECE-Child Devel.)
- Frandrup, Bill – (Classified, Information Technologies)
- Gassman, Greg – (Faculty, History)
- Gray, Bill – (Classified, IA Business/Info. Systems)
- Huizar, Mary – (Classified, Operations Specialist)
- McClelland, Brian – (Classified, Maintenance/Grounds)

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study

Standard III-A: HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage diversity. Human resource planning is integrated with instructional planning.

III-A1 *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

III-A1a *Criteria qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Instructional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary

The processes relating to employment and personnel management are, and will remain, District functions.   Woodland Community College, like all YCCD campuses, is a full partner in the identification of personnel needs, the development of position descriptions, and the search process.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in all job announcements. Job descriptions are designed in relationship to the institutional mission and goals and reflect position duties, responsibilities, and authority. Criteria for selection of faculty include subject matter or service knowledge, teaching effectiveness, and scholarship activities.

Long Range Staffing Plan: Woodland Community College has developed a long-range staffing plan **(See ST3-1)**. This plan is tied to projected growth in enrollments, facilities and programs. Position needs are determined, then prioritized, based upon these growth assumptions. The plan initially projects personnel needs, including specific positions, for a four-year period with the understanding that yearly evaluation will uncover changes in circumstances that will lead to changes in priorities. WCC faculty and staff have provided input into the development of the plan.

Self Evaluation

Faculty Hiring Process: All faculty hired by Woodland Community College must meet the minimum qualifications as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges. If an applicant lacks the minimum

educational requirement, the applicant can request an equivalency determination.   This equivalency process falls under the purview of the Academic Senate.

The District's *Academic Employee Handbook* **(See ST3-2,, Sec. 6, p. 1),** the Yuba College Faculty Association (YCFA) agreement, Article 8 **(See ST3-3, p. 34)**, and the newly developed *Faculty Hiring Manual* **(See ST3-4)** govern the faculty hiring process. These are designed to assist faculty hiring committees, administrators, and candidates in understanding and implementing those policies and regulations.

Hiring Committees are formed for each vacancy. Each committee is comprised of a total of five to seven persons: one to two faculty members appointed by the WCC provisional Academic Senate; one to two faculty members appointed by the appropriate division faculty, one must be from the appropriate discipline; the supervisor of the department, usually the dean; a non-voting Equal Opportunity Representative who has been trained in equal opportunity procedures; and the VP of Academics and VP of Student Services. Only tenured faculty members sit on faculty hiring committees. Non-tenured faculty must be approved by the Academic Senate to sit on hiring committees. This would occur only where there is no tenured faculty member in the particular department doing the hiring.

Through the consensus process, the committee will establish screening criteria, interview questions, and timelines for the selection process. The Equal Opportunity Representative will ensure that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sexual orientation, political orientation or belief, disability, or marital status.

Both the application screening criteria and interview process are designed to ascertain whether or not the candidate has subject matter or service expertise, can teach or perform their service effectively, and can contribute to the mission of the institution.

Classified Staff Hiring: In the classified hiring process, the minimum qualifications and the job description for each position are a part of the bargaining process. Upon receipt, an analyst will screen the applications to assure that each candidate meets the minimum qualifications stipulated on the job description. Each hiring committee reviews the remaining applications and determines who to interview. Committee membership is comprised of a representative from the area in which the person will be working, an Equal Opportunity Representative, the supervisor, and any other appointees deemed valuable to the committee **(See ST3-5,** CSEA Agreement, pp. 4-5).

Self Evaluation

Hiring processes at Woodland Community College, and throughout Yuba Community College District are, in the formal sense, very explicit, are available (by paper format or via YCCD's website) to those who serve on search committees, and are generally effective in assuring fairness and thoroughness in the solicitation, review and selection of candidates.

Recruitment Procedures: Each faculty and administrative vacancy that is approved for hire goes through a national search process. Vacancies are advertised in the *Chronicle of Higher Education*, college and university placement departments throughout the state, local/regional news publications, local school Districts, the CCC Registry, and approved

electronic web sites (CCC and YCCD). In addition, positions are also advertised in publications that are job specific and are language-appropriate to the position being filled. Each potential WCC faculty/administrative hire is required to complete a District application form, provide a resume, both graduate and undergraduate transcripts, employment verification letter (if applicable), a role statement, a diversity statement, and a cover letter. Verification of appropriate credential and/or minimum requirements with the appropriate degree(s) for the specific vacancy is included. This also includes verification from foreign transcript evaluators, who review degrees from non-U.S. institutions.

Planning Agenda

None

III-A1b *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.*

Descriptive Summary

Evaluation Procedures: In most instances, evaluation procedures and criteria are determined contractually under collective bargaining agreements. Evaluation procedures are in place for faculty (both full-time and adjunct), administrative, and classified employees of Woodland Community College. The faculty association and the District, as listed in Article 6 of the faculty agreement, mutually agree upon the faculty evaluation process **(See ST3-3, Article 6)**. Tenured faculty members are evaluated every three years. Non-tenured faculty members are evaluated on a four-year cycle **(See ST3-3, p. 21)**. Adjunct faculty members, during their first three semesters of employment, are evaluated each semester. After this initial review, they are evaluated every sixth semester.

- Full-Time Faculty: The criteria used to measure effective full-time teaching is delineated through the evaluation process. The evaluator reviews the faculty performance based upon class visit(s) or upon observation of the faculty's work assignment. The six areas that are covered under this report are: 1) acceptance of responsibility; 2) effectiveness of communication; 3) effectiveness of instruction; 4) expertise in subject matter or skill in "on-teaching" assignment; 5) techniques of instruction/skill in accomplishing non-instructional responsibilities; and 6) participation in other internal and external professional activities that further the image and growth of the college.   The evaluation process includes peer, student and division dean review. The student evaluations reflect the faculty member's effective teaching in their specific discipline.
.
- Adjunct Faculty: According to the YCCD contract, with the union representing (AFT) the adjunct faculty, "The evaluation of adjunct faculty shall follow the same procedures, use the same form(s) and the same criteria as the evaluation of full-time faculty in the same department . . . ". The contract then stipulates several exceptions to this approach, the primary of which states that "Each adjunct faculty

member must be evaluated once (a) each semester in each of the first three (3) semesters of service and in every sixth (6th) semester thereafter" **(See ST3-6, p. 12)**. Full documentation of these exceptions is available at the reference provided.

- Classified Staff: New classified staff members are evaluated at the end of their fifth and eleventh months of employment. Once members of the permanent bargaining unit, classified staff members are evaluated every two years **(See ST3-5, p. 24)**. Their evaluation criteria include quality of work, productivity, dependability, initiative, job-related characteristics, and leadership skills **(See ST3-7)**.

- Administration: Administrative staff set individual goals to accomplish during the year and the accomplishments of these goals is an important part of his/her evaluation. Administrators are formally evaluated every two years, with annual progress reviews conducted in light of goals and objectives established between an individual and his/her supervisor.

Self Evaluation

The process of evaluation is viewed by some employees to be "pro forma," without teeth, and inconsistently implemented between and within the various employee units. Also, discussants have indicated that actions taken pursuant to evaluations are not always formal, timely, or well documented.

Questions are also raised, on occasion, regarding institutional adherence to minimum qualifications. Much of this is carry-over from a previous era. All faculty minimum qualifications were subject to a thorough review in 2003 and currently no full-time faculty teach out of their areas of formal qualification. Of the larger intermittent pool of adjunct faculty, a case occasionally arises where minimum qualifications are still questioned and a review is necessary. Minimum qualifications of staff are more difficult to quantify, but efforts are made by both the personnel office and the hiring committees to determine whether candidates meet expectations for a given position.

Planning Agenda

1. **Evaluation:** Evaluations need to be administered with regularity to all employee groups. A mid-year follow-up on "recommendations" stemming from an individual evaluation should be conducted.

Timeline: Currently being addressed. Ongoing monitoring of processes
Responsible Party: Human Resources and Area Managers

III-A1c *Faculty and others directly responsible for student progress toward achieving stated student-learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Descriptive Summary

Student learning outcomes, as described in Standard II, are in their early stages as these relate to academic programs within Woodland Community College. Generally, they are not part of the evaluation process.

Self Evaluation

In vocational/technical programs, where Student Learning Outcomes are required, this process is being implemented and reviewed by external accrediting bodies. However, the faculty evaluation process is negotiated and the current process, while addressing student performance, does not specifically speak to SLOs.

In addition, most areas of Woodland Community College have yet to complete the implementation SLO-based academic approach.

Planning Agenda

Planning relating to Student Learning Outcomes is described in more detail throughout Standard II. With the implementation of SLOs, faculty evaluation processes will need to be negotiated to include progress toward or achievement of identified student learning outcomes. Matters relating to faculty evaluation are discussed in bargaining agreements and are thereby subject to labor negotiations.

III-A1d *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

Woodland Community College's Employees' Code of Ethics is subsumed under statements developed at the District level. A District-wide institutional Code of Ethics has been published in the (2005) *Administrative Procedures Manual* **(See ST3-8,** AP 3050, Ch. 3, p. 2). In this document, statements have also been developed regarding harassment (AP3430/3435), non-discrimination (AP 3410), workplace violence (AP 3510), child abuse (AP 3518), weapons on campus (AP 3530), use and misuse of alcohol on campus (AP 3560), smoking (AP 3570), drugs (AP 3550), intellectual property (AP 3710), computer and network use (AP 3720), use of copyrighted material (AP 3750), and the giving or acceptance of gifts (AP 3820). Additionally, All administrators, by the enactment of the *Administrative Procedures Manual*, are formally required to sign a Conflict of Interest statement **(See ST3-8,** AP 2710/2712, Ch. 2, pp. 16-27).

The recently revised *Academic Employee Handbook* (2005) also describes ethical standards specific to faculty. This handbook addresses issues of employee responsibilities **(See ST3-2, Section 2.3),** nepotism (Section 6.5), complaint policies (Sections 6.13 / 6.14), drug policies (Section 6.20), sexual harassment (Section 6.23), conflict of interest (Section 10.5), and issues relating to privacy (Section 10.7) **(See ST3-2)**.

Classified Staff are held to similar standards. The *Classified Employees' Policies and Procedures Handbook* (1993 - presently being re-negotiated) does not contain a formal ethics statement. However, spread throughout this Handbook are innumerable clauses regarding "employee conduct," or, in general, employee responsibilities and rights **(See ST3-9)**.

The *Board Policy Manual (*2004) outlines the District's stand on Trustee ethics. The Board has a policy regarding Conflict of Interest **(See ST3-10**, BP 2710), a Code of Ethics/Standards of Practice (BP 2715, pp. 30-31), political activity (BP 2716), personal use of public resources (BP 2717), and communication among Board members. The Board of Trustees also adheres to all ethical mandates presented in the Educational Code and abides by the Brown Act **(See ST3-10)**.

Self Evaluation

In this area, Woodland Community College, as part of the larger District, benefits from thorough and current policy and procedural statements. As the College and the District further develop handbooks for each unit, as well as for the various boards, each is required to establish a Code of Ethics.

Over the next six years, it will be incumbent upon the members of each unit to become familiar with the content and spirit of the manuals and plans that have been so painstakingly prepared. At this point, gaining a familiarity with the various documents, and their imbedded "Codes of Ethics," should become SOP in the various professional/staff development initiatives.

Planning Agenda

None

IIIA-2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and expertise to provide the administrative services necessary to support the institution's mission and purpose.

Descriptive Summary

Faculty / Degree Attainment: On the campus of Woodland Community College, 28 full-time and 101 part-time faculty members reside and teach. Three additional full-time Nursing Faculty commute between Yuba College and Woodland Community College to meet with and teach for Woodland CC Nursing students.

TABLE 64
Woodland CC Service Area
Faculty Degree Attainment (Full and Part-time)
Comparison of Fall 2005 and Fall 2007

	Fall 2005		Fall 2007	
	Full-time	**Part-time**	**Full-time**	**Part-time**
Associates	0	3	0	3
Credential	0	15	0	16
Bachelors	0	8	0	8
Masters (MA/MS)	14	65	17	61
Ph.D/Ed.D.	4	12	7	13
Professional	0	1	1	0
TOTAL	18	104	25	101

Source: (Part-time) WCC Office of Instruction – August 29, 2007
Source: (Full-time) Catalog, Directory, and Office of the President

The highest degrees of the full and part-time faculty members are summarized in tabular form to the left. All faculty members, full- and part-time, meet appropriate minimum qualifications **(See ST3-11, ST3-12** - Full- and Part-Time Faculty Rosters).

Administrators and Qualifications: Dr. Angela R. Fairchilds (Ph.D., 2001, Arizona), who was hired as Executive Dean of the Woodland Campus in 2003, now serves as Woodland Community College's first President. Among her responsibilities, at the time of hire, was that of engaging the institution in the processes critical to the transition from an educational center to a college.

Woodland Community College currently has, in addition to its President, a Vice President, two Deans (Instruction and Student Services), and a Maintenance and Operations Supervisor to provide the administrative services necessary to support its mission and purpose (See Chart #1, p. 40, Woodland Administrative Structure).

Dr. Stacey Cook was appointed by the Board at its February, 2006 meeting **(See ST3-13)**, to serve as Dean of Student Services, replacing an Interim Dean, who had been part of an exchange program with the California Community Colleges Chancellor's Office. Mr. Ken Nather was appointed by the Board of Trustees at its August 22, 2007 meeting to serve as the Dean of Instruction and Learning Resources **(See ST3-14))** refilling a position that has been held twice previously since its approval **(See ST3-15,** Position Descriptions, WCC Deans)**.

A Maintenance and Operations Supervisor's position was being hired on October 29, 2007. This position was hired to oversee the College's rapid expansion in the areas of buildings and grounds.

District Administrative Support: Woodland Community College also is supported by the District administration, which is comprised of a Chancellor and an administrative sub-structure that includes two Vice Chancellors (Administrative Services and Educational Planning and Services), and the Directors of several key areas. These are provided in bulleted form below:

- Director of Human Resources
- Director of Fiscal Services
- Director of Foundation & Grants
- Director of Purchasing & Contracts
- Chief of Police

- Director of Information Technologies
- Director of Matriculation & School Relations
- Director Public & Governmental Relations
- Director of SBDC/Economic Development
- Director of Institutional Effectiveness

Classified Staff and Qualifications: Woodland Community College currently employs 35 full-time classified staff, an increase of 7.5 FTE since summer of 2005. Two key classified hires were added in 2007 with the development of positions in Public Information and Research support.   The hiring of classified staff to support programming and services at WCC is highlighted in the table below:

Table 65
Woodland CC Service Area
Classified Staff Hiring
FY 2005 – FY 2007

2004-05	2005-06	2006-07
27.5	31	35
% change >	12.7%	12.9%

SOURCE: YCCD Office of Human Resources

The qualifications of all staff are ensured through a rigorous hiring process as well as an (District) orientation and on-site training by current staff.

Self Evaluation

Woodland Community College has been increasing the number of faculty, administrators and staff in recent years in response to real and projected growth.

WCC does not anticipate that the current number of faculty, staff and administrators is sufficient to meet the curricular and enrollment needs of WCC over the next five to ten years.

Planning Agenda

The President will review the prioritized recommendations of the Faculty Staffing Committee and consult with the Woodland (Provisional) Academic Senate in recommending new academic positions for WCC **(See ST3-16, p. 28)**.

Timeline: 2007-08 and ongoing
Responsibility: WCC Academic Senate, Faculty Staffing Committee, and President

WCC will annually review its four-year staffing plan and adapt this plan to changes in regional needs, funding, or related circumstances.

Timeline: 2007-08 and ongoing
Responsible Parties: President and College Council

III-A3	*The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*
III-A3a	*The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

Hiring policies, procedures and practices for Woodland Community College will continue to operate under the oversight of the YCCD District Office of Human Resources. All aspects of the employment process; hiring policies, procedures and practices have been studied, defined and evaluated by the leadership and staff of the Office of Human Resources at YCCD. The Director of Human Resources, as well as key WCC leadership staff, are provided with professional development opportunities to learn of changes in policies and procedures as these are adopted, in accordance with legal proceedings, throughout California and the nation.

During the 2003-04 academic year, much effort was made to ensure the uniformity of such policies and procedures by adopting, and adapting, those policies recommended by the California League of Community Colleges to the specific needs of YCCD. At that time the

District revised its employment policies including those ensuring fairness in all employment procedures. The specific board policies in this area include:

- BP 2715 Code of Ethics, Standards of Practice
- BP 3410 Non Discrimination
- BP 3420 Equal Employment Opportunity
- BP 7100 Commitment to Diversity
- BP 7310 Nepotism

All of these policies have since been reviewed, and revised where necessary. For purposes of this study the most recent rendition of the *Board Policy Manual* has been referenced **(See ST3-10)**.

Self Evaluation

Yuba Community College District adheres to current policies and practices as stipulated by both the District's adopted *Board Policy Manual* (2004) and practices recognized throughout the State of California. These policies are revised on an ongoing basis as internal needs dictate – and as a result of CCLC updates and recommendations. Some of the more critical of these are highlighted below:

- Board Policy 3420 indicates that YCCD is an equal opportunity employer. The policy states that "The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title V requirements as from time to time modified or clarified by judicial interpretation" **(See ST3-10)**.

- To ensure fair treatment during the hiring process, an Equal Employment Opportunity Representative (EEOP) is assigned to each hiring committee. This individual has gone through a training session so as to assure that the applicant pool and hiring process are fair and unbiased. In the event of an insufficient interview pool, the suggestion may be made to expand the candidate pool.

Planning Agenda

None

III-A3b *The institution makes provision for the security and confidentially of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Descriptive Summary

Employee files are maintained at the District level. All active personnel files are kept in the Office of Human Resources in a secured location. These files include hiring information, any personnel action documentation, evaluations, and any pertinent information relating to leave, changes in classification or step. An individual's file is accessible for review only by the employee, his/her supervisor, or appropriate Human Resources staff. Each of the bargaining units has in their contract the process for reviewing personnel files. Staff may review their own file during business hours.

The file, in its entirety must remain in the Human Resources Office during a review. An employee may make copies of documents that are in his/her file. A log sheet, which must be filled out by each person reviewing a file, is attached to the file reviewed.

Woodland Community College employees may view copies of confirmations, salary information, and sick or vacation leave requests at the WCC campus. However, more sensitive documents, for security purposes, must be viewed at the District office on the Yuba College Campus (Marysville, CA).

Self Evaluation

Security relating to current or situationally sensitive employee files is adequate. These files, which are stored in paper form, are located in the Office of Human Resources and would be very difficult for unauthorized employees to access. Files of long-retired or deceased employees (dormant files) are somewhat more vulnerable, being stored in two (locked) archival areas remote to the Office of Human Resources.

Ideally, the Office of Human Resources would like to convert dormant files to an electronic format. Whether this is achievable over the next six years is subject to staffing and cost considerations.

Planning Agenda

None

III-A4	*The institution demonstrates through policies and practices and appropriate understanding of and concern for issues of equity and diversity.*
III-4a	*The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

Woodland Community College adheres to District policies, procedures and practices as these pertain to the recruitment and professional development of diverse personnel. The organization's commitment to equity and diversity in employment practices in Section 6 of the *Academic Employees Handbook* **(See ST3-2;** 6.4.2, 6.4.4, and 6.4.5**)**, the *Administrative Procedures Manual* **(See ST3-8,** 3.6.4 [Admin], 3.6.2 [Classified]), the *Equal Opportunity Training Manual(s)* **(See ST3-17)**, and the *Board Policy Manual* **(See ST3-10;** BP 3410, 3420, 3430, 7100, 7120**).**

As a consequence of these policies, diversity is clearly addressed in the hiring process and in District practices, programs and services. In the hiring process, the District requires all candidates for faculty and administrative positions to author a short essay on diversity before being considered for a position. During interviews for administrative, faculty, and classified staff positions, applicants are asked to express their views regarding equity and diversity in education. Additionally, an Equal Employment Opportunity Representative is

required to attend hiring committee meetings to ensure that the committee has an understanding of fair practices in all aspects of the hiring process.

Professional Development, Diversity: Numerous programs and services also are provided throughout the District introducing employees (and students) to diversity and to issues surrounding this topic. Central to these programs and services is the District's non-discrimination or Equal Employment Opportunity (EEO) Policy. This policy mandates that equal employment opportunity be afforded for all qualified persons without regard to race, color, sex, age, religion, national origin, disability, and sexual orientation.   To ensure implementation and proper administration of the Equal Employment Opportunity Policy, full cooperation and assistance of all EEO representatives are expected in reporting any hiring violations to the Human Resources Development office. This nondiscrimination policy not only applies to employment, but admissions and access to and treatment in the college's activities and programs **(See ST3-10**; BP 3410, 3420, 3430, 7100, 7120**)**.

The College also supports programs in the arts, cultural events, and other activities such as the *Crossing Borders* program, that celebrate diversity. In addition, WCC (in cooperation with its Office of Disabled Students Programs and Services) makes every effort to provide reasonable accommodations to employees with special needs.

Self Evaluation

Woodland Community College, through cooperation with the District, has made an effort to provide programs and services to support its diverse personnel. Some of these are made available through categorical programs (such as EOP&S or DSPS), some through grants, and some through everyday counseling and LRC services provided on site.

However, the changing demographics at WCC give cause to re-double such efforts. Among employees, the best way to do so is through staff diversity training programs.

In a District characterized by increasing demographic diversity, policies alone will not ensure that a spirit of equity will persist. The District has, according to its 1993 (See **ST3-18**, pp. xiii-xv) and 1999 Self Studies (**ST3-19,** pp. xxxi, xxxiv) maintained a constant concern with the recruitment and retention of minority faculty, staff and administrators. However, with the relaxation of Affirmative Action, such vigilance must be kept alive through both internal policy enforcement and through establishing a campus culture that is genuinely proactive in pursuing the aims of equity and diversity. Many individuals feel that, as an institution, WCC needs to be constantly reminded of this opportunity and that the future of many great students depends upon it.

Woodland Community College, owing to age-related turnover, is in a position to be a leader in the pursuit of a diverse and representative employee mix. As in so many areas, it is incumbent upon the faculty, staff and administrative leadership to infuse a culture and consciousness of diversity into the District's practices, programs and services.

To address issues of diversity district-wide, a Diversity Project Team, composed of representatives of faculty, staff and administration (including Woodland CC) is in the process of completing a diversity plan for the District.

Planning Agenda

The *Educational Master Plan* adopted a staffing goal for the District to develop appropriate practices, procedures and timelines to ensure opportunities to hire the best available employees from diverse pools of applicants. Programs, practices and services must continue to support appropriately an increasingly diverse staff (See **p. 201,** Planning Agenda for Standard III A2).

III-A4b *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary

Yuba Community College District began segmenting its employment data in 2002-03 in anticipation of developing a Multi-College District. Woodland Community College (as well as the Colusa Center), therefore, can now view its staffing data independently of the District.

These data clarify the equity-related needs for Woodland and Colusa as they seek to respond to programming needs by increasing staffing. As the employee and student demographics indicate, extra effort will be needed when considering new hires to ensure that a range of factors are considered in reflecting the student base (See **pp. 27-33,** Preface, Descriptive Background).

Non-Discrimination Policy: Board Policy 3410 (Non-Discrimination) speaks to "equal opportunity in educational programs, employment, and all access to institutional programs and activities. Policy 3420 (Equal Employment Opportunity) outlines the policy foundation for specific personnel procedures that will ensure equal access to employment at Woodland Community College (and throughout the District). In a similar spirit, Policy BP 7100 (Commitment to Diversity) indicates that "The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates" **(See ST3-10;** *Board Policy Manual*, Chapter 7, p. 2). Finally, Board Policy 7120 (Recruitment and Hiring) reiterates that an Equal Employment Opportunity Plan must be developed and adhered to in Woodland Community College's hiring **(See ST3-10;** *Board Policy Manual*, Chapter 7, p. 4).

Self Evaluation

The Chancellor, the College Presidents and the Board of Trustees, have reiterated frequently a concern with equity and diversity throughout the District. Concerns for equity and diversity extend as well to both the area of hiring and that of promotion.

Several policies of the Board of Trustees formalize Woodland CC's (and the District's) commitment to diversity and equal opportunity in both employment and operational practices. These policies were first published in July of 2004, are reviewed cyclically, and are current as of June 2007 for purposes of this document.

In terms of policy development, Woodland Community College, and the District as a whole, have established a framework within which equal opportunity in employment should become part of the culture on the institution. Problems, however, might occur in that

many (especially) academic searches do not produce diverse pools of applicants. The colleges within the District can be credited, when pools do have qualified minority applicants, with giving appropriate consideration to these candidates.

Nonetheless, the hiring of especially Hispanic faculty has been a problem at Woodland Community College. While close to 50% of classified staff at Woodland are Hispanic, only two counseling and no academic faculty represent the 40% Hispanic enrollment on this campus. Efforts are being made to address this issue.

Administrations at both the campus and District levels are aware of this problem. Additional efforts are being made to locate and recruit candidates who represent diverse populations. The current list of recruitment sources, which is referenced below, indicates that the number of sources for mailing and recruitment has risen to more than 450 and includes specialized publications and Internet resources that target professionally and ethnically diverse populations **(See ST3-15; ST3-20;** Advertising Sources).

Planning Agenda

Woodland Community College recognizes that it has not been as successful as it would like to be in recruiting a diverse pool of faculty applicants. As such, in the *Educational Master Plan*, a goal/planning agenda was developed to address this concern **(See p. 203,** Planning Agenda for Standard III A2).

III-A4c	*The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

Woodland Community College, as part of Yuba Community College District, subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. The College and District have established, through their shared decision-making process, a series of policies, procedures and guidelines relating to formal matters of mutual respect, the embracing of diversity, and the ethical baseline upon which the institution must operate. These statements have been referenced in earlier sections and are included in the newly established series of handbooks, and policy/procedure manuals.

Self Evaluation

Individuals at all levels of the organization must both become familiar with, and embrace personally, the letter and spirit of statements regarding the treatment of one another. Most employees, at this point, have only a sketchy familiarity with the content of these documents.

An environment of integrity and mutual respect has been the hallmark of Woodland Community College in recent years. The efforts by the College and the District to respond to Yolo and Colusa County's needs by transitioning WCC to a fully-functioning community college has been greeted with enthusiasm and a positive institutional attitude.

Planning Agenda

No formal planning agenda has been developed. However, academic and administrative units should attempt, over the next two years, to review with those in their units the new policies and statements regarding mutual respect, diversity, and institutional ethics. Such activities are clearly within the parameters of activity encouraged in professional development programming.

III-A5   *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.*

III-A5a   *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

While overall professional development has been a District function, some components, over the years, have been managed initially at Woodland Center and later at Woodland Community College. While all activities remain under the oversight of the HRM/Personnel Office, flex activities (for example) have been directed by one of WCC's veteran faculty members.

Professional Development, as a component of College and District operations, is stipulated in the *WCC College Council Handbook* **(See ST3-21, pp. 94-98)**. The staff development committee has representation on it from Woodland Community College and activities are adapted to meet the needs of that College.

> "Committee Purpose: The Staff Development Committee is a District-wide committee whose overall purpose is to design and oversee implementation of staff development for employees of the District. Orientation, mentoring, and ongoing training and development, activities for faculty, staff, and management will be included" **(See ST3-21, p. 94)**.

Staff development exists at every level of the organization including the WCC President, the Board of Trustees (at the District level), the committee structure within (and including) the WCC College Council, and all new employees.

Self Evaluation

Staff Development activities at Woodland Community College include the following:

Survey: In response to a past survey, designed to elicit information regarding the sufficiency and appropriateness of staff development opportunities, respondents were almost evenly split as to whether or not the District provided such opportunities. By a significant margin, most classified staff indicated there were not sufficient development opportunities for their particular segment. Moreover, the majority of respondents stated that the college needs to do more to make development opportunities available and relevant to each segment's needs and requests.

Orientation: The WCC staff development process begins with a new employee orientation. For faculty and staff, the orientation is built around the concepts provided through the WCC *College Council Handbook*. This *Handbook* describes, essentially the structure and functions of WCC (as well as the District), or more simply, how to get things done. Employee manuals are also reviewed, manuals tailored individually to each unit. By 2010, more than half of the full-time District faculty will have been through the orientation process, while far more than half should have attained this training at WCC.

Woodland Community College is encouraged to provide professional development as well, through their internal efforts, in addressing needs and issues specific to WCC's campus. With administrative, faculty and staff positions being rapidly created, this campus-level professional development should expand with the growth of the College.

Ongoing Professional Development: Woodland faculty and staff members may avail themselves of District-based professional development as well. Here, a wide variety of staff development opportunities are provided annually. Most visible is an array of formal workshops organized and presented principally by and for faculty as part of the "flex" program. Administrators and classified personnel take part in these workshops as well. The workshops vary in type and scope, reflecting the needs and desires of the various divisions and departments across the entire District. "WebCT Eye Opener," "Applying for VTEA Funding," and "Photoshop for Photographers" are just a few examples of the kinds of Flex activities offered. "Flex Saturdays" have been offered since 2004.

The District has provided dedicated funds for staff development and flex activities each year. In addition to workshops held in the District, funds have been available to support individual participation in off-site conference, workshops, courses, etc. Besides discipline-specific conferences, staff are periodically notified of broad-spectrum events of general interest. Currently full-time faculty may be awarded up to $750 per year; part-time faculty may receive up to $200 over a two-year period; administrators and full-time classified employees may be granted $500 per year; and part-time classified, $250 per year. Other specialized funds are available for technology training, vocational training, etc. Awarded funds may be used for travel, tuition, and other related expenses.

As the chart provided below indicates, Woodland Community College, in sheer bulk alone, has increased considerably the number and type of Flex Credit workshops as this campus anticipates a more independent status. The types of projects supported through Flex have varied, with topics ranging from new and part-time faculty orientation through SLO training, an overview of Tech Prep, providing students for disabled students, and learning various software programs. Comprehensive listings of program offerings are referenced and provided in the evidence files **(See ST3-22,** Flex Credit Activities).

Table 66
Woodland CC Service Area
Site-Specific Flex Credit Activities
Academic Year 2004-05 – AY 2006-07

Academic Year	Number of On-Site Workshops
2004-05	21
2005-06	43
2006-07	39

Academic personnel are encouraged to upgrade their education and can increase their salaries by doing so. Through the Academic Professional Growth Program/ Advancement on Salary Schedule, academic employees can move over a column on the pay scale through the accumulation of credit for courses and workshops.

Specialized Training: WCC faculty members have also had benefit of several instances of specialized training that are key in transitioning WCC from a Center to a College.

> Basic Skills Initiative: In the 2006-07 academic year, and again in October of 2007, four WCC English faculty went to specialized training as part of Basic Skills Initiative Funding. The purpose of this training was to address the needs of under-prepared students as well as re-entry students who may have been away from their studies for a number of years. In part, this training also provided these faculty members with the skills to use in teaching ESL courses, with training skills being piloted at Pierce High School in the Colusa area.

> Curriculum Committee Training: Specialized mentoring is also being provided to WCC faculty in their development of a Curriculum Committee. WCC is scheduled to begin handling its own curricular issues by the 2008-09 academic year. The training has involved increasing the number of WCC representatives on the District-wide Curriculum Committee from two to five. New members work with veteran members while all members strive to emphasize cooperation in order to maintain essentially a common curriculum at all campuses.

> Academic Senate Mentorship: The Woodland Community College faculty have worked collegially in developing a Provisional Academic Senate. In doing so, they have worked closely with veteran members of their own campus as well as experienced District Academic Senate members from Clear Lake Campus and Yuba College, Marysville.

Sabbatical Leave: Opportunities for Sabbatical Leave are ensured (by contract) for full-time faculty. Sabbatical leaves are for the purpose of carrying out an approved program of study that will enable the faculty member to provide improved service to Woodland Community College and its students. Programs involve one or more of the following categories:

- Advanced Academic Study – results in an increase in knowledge of subject area and/or technologies related to current or proposed offerings or services of the District
- Professional Study Project – a professional study project or travel itinerary which constitutes an organized program with clear objectives
- Study through Work Experience - which enables professors to respond to changing educational conditions and student needs **(See ST3-23,** Applicant's Sabbatical Leave Checklist)

Faculty members who are successful in receiving approval continue to complete projects that constitute ongoing professional development, consistent with the institutional mission.

Classified Staff Development: WCC will, for the foreseeable future, continue classified training under the District and CSEA umbrellas. The "Classified Retreat" is a District-wide event held each year during which classified staff members attend a workshop relevant to their jobs. Other staff development opportunities include an Incentive Program and Educational/Retraining funds for classified staff; stipends for full-time/part-time faculty partnerships; and retreat/activity funds.

Administrative Professional Development: The administrative staff at Woodland CC is encouraged by the CEO to participate in workshops that feature materials and information

related to their job responsibilities. Administrators are also encouraged to participate in the Association of California Community College Administrators (ACCCA), in regional and statewide associations pertinent to their specialization, or governmentally sponsored activities pertinent to fiscal matters. Funds are allocated in the annual budget for administrative personnel to participate in these seminars. Administrators are encouraged to engage in activities in both California and at the nationwide level.

Historically, the administration and the Board of Trustees have endeavored to create an atmosphere that encourages interest and promotes growth on the part of all staff members: administrators, educational supervisors, academic employees, and classified staff. Hope currently persists at Woodland Community College that support for professional growth opportunities will increase. As part of this effort for the 2005/06 academic year, the August Convocational provided a full day of activities for all staff of the District.

The District continues in a limited way to encourage all staff to work toward improvement through the various options open to them. The college provides limited moneys for staff to participate in conferences, courses, programs of study, and activities that enhance professional growth. However, the moneys that are made available through the general operations budget continue to shrink – while many faculty and staff do find some resources through categorical/soft money programs.

The District's Staff Development Committee has made modest progress to date, but is working to become fully operational. The committee leaders have ambitious plans for increasing staff development opportunities and refining training procedures for all employees.

Planning Agenda

1. The District needs to explore ways to strengthen its professional development opportunities to meet the needs of its personnel. These should include the following:
    *   Encouraging the Staff Development Committee to take a larger role.
    *   Providing better communication to all staff in regard to opportunities for professional development activities, including details of available funds and programs.
    *   Finding non-traditional sources of funding for staff development.
    *   Use opening day for substantial staff development activities.
    *   Continuing encouragement by District leadership for all staff to participate in professional development programs.

Timeline: 2008-2010
Responsible Party: Staff Development Committee / Academic Senate / Appropriate Deans

III-A5b *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Woodland Community College participates in the evaluation of professional development programming. The faculty, staff and administration are participants in the three principle methods by which the effectiveness of professional/staff development programming is evaluated and through which feedback may be obtained in support of future planning. These three methods are bulleted below:

- the effectiveness of staff development programming is evaluated through an annual survey
- an annual survey is used to evaluate the Flex Program
- program review, which evaluates programs and departments, provides similar feedback in aiding the design of professional development
- many individual training/Flex/staff development workshops ask participants to complete an evaluation form at the end of the activity

Self Evaluation

WCC faculty members participate in an evaluative survey conducted on behalf of flex activities. Overall modest numbers of faculty choose to participate in this assessment. However, the results that have been gleaned (2006-07) indicated that most respondents:

- Supported participation by all employee groups in the opening day activities.
- Called for more substance in the activities on opening day.
- Called for a more positive theme to Flex and opening day activities.
- Supported more Flex activities throughout the year.
- Would be interested in Flex activities aimed at teaching methods

Administrative Program Review, the forum through which human resources policies and practices would be evaluated, was tested, has been modified, and will be implemented during Spring Term of 2008. An initial step was taken in 2004-05 to implement an administrative services institutional effectiveness model. These efforts were sidetracked temporarily, as the multi-college and bond measure activities consumed staffing resources, but were reinvigorated during Fall Term of 2007 and are poised for full implementation.

Planning Agenda

The primary recommendation to be provided here is that the Program Review process, both at the administrative and academic levels, be more effectively utilized to pinpoint professional development needs. The outcomes of these reviews should then be forwarded to the Staff Development Committee as input into the planning process.

Timeline: 2008-09 (ongoing)
Responsible Party: Director of Institutional Effectiveness

III-A6 *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Staffing Plan: Woodland Community College, like other YCCD campuses, was assigned by the District Chancellor's Office with the task of developing a staffing plan for the College. This task was in accordance with goals established in the *Educational Master Plan*, a district-wide document first developed and approved in 2005 **(See ST3-24; pp. 141-161)**. The EMP reiterated this goal in both its 2005-06 and 2006-07 *Goal Achievement Progress Reports* **(See ST3-25; ST3-26)**.

Evaluation of HRM Processes: Beginning fall 2003, the District commenced a process to totally revamp and integrate its planning and ongoing evaluation efforts. The Program Review process was revamped for student services and instruction, and a similar procedure is now being implemented for administrative services. All administrative services, as they represent themselves at both the District and campus levels, have designed or are designing institutional effectiveness criteria by which they are (or soon will be) evaluated **(See ST3-27)**. This process has been reinvigorated and will be implemented in Spring Term of 2008.

Self Evaluation

Use of Program Review: Program Review continues to play a role, as well, in the determination of new positions. Over the past academic year (2006-07), WCC completed four academic program reviews and two student services reviews. The recommendations from this process are important in prioritizing which positions will be actively pursued in a given year.

As of this writing, Woodland Community College can claim with assuredness that its hiring procedures and practices are tied into planning and budgetary allocation processes District-wide. The College staff are informed and aware of these processes, have had input through appropriate committee representation, and have been involved by these mechanisms in the *Educational Master Plan* and the Budgetary Allocation model.

Historically, unmet faculty needs were addressed through the annual faculty request process. Managerial and classified staffing needs were addressed through a new/replacement staffing request process, wherein unit managers would submit requests to the President's Executive Staff (PES), and evaluated on a case-by-case basis. The *Educational Master Plan*, and the expanded Program Review process, which now covers administrative departments as well as instruction and student services, will result in a more systematic and consistent approach to determining human resource needs throughout the District. The EMP currently identifies three goals/planning agendas in the Human Resources area.

Staffing Plan: In developing the Staffing Plan, WCC recognized the clear link between goals set forth in the District's EMP, the *YCCD Five-Year Fiscal Plan and Allocation Model*, and their internally developed Staffing Plan process **(See ST3-1)**. The college sought input for a period of 18 months in the development of this plan, calling on faculty and staff from their campus, and encouraging the former WCC Site Council toward input and

communication. The Staffing Plan, which projected faculty and staffing needs for a four-year period (2007-08 through 2010-11), was therefore an early outgrowth of WCC's nascent governance process.

Each phase of this four-year plan is balanced against specific years in the District's *Fiscal Plan and Allocation Model*. In taking this approach, the leadership of WCC has been aware that their ability to fill most or all of the proposed faculty and staff positions is contingent upon State of California budgetary capabilities and the capacity of both this campus and the District to continue increasing FTES-based funding.

Some concern has been expressed that evaluation of administrative processes has struggled since it was first piloted in 2004-05. This was true in the area of Human Resources as well as other administrative functions. The quality and scope of the program review documents had varied considerably, and decisions on staffing had not always been effectively linked with the program review. However, this evaluation process has been revitalized, is currently prepared for implementation, and will be undertaken throughout the Spring Term of 2008.

Planning Agenda

1. Ensure that the EMP (and subsequent revisions of the plan) and Program Review documents integrate institutional planning with human resource planning.

Timeline: 2007-08 (ongoing)
Responsibility Party: Director of Institutional Effectiveness

2. Ensure that the Administrative Program Review continues to develop, so as to progress in the evaluation of hiring processes and procedures.

Timeline: Spring, 2008 (and ongoing)
Responsible Party: Office of the President, Human Resources, Administrative Services Review Project Team

Standard III-B: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, supports student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

IIIB-1 *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Descriptive Summary

Woodland Community College (WCC) is located at 2300 E. Gibson Road in Woodland (Yolo County), California on the outskirts of the town of Woodland. The focus of college activities is the 120-acre Gibson Road campus obtained in 1986 as a permanent site for the College. Woodland Community College, before the addition of the Library/LRC had eight existing buildings of approximately 69,748 gross sq. ft. The addition of the Learning Resource Center (Fall 2007) adds 70,546 gross square feet (49,941 AFT) to that figure. It has thereby doubled the gross square footage of WCC facilities (140,294 gross square footage).

Colusa Facilities: WCC is also responsible for the management of multiple educational sites in Colusa County, the County immediately northwest of Yolo County. Colusa Outreach, as this conglomerate has come to be referred, currently has no permanent facilities or equipment, instead utilizing K-12 and government facilities to provide instruction. Construction of a permanent facility in the Colusa County area has been approved through Bond Measure support and will be developed by the end of the current decade.

Self Evaluation

Woodland Community College works hard to provide safe and sufficient facilities to support its programs and services. Building (to date) at the WCC campus provides space to support current programs and services and to provide for the expected growth of the student population. Additional facilities to be built as part of the Facilities Master Plan, and through passage of the Bond Measure will further support campus and community needs, especially in the area of new programs. The planned outreach facility in Colusa County will provide a central location to provide programs and services to support the needs of that county.

Facility Condition Assessment: In 2002, Yuba Community College District authorized 3D/International to perform a District-wide, comprehensive facility condition survey assessment **(See ST3-28)**. The costs associated with correcting deficiencies can be identified as follows:

- Deferred Maintenance – maintenance work that has been deferred on a planned or unplanned basis due to lack of funds in the annual budget cycle – excluding normal maintenance that has already been scheduled, planned or funded within the current budget cycle.
- Capital Renewal – future renewal requirements for building systems that reach the end of their expected useful life.

The Facilities Assessment report is a comprehensive facilities assessment. The survey assessment is a comprehensive room-by-room inventory of defined key elements and characteristics **(See ST3-28)**.

Planning Agenda

Follow-through on existing formalized plans is anticipated

IIB-1a	*The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Descriptive Summary

Yuba Community College District has operated all of the facilities at the Woodland Community College campus since its permanent campus was opened in 1990. Administratively, this will remain the case under the Multi-College structure, while many day-to-day campus operational responsibilities will be transferred to the WCC Maintenance and Operations staff – which will continue to work cooperatively with District personnel.

The current WCC structures have been the product of, first, a District-wide assessment of buildings and grounds conducted in 2003 **(See ST3-28)**. This assessment was followed by a *Facilities Master Plan*, completed in 2006, in support (partially) of the Bond Measure Campaign **(See ST3-29)**.

In addition to the campus's six longstanding structures, the College has added new facilities in recent years and will be adding additional buildings, as well, in support of a curriculum that is enlarging to meet accelerating regional needs:

- Science Building: In 2005, the College opened a new, 14,248 assignable square foot, science building providing classroom, office space and laboratories in a single location for associated faculty and staff.
- Library/LRC: In fall of 2007, a 49,941 (assignable) square foot Learning Resources Center was added, providing increased space for library, media, open computing labs, tutoring and distance education facilities.

Self Evaluation

New facilities will be added, as well, owing to a successful bond measure, which was approved District-wide by voters in a November 2006 referendum.

- A large Center dedicated to the Performing Arts and Culinary Arts ($43.5 million)
- A new multi-purpose facility to be utilized for lectures, events and athletics ($13 million)
- New athletic fields; baseball, soccer and softball ($ 4.2 million)
- Renovations to existing buildings ($2.6 million)
- Grounds improvements ($300 thousand)
- Technology Infrastructure Improvements ($1.0 million)

- Colusa County Outreach Facility ($3.0 million)

Facility Renovations: The District's *Facilities Assessment Report*, conducted in 2003, reached the following conclusions about the facilities at WCC; "Not all facilities should be renovated; however, renovation should remain an option as the planners consider educational master plans, new buildings, high growth areas, population, etc."

As the bulleted items above indicate, WCC has paid attention to this assessment and included, in the facilities bond measure, $2.6 million for renovations of the facilities constructed in 1990. These funds are in addition to internally-funded renovations that were initiated in 2002.

Overall, the combination of internally generated funds, Measure J funds, and increased maintenance staffing has left WCC in good condition. Grounds restoration, an area that is also achieving increased support, is probably the remaining area of greatest need in Maintenance and Operations.

Woodland students have tended to agree that buildings and grounds at WCC are "clean and attractive." In identical surveys conducted first in 2003-04 and again in 2006-07, students rated building and grounds maintenance as, respectively, 3.91 and 3.89 on a five-point scale in the two studies. While construction has improved facilities considerably during this period, a student leader pointed out that perhaps the slightly declining score was due to ongoing construction congestion and "dust" the past two years. At any rate, the College has every reason to believe that a good score can only improve as the next generation of students enrolls at WCC.

TABLE 67
Woodland CC Service Area
Student Perceptions: Attractiveness of Campus
Students Surveys: 2003-04 and 2006-07

Statement Tested:	*"I believe that my campus . . . has clean and attractive buildings and grounds."*			
Year Tested (*See A & B below*)**:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	3.91 / 5.00	221	3.89 / 5.00	345
Response by Age Group:				
Up to 24 Years of Age	3.89	137	3.89	247
25 Years and Above	3.93	84	3.82	90
Response by Gender:				
Female Respondents	3.80	147	3.88	177
Male Respondents	4.12	69	3.90	155
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.86	73	3.88	110
Hispanic (all sub-groups)	3.85	91	3.91	126
All Others (N=<70 Responses)	4.05	57	3.87	107

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

The maintenance and attractiveness of the campus is of considerable importance to both the campus leadership and the Yolo/Colusa County representatives on the Board of Trustees. One of the generally accepted axioms of college leadership is that one of the areas that is of highest importance to students when selecting a college is its "look" or "curbside appeal."

This attitude was reiterated by students who participated in the Woodland Community College Perceptions Survey. Those responding in 2003-04 were asked, "In your opinion, how important is each of the college functions listed below?" When they were tested on the response, "Provide modern, well-maintained buildings," they rated this function a 2.75 on a 3.00 scale. Students answering this identical question in 2006-07, rated "modern, well maintained buildings" a 2.77 on the same 3.00 scale. Thus WCC students expect a lot in the area of buildings and grounds and the combination of internally generated support and support from the bond measure ensures that they will become increasingly satisfied over the next few years.

TABLE 68
Woodland CC Service Area
Student Perceptions: Relative Importance of Attractive Campuses
Students Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . Provide modern, well-maintained buildings."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:	2.75	218	2.77	340
Response by Age Group:				
Up to 24 Years of Age	2.78	134	2.77	243
25 Years and Above	2.70	84	2.78	89
Response by Gender:				
Female Respondents	2.74	146	2.75	174
Male Respondents	2.78	68	2.76	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.75	73	2.68	110
Hispanic (all sub-groups)	2.70	91	2.83	123
All Others (N=<70 Responses)	2.83	54	2.78	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

The care of buildings and grounds is addressed in the section that follows.

Planning Agenda

None

IIIB-1b   *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and healthful learning and working environment.*

Descriptive Summary

Administrative responsibility for physical facilities, including maintenance and operations resides in the office of the Vice Chancellor of Administrative Services, who supervises WCC's buildings and grounds operations in conjunction with the President of Woodland Community College. The college president's role in overseeing day-to-day maintenance of WCC is new, having been transferred to WCC in conjunction with an increased staffing allowance, in Summer of 2007.

The Maintenance and Operations Supervisor, who reports to the President of Woodland Community College, directly supervises Woodland's maintenance and operations functions. In doing so, this individual supervises six full-time maintenance, buildings and grounds workers to maintain the College's physical resources. The staffing is as follows:

- One Maintenance and Operations Supervisor
- Five custodians
- Two grounds/maintenance
- One full-time maintenance

Self Evaluation

The College has developed a preventive maintenance plan, has addressed accessibility for students and employees with disabilities, and provided updated security systems.

Preventive Maintenance: There is a preventive maintenance plan in place. All maintenance work is scheduled by an on-line "work order" process. Work is scheduled using the following priorities:

- Hazard to life or property
- Required the day it is received
- Routine preventive maintenance inspection and repairs
- First-come, first-served as workload permits **(See ST3-30)**

In addition to routine facility maintenance, the District annually participates in the State Scheduled Maintenance Program. Traditionally this has been funded on the basis of a 50/50 State and District split.

Maintenance projects (District-wide), which can be funded through this combination of State and internal sources, are listed in **Table 69** below **(p. 221)**. Immediately following this table is a listing of Woodland-specific projects that has been included **(Table 70)**. The Scheduled Maintenance Plan for FY2008 – FY2012 was updated in 2006 **(See ST3-38)**.

TABLE 69[a]
Woodland CC Service Area
Scheduled DISTRICT Maintenance Program Funding
FY 2008 to FY 2012

	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Roof	$150,748	$ 187,000	$ 280,500	$ 116,200	$ 37,900
Utility	216,500	235,000	187,000	128,000	428,000
Mechanical	489,500	149,100	404,000	305,000	-
Exterior	112,000	64,000	262,800	116,200	192,000
Other	192,000	366,200	-	-	-

TABLE 70[b]
Woodland CC Service Area
WCC Scheduled Maintenance
FY 2008 through FY 2012

Maintenance Item Description	Maintenance Category	Estimated Cost	Project Year
Classroom, laboratory and administration building upgrades	Other	$ 227,000	2007-08
Seal, repair and stripe parking lots and roads	Other	$ 192,000	2007-08
HVAC Actuators	Mechanical	$ 111,200	2007-08
Chiller, replace	Mechanical	$ 187,000	2008-09

a.   Information for Tables **70** and **71** provided by the Office of Maintenance and Operations - YCCD
b.   This table does not include projected utility costs.

Disabilities and Access: Accessibility for students and employees with disabilities is now a consideration that is built into all construction and renovation plans. While construction plans are developed to meet minimum standards, the District also employs a specialist in ADA, 508 and access innovations, who is invited to participate in construction and renovation planning.

Such innovations as electronic doors are being retrofitted wherever possible. Electronically adjustable tables are being installed in laboratories, as opportunities are available to make such improvements. Large screen monitors are being installed in the LRC's and DSP&S Centers of Woodland Community College.

Security: Woodland Community College's facilities and equipment have benefited from the District's security systems both through policing and through various of the electronic barriers established by the Information Technologies Office to protect sensitive electronic, computing and library equipment.

Police Security is handled at the District level. YCCD has a dedicated full-service police department with a Chief of Police, eight sworn officers, and an assortment of student and civilian workers as well as police cadets.   Services specific to Woodland Community College include:

- Two uniformed POST certified, armed Peace Officers

- A Marked patrol vehicle

- Radio dispatching connected to the Woodland Police Department

- Emergency call boxes on campus

- An escort service during evenings (pre-arranged by telephone)

- A pay telephone on campus

- Three cameras on campus

- Additional support from Police Cadets

Equipment Security: Equipment security is an emphasis, especially, in areas such as the library and computer labs – but is a concern as well in any laboratory (such as science) where expensive equipment and supplies are present.

- Technology: In the area of computing, noted security enhancements include improved firewalls, additional spam filters, Symantec Anti-Virus software, and Spybot (these security measures are elaborated upon in Standard IIIC – Technology Resources

- Library/LRC: The WCC LRC/Library's security system is 3M based. It provides electronic security checkpoints at the exits, has bar-coding on all removable documents, and has the capacity to de-sensitize items that are being checked out. Policy provides sanctions against students not returning borrowed materials

- Building Security: All remaining facilities, including laboratories, are keyed. Security does "rounds" in the evening, checking to see that all facilities are locked. Key systems are configured so that access to certain areas of campus is limited. Faculty and staff keys provide access only to the building in which each is an occupant.

Overall Evaluation: Some of the strengths of Woodland Community College's maintenance and operations program include the competence and experience of the on-site staff, the relatively recent construction of the facilities, and the currency of most campus landscaping. These factors combine to forge a workable situation at this facility.

District-wide, issues of access have been among major strengths. The Director or representatives of the Disabled Students Programs and Services office regularly attends planning meetings and reviews formal plans for construction and services to students. The District's philosophy has been that it is easier and less expensive to do disabilities planning up front than to retrofit inaccessible buildings. Over the long term, disabled students have added greatly to the intellectual and student life of Woodland Community College and all campuses in the District.

Where challenges have arisen, these have been manifestations of similar problems District-wide; lack of staffing (vis-a-vis institutions of a similar size) and the prospect of not being able to meet the needs posed by future growth. As of fall 2007, seven full-time employees were tasked with meeting the buildings and grounds needs for the entire college. This number can manage this task if vacation, sick leave and holidays are not factored into the equation. However, evidence of how fragile this staffing configuration can be is found in occasionally unkempt areas of landscaping (excessive weeds), a tendency for restrooms to lack ongoing attention, and excessive soiling of carpeted areas.   It is encouraging, on the other hand, to note that a modest number of maintenance staff are factored into growth plans **(See ST3-1,** Staffing Plan).

In spite of a Trustee-mandated 2% reserve (above that mandated by the State) for campus emergencies, internally generated funds have not been able to support scheduled

maintenance. The Office of Buildings and Grounds, as illustrated above, has developed a scheduled maintenance funding plan, but the escalating needs prompted by aging structures District-wide has put a strain on efforts to sustain a maintenance schedule.

Planning Agenda

1. Facilities development and staffing growth must (as much as possible) parallel one another to ensure that maintenance and security concerns are met.

Timeline: Ongoing
Responsibility: WCC President and College Council

2. A Self-Evaluation and Transition Plan is needed to ensure continued proactive compliance with ADA/508 legislation.

Timeline: 2008-2010
Responsibility: Director of DSPS

3. The need for improved equipment should be expressed in a long-range equipment plan. This plan would tie in with the District's General Operating Fund as well as with traditional and supplemental external sources. While current funding levels for equipment have improved, a long-term formula should be developed to address equipment prioritization during the equally inevitable periods of lean funding.

Timeline: 2008-2010
Responsibility: WCC President / Vice Chancellor, Educational Programs & Services

IIIB-2   *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.*

Descriptive Summary

Facilities Assessment: In 2002, Yuba Community College District authorized 3D/International to perform a District-wide, comprehensive facility condition survey assessment **(See ST3-31; See also, ST3-32)**. The *Facilities Assessment Report* includes a list of campus facilities, arranged by building number, with the gross square footage, year built, repair cost, replacement cost and Facility Condition Index (FCI). The generally accepted range of Facility Condition Index (FCI) for establishing a building's condition is shown below. This standard has been adopted by the Building Owners and Managers Association, the Council on Education Facilities, and the American University Planners Association, and a number of other national facilities groups.

Facilities Condition Index
- Good   0 to 5%
- Fair   6 to 10%
- Poor   11% and above

In general, the majority of the costs identified in the assessment are for upgrading or providing currency in the infrastructure of mechanical and electrical systems. Within mechanical systems, most costs are for adding or replacing chillers, boilers, and associated components such as air handlers and ductwork. The majority of the electrical system costs are for replacing lighting fixtures and providing additional capacity to the main service and branch circuits.

Instructional Equipment: The prioritization and selection of Instructional Equipment has always followed a process easily understood by most members of the faculty and staff. Equipment needs are both proposed and advocated by various faculty at meetings, while additional equipment priorities emerge through the Program Review process. These requests are (currently) funneled through the WCC Dean for Instruction, who (in the past) sent them to the Educational Resources Planning Committee (District). As the District has become multi-college, WCC requests will be to a subcommittee of Woodland College Council for review and establishing overall priorities and to the WCC President for review.

Subsequently, this priority list will go to the Vice Chancellor for Educational Planning and Services who will convene the Chancellor's Executive Staff (CHEX) to assess instructional equipment request lists from both colleges and determine the best way to allocate funds to the colleges to address the greatest number of needs. Approved requests are then carried by the Presidents back to their departments.

Subsequent to approval, requests are returned to the department originating the request. Purchase requisitions with specifications are then generated and sent to the (District) Purchasing Department. The actual decision as to vendor and specific model is handled by the Purchasing Department, with input from the Information Technology Department for computers and technology-related items, through a bid process following specific guidelines **(See ST3-34)**.

Fixed Asset Inventory: All items of furniture and equipment costing more than $5,000 are considered a fixed asset of the District. A number is assigned to each item and each department completes an Inventory Card, sends one copy to Purchasing, and keeps one copy for the department files. Items are entered into the *Fixed Asset Inventory Control System*. Annually, each department is sent a list of fixed assets assigned to them and asked to account for each item (See **ST3-35; ST3-36** – samples). There are board policies that cover the Inventory Control System **(See ST3-10; BP 6520, BP 6550)**.

Software Licensing: All software that is purchased and licensed for District-wide use is recorded by the department or primary user on a policy and inventory form and a copy is sent to the Information Technologies Department.

Self Evaluation

Facilities Process: The process for assessing and prioritizing facilities development has been improved in recent years and is meeting the current and anticipated needs of campuses throughout the District. Projections provided by the *Facilities Assessment Report* had indicated that Woodland Community College would find itself far behind its Assignable Square Footage needs by the year 2010 (they indicated that 111,318 would be needed). However, the combination of State support (LRC and Sciences building) with support coming

from the successful bond measure, now provide space allocations that should meet or exceed these projected numbers **(See ST3-29; Table #18, p. 35)**.

Instructional Equipment: Evaluation of the instructional equipment process has been suitable, primarily because very few units have been willing to allow oversights or mismanagement of any type to restrict their access to this support. The process itself was reviewed by both College/Site Councils and by the (then) District Council and was conducted by the Educational Resource Planning Committee (ERPC). However, with the instructional equipment process **(See ST3-37;** Multi-College Committee Structure) moving to the campus level, each campus will need to be vigilant in developing explicit policies and procedures, reviewing them, and evaluating the process in a timely manner.

Similarly, VTEA/Perkins funding has been highly visible, highly sought, and the processes of its distribution and utilization weighed continually. While VTEA funding does not embody the proportion of equipment funding that it once did, the program is held accountable both at the district, state and federal levels.

Planning Agenda

Woodland Community College should develop an evaluation plan specific to its equipment prioritization and distribution process.

Timeline: 2007-08
Responsibility Party: College Council, Dean of Instruction (in counsel with Vice Chancellor, EP&S)

IIIB-2a   *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Descriptive Summary

The District has established a Five-Year Funding/Allocation Model that addresses both the long-range capital plans and the personnel needs (Staffing Plan) that will support these plans. This model separates the functions that will remain district-specific as well as those line items that will fall under the fiscal umbrella of Woodland Community College and Yuba College. Because the District has already completed one year under this model, it has been evaluated and revised, with an additional year added to its terminus **(See ST3-1;** Allocation Model).

Total Cost of Ownership: In various areas of both the College and the District, Total Cost of Ownership has been factored into planning. Within the past two years, for example, the cost of developing a new position now extends beyond the cost of salary and benefits and is required to consider factors such as computing needs, office furnishings, and supplies. The Office of Information Technology, which has long supported measures aimed at TCO, has taken a lead in providing information relating to the total computing costs associated with equipping new buildings and laboratories funded by the successful November 2006 bond measure.

In essence the District's Planning processes, as these trickle down to the campus level, fully integrate with building priorities and plans.

Self Evaluation

Woodland Community College has been only partially involved in Total Cost of Ownership practices. WCC has, however, (through cooperative District-wide planning) been largely successful in integrating facilities planning with overall District/college planning

Planning Agenda

The District should phase in the concept of "total cost of ownership" where this relates to facilities and equipment.

Timeline: 2007-2010
Responsible Party: Vice Chancellor of Administrative Services

IIIB-2b *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Woodland Community College has recently (2003) participated in a state-sponsored *Facilities Assessment Report* process that provides the raw data for the development of a facilities improvement plan. This assessment reviewed all of the District's primary sites and their facilities and has been utilized by the Facilities Planning Team in developing the Master Plan that immediately followed (See ST3-29; Facilities Master Plan, 2006). Similarly, plans such as the *Educational Master Plan* (based upon a regional needs assessment) and the *Multi-College District Plan* have driven any facilities development strategies that have benefited from the State sponsored facilities assessment.

Self Evaluation

Facilities weaknesses at WCC were described in detail in the *Facilities Assessment Report* (See ST3-32). This assessment pointed out 189 maintenance problems (both large and small) at the College. The total estimated cost for their appropriate upgrade was estimated (in 2003 dollars) at $2,287,444. Most of these repairs will be addressed either by funds generated through the bond measure, funds captured through state matching initiatives, District reserve funds, or funds freed up by unanticipated support for related projects.

As noted above, funding has improved immensely, both for scheduled maintenance and new construction at Woodland Community College. Two major new buildings have been completed in the past two years, while the development of a Facilities Master Plan was critical to earning region-wide bond measure support for several new construction projects as well.

The challenges to Woodland Community College will be to (a) avoid extensive cost over-runs in construction, (b) find funding to hire maintenance staff for both the addressing and the prevention of maintenance problems.

Planning Agenda

Woodland Community College must develop a long-term Maintenance and Operations Plan that anticipates both scheduled maintenance (on new structures as well as old) and that accurately forecasts staffing needs in this area.

Timeline: 2008-09
Responsible Party: Vice Chancellor, Administrative Services, Maintenance and Operations Supervisor

Standard IIIC: TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III-C1 *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

III-C1a *Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.*

Descriptive Summary

Information Technologies at Woodland Community College is a centralized operation for both Academic and Administrative services. At this point, the IT District office, located at the Yuba College (Marysville) campus, is the primary unit responsible for planning, implementation and evaluation of IT infrastructure and day-to-day operations. The Technology Committee, as the District transitions toward a multi-college formulation, will remain a District Committee, reporting to the Chancellor's Executive Staff **(See ST3-37;** Multi-College Committee Structure).

Woodland Community College has been an experimental location for numerous IT projects over the past few years. Owing to the construction of two modern structures, IT has had the opportunity to provide leading edge solutions to student and faculty needs at WCC. Some of these include:

- A campus surveillance system with cameras that can scan the external parking, entrance and exit areas. The system monitors two internal locations that include critical points of interaction involving cash flow and areas (the library) that are subject to occasional theft.

- Installment of a voice over IP project that will manage all phones at WCC (October 2007) and integrate these with computing. This system has been pre-installed in the two newest buildings and is being retrofitted into the older buildings.

- The development of wireless campus capacity, the first YCCD campus to achieve this capability (August 2007).

Additionally, individuals working in support of media and audio-visuals (for the LRC) assist in the operation and maintenance of computing labs in that complex. Some other individuals (reporting to other offices and largely volunteer in nature), who have assumed IT roles on various campuses and centers, provide occasional services in support of the District's IT operation.

As the table on the following page indicates, staffing for the technologies at WCC has grown substantially over the past three years and is anticipated to continue in this manner.

TABLE 71
Woodland CC Service Area
Recently Added IT Personnel for Multi-College
2003-04 – 2006-07

POSITION	BASIC DESCRIPTION / RESPONSIBILITIES
IT Position	Introduced on half-time basis in 2003. Enlarged to full-time status in 2006. Supports administrative and faculty (office) computing and infrastructure. Reports to Assistant Director of IT at District level.
Instructional (Lab) Assistants	1.5 positions service all tech-related labs (except that in library). These individuals support student labs and instruction and will assume open lab responsibilities in new LRC.
Audio-visual and Media	1 full-time position. Is assisted by ½-time person affiliated with the library. New library media specialist position anticipated in 2007-08 (pending approval). Also supports some computer laboratories affiliated with library.*

*   Anticipated increases of 1 FTE audio-visual and media will reconfigure staffing responsibilities to allow library assistant to assume full-time responsibilities with library-related work.

Instructional Needs: Instructional needs are identified through the Academic Program Review and Student Services Review process, as well as through separate processes to allocate funds for purchase of instructional and student support services equipment. The Educational Resource Planning Committee, through 2006-07, allocates a portion of the money available for computers and related technology to the Technology Committee to address the needs identified by programs and services.

This Committee is also tasked with defining and prioritizing the details of the technology goals defined in the EMP **(See ST3-24;** pp. 135-141). WCC employees have provided input into technology planning at WCC. The Director of Information Technologies is a resource to the College Councils as well as a chair of the Technology Committee.

The District IT office also intends to participate in the Tech III Plan, which will tie system-wide IT planning to the California Community Colleges System Strategic Plan **(See ST3-39)**. The District formerly used data from the State Chancellor's office, *Technology II Plan* which set minimum standards for various elements of the computing infrastructure. The standards included hardware, access, service level, security and disaster recovery, staffing, training and support.

Administrative Needs: Administrative system needs are identified by the departments using the software. Because administrators and staff rely heavily upon Datatel *Colleague* for data gathering, storage, categorization and analysis, considerable training in identifying and meeting their IT needs is achieved through the District's membership in California Community Colleges Datatel Users Group. The Datatel Users Group has workshops at least three times a year to share information, concerns, issues and problem resolutions.

Individual Needs: In addition to the items above, the Information Technologies Department also receives direct requests for service from all areas including requests directly from students. Depending on the nature of the request, items may be directed to various committees for further review or dealt with immediately by the department. Requests may also require that a cost analysis be completed and budget allocated.

Ethics and Technology: Overall, the YCCD Board of Trustees, by delegating authority to the Chancellor, mandates that technology throughout the District be utilized for educational and professional purposes. According to the Board Policy Manual (2006);

> "The Chancellor shall establish procedures that provide guidelines to students and staff for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users" **(See ST3-10; Sec. 3, p. 10)**.

Distance Education and Media: Distance Education and media, while working closely at WCC with the Office of Information Technology, are part of academic support. Distance Education is an emerging service providing an increasing number of online and ITV courses to Yolo and Colusa County residents. With the increase in construction and the development of a dedicated facility in Colusa County, these services will increase during the five-year period on the immediate horizon.

Self Evaluation

The Office of Information Technologies faces serious infrastructure challenges in meeting the operational and effectiveness needs of Woodland Community College and the District, as a whole. Like most colleges, WCC is faced with growing needs for technology, similarly growing needs for technology training, and declining financial support to meet these needs. In addition, it has been difficult for IT to keep up with more recent technology innovations, such as introducing wireless to WCC's campus.

Student Survey - Technology: Student perceptions were tested in 2003-04 and again in 2006-07. An identical survey instrument was utilized each of these two years.

TABLE 72
Woodland CC Service Area
Student Perceptions: Classroom/Laboratory Equipment
Student Surveys: 2003-04 – 2006-07

Statement Tested:	*"I believe that my campus . . . has well equipped classrooms and laboratories."*				
Year Tested *(See A & B below)*:		**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents		Mean **(µ)**	*n=*	Mean **(µ)**	*n=*
Overall Response:		3.50 / 5.00	221	3.56 / 5.00	347
Response by Age Group:					
Up to 24 Years of Age		3.54	137	3.55	249
25 Years and Above		3.43	84	3.52	90
Response by Gender:					
Female Respondents		3.45	147	3.51	178
Male Respondents		3.58	69	3.65	156
Response by Ethnicity (N=70+ Resp.)					
Caucasian (all sub-groups)		3.47	73	3.57	110
Hispanic (all sub-groups)		3.66	91	3.57	127
All Others (N=<70 Responses)		3.28	57	3.55	108

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 73
Woodland CC Service Area
Student Perceptions: Relative Importance of Updated Computing
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . COMPUTERS: Provide modern computer labs for most classes."*			
Year Tested *(See A & B below)*:	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	2.83 / 3.00	219	2.81/ 3.00	339
Response by Age Group:				
Up to 24 Years of Age	2.82	135	2.81	242
25 Years and Above	2.83	84	2.79	89
Response by Gender:				
Female Respondents	2.86	146	2.78	174
Male Respondents	2.74	68	2.84	152
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.78	73	2.77	110
Hispanic (all sub-groups)	2.87	91	2.83	123
All Others (N=<70 Responses)	2.81	55	2.81	104

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 74
Woodland CC Service Area
Student Perceptions: Relative Importance of Internet Access
Student Surveys: 2003-04 and 2006-07

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . INTERNET: Provide Internet access for papers and projects."*			
Year Tested *(See A & B below)*:	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	2.86 / 3.00	219	2.86 / 3.00	340
Response by Age Group:				
Up to 24 Years of Age	2.90	135	2.89	243
25 Years and Above	2.80	84	2.76	89
Response by Gender:				
Female Respondents	2.90	146	2.83	174
Male Respondents	2.76	68	2.88	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.86	73	2.81	110
Hispanic (all sub-groups)	2.88	91	2.87	123
All Others (N=<70 Responses)	2.84	55	2.89	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

In the above cited tables, it becomes clear that WCC students view computing and Internet access at their college to be of the utmost importance.

Strategies for Addressing Issues: Information Technologies has worked toward responding to these challenges through several strategies. First, IT participated in the

development of the *Educational Master Plan*, the document critical to the identification and prioritization of goals shared by Woodland Community College and the District at large. Secondly, IT has been the key player in the implementation of the District's *Technology Plans*, documents designed to prioritize those services that lead directly to student learning **See, ST3-40; ST3-43)**. Third, IT has been instrumental in attempting to tie technology planning in with the District Facilities Plan that was developed during the 2006 fiscal year and is updated annually. Finally, where dollars have been limited, IT has made every effort to establish and balance priorities (that most directly impact students) across the campuses and centers that comprise the District.

Distance Education: Distance Education's expansion to Woodland Community College and to the Colusa area are have been initiated and continue to enlarge. While several WCC faculty have enthusiastically participated in learning DE, the younger faculty will need to complement traditional delivery methods by getting training and materials in online and ITV course delivery. The new facilities, both in WCC's LRC and those slated for installation at Colusa, will encourage such professional development.

Nonetheless, more IT support is clearly needed for providing new and replacement equipment to a rapidly growing Woodland Community College. The College supports the District's Information Technology Office in "lobbying" for more financial support and staffing to enhance this vital function. With both real growth, and anticipated future growth immediately on the horizon, WCC will need to provide these new populations of students and employees with the best opportunity to succeed in today's high tech arena.

Planning Agenda

To equip new and remodeled buildings, Woodland Community College is getting support (and District cooperation) in attaining Group II Funds from the Chancellor's Office.   There is, additionally, the pressing need to bring wireless technology to WCC.

1. Increased on-site IT staffing for Woodland Community College and

Timeline: Tentatively 2008-09 Academic Year (See **ST3-1;** Five-Year Fiscal Plan & Allocation Model)
Responsible Party: President, Chancellor, Board of Trustees

2. Support to replace aging equipment in areas not benefiting from Group II funding.

Timeline: Short-term infusion in 2007-08 and 2008-09 years needed with ongoing replacement plan
Responsible Party: President WCC, in negotiations with District IT and Board of Trustees

3. Include wireless Internet technology in the site-specific WCC Technology Plan and implement this goal within the next two academic years.

Timeline: 2009-10
Responsible Party: WCC Dean of Instruction, Director of IT (District)

IIIC-1b *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

The Office of Information Technologies developed a draft plan **(See ST3-41; 2003)** designed to review the training needs of all users, develop a curricular response, and evaluate the results. This plan is competency-based and, to that extent, outcomes driven. It is designed with the understanding that technology is changing at a tremendously rapid rate, that resources are limited, and that not all end users have similar needs. Some aspects of this plan, though still in draft form, are being implemented while other aspects await internal and/or external financial support.

Specific (especially software) training of WCC staff has been available periodically through personnel from the District-based IT department. Training of this type has been done to assist staff in learning Datatel Colleague, the District's database software. Additionally, with the launch of iCampus, a trainer spent an entire day providing group training to students as to how to access and utilize this program.

Self Evaluation

Woodland Community College, as part of the recent development of a Learning Resource Center, has dedicated a room in the Center for training. The Office of Information Technologies has categorized Woodland Community College's end-users into three distinct groups for purposes of training. The needs of each group are unique as well as many of the individuals within each group.

Faculty and Staff: The first group, faculty and staff (and administration), has needs related to job performance. Faculty and staff are generally given a menu of workshops in which they can enroll and are encouraged to engage in this form of professional development. All workshops are competency-based with the specific competencies highlighted in the referenced plan. Unfortunately, application software is not available within this "menu of workshops" and could assist greatly with the efficiency of college employees.

Students: Student training consists of both formal and informal components. Formally, students need to access both the telecommunications infrastructure and the computing services that support the instructional mission of the District. Informally, day-to-day questions that inevitably arise among students need to be addressed by student assistants. Overall, the competencies to be addressed when training such students have been defined by the (statewide) Inter-segmental Committee of the Academic Senate (ICAS).

Technology Support Staff: Perhaps the most critical of all training needs is that provided on behalf of the Technical Support Staff. In a climate of rapid technological evolution, those employed by IT and by the various campus laboratories need to remain at the forefront in providing training at WCC and throughout the District. The training plan for this group is still in its preliminary phases of development owing, primarily, to the extensive costs involved with such training.

Professional development for faculty, staff and technology support personnel is difficult because of the high costs associated with its implementation. The thumbnail summary of the plan for such professional development is only being implemented where resources have been defined for doing so.

The staff of the Office of Information Technologies is a highly utilized group that is very dedicated to the development and service of the systems needed throughout the District. Their staffing levels meet basic needs, but extending beyond this level will continue to pose difficulties.

Planning Agenda

1. The training plan needs to be finalized and resources found for its support. An alternative would be for WCC to develop its own Training Plan.

Timeline: 2007-2009
Responsible Party: Director Information Technologies (supported by Chancellors's Executive Staff)

2. Play advocacy role in assisting the Office of Human Resources (and Information Technologies) to get a "Staff Training" position so that application software workshops can be provided to college employees

Timeline: 2008-2010
Responsible Party: Director of Human Resources, College President, College Council

IIIC-1c *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Descriptive Summary

Technology Planning: In 2005, Yuba Community College District developed a five-year *Technology Master Plan* as part of the current administration's effort to establish a formalized, systemic planning process. This plan, which is updated annually, sets forth the vision for the District's:
- Technology Infrastructure
- Technology goals (hardware, access, service level, security and disaster recovery, staffing
  Training, support, development of instructional materials, web portal and web services)
- Vision of distance/distributive education, and
- Phased plan for network infrastructure improvements **(See III-51)**
- Overall recommendation that equipment be replaced on a five-year cycle

The Chancellor's Executive Staff (CHEX) has studied the *Technology Plan* and worked with the Director of IT in prioritizing its components. The purpose of this effort has been to prioritize the funding support needed for the plan and to locate additional funds to support as many of its components as is possible.

Technology Committee: Additionally, the current administration established a Technology Subcommittee whose purpose has been to be "responsible for researching, planning and recommending implementation and maintenance of technology needs for the YCC District" **(See ST3-21;** WCC College Council Handbook, p. 99). Specific purposes for the Technology Subcommittee have been defined as:

- Create and manage the 5 Year Technology Plan for the District, a living document. This plan will use the Education Master Plan for its basis.

- Provide a "think tank" where all areas in the District can come together to discuss new and emerging technologies, access how that technology might be used in the District and it's feasibility.

- Create and maintain software and hardware per District Standards.

- Monitor Section 508 compliance and assist in its implementation.

- Make recommendations to the Staff Development Committee for the training of technical staff.

- Total Cost of Ownership: Provide a complete cost analysis, total cost of ownership (TCO), for the implementation/use of new technology purchases. Create a plan for the implementation of any new technology.

Under a multi-college formulation, the Technology Committee will remain a district-wide entity **(See ST3-37;** Multi-College Committee Structure). As such, this committee will report to the Chancellor's Executive (CHEX) Staff, where its formal "sponsor" resides. Recommendations from Woodland Community College will be brought forth through WCC's College's Council, which will field and prioritize requests.

Technology Funding Sources: Cooperating with the Office of Information Technology, Woodland Community College has access to four principal sources for establishing and maintaining the technology infrastructure, equipment, and software at the WCC campus:

- General Operating Fund: During the annual budget development process, needs are assessed, the progress of previous plans reviewed, priorities are reconsidered, and allotments are made vis-à-vis other competing interests within the District.

- Technology Infrastructure Grant (TTIP): Through this annual funding source, infrastructure needs can be upgraded under an approved plan on an annual basis.

- Group II Funding: Funding made available by the Chancellor's Office to support the development of technology infrastructure and hardware in new buildings.

- Sponsored Program Support: This refers to program-specific funding provided through grants/categoricals. Program directors, when applying for external support, are encouraged to carefully consider the gamut of technology needs to relieve the college of supplemental expenditures in support of such programs. This has resulted, in many cases in the addition of considerable technology.

- Measure J Funding: The District's successful Bond campaign in November of 2006 has made available approximately $1 million dollars for development of IT infrastructure, hardware and software at Woodland Community College. Because Measure J funding can be used to secure a proportion of construction matching costs, Measure J funding can serve to increase Group II funding as well **(See ST3-42; Measure J Expenditure Estimates)**.

Technology Systems: Systems considered mission critical to the Woodland Community College are built and maintained to provide a high level of system reliability and availability. These systems can be broken down to four distinct areas; Colleague system, distance education systems, networking systems and components, support servers.

- Colleague System: The Colleague system provides the records management function for all student, financial, and human resource data accumulated by the District. The Colleague system has a very high level of system reliability. The core HP server was replaced as recently as 2007. The system has several layers of hardware redundancy to ensure system reliability and availability. The system is on a scheduled backup with tapes verified for reliability. Weekly backup tapes are stored off-site in case of an on-site disaster. The system utilizes quad processors should any one fail the system could still operate. Remaining components of the system that have a single point of failure are protected with support contracts with HP. HP contracts dictate a technician will be on-site within 4 hours of a call from appropriate personnel. A redundant server provides the capacity to have Colleague back on-line within one business day.

- Distance Education: Backups – System backup is maintained daily. The system is backed up, as a whole, once each day. Data backups are performed on a scheduled basis, the scheduled times varying from server to server depending on how often the data changes on them.   For example, owing to extensive utilization of the WebCT server, backup is performed twice daily, while the Distance Education server is backed up weekly.

  Backups are stored in multiple servers/locations. At the end of each semester, backups that are determined to be important are backed up to DVD's and place in secure storage (fire proof). Backup copies of each of these are stored, as well, in off-site locations.

- Networking Systems & Components: Mission critical networking systems would include devices and servers required to make connections both inside and outside the campus private networks.   Routers, switches and firewalls make up these devices. For these types of devices Information Technologies has "hot spares" on the shelf which can be easily configured to replace failing electronics. The District Domain Name Server (DNS) would be considered a mission critical network server. To ensure reliability of the DNS use of redundant disk arrays (RAID) provide redundancy in case of physical disk failure. The system has a routine scheduled backup to tape drive, backups are verified for reliability. Alternate off-site DNS entries are used on client workstations in case of on-site DNS failure.

- Support Servers: Support servers are numerous at Woodland Community College a sample of systems would include; CommuniGate Email system, WebAdvisor, Sun Calendar server, YCCD Windows domain controller, T-Reg, MSSQL server, YCCD web server, and the new iCampus portal. Systems all employ RAID technology for protection of physical disk failures. Most systems are equipped with high capacity tape backup drives to ensure system can be restored. All systems are protected with a uninterruptible power supply in case of power failure. Each administrator employs slightly different methods for daily backup and verification of backup jobs. Systems are of various ages and have differing levels of hardware warranty and vendor support.

Monitoring of Systems: In all cases, systems are monitored in real-time by an application called *What's up Gold*. When a system goes offline, the system administrator is immediately paged as to the status of the device or system. All systems are maintained by qualified Systems Administrators. Systems Administrators perform routine system maintenance to ensure the overall health of the system. Administrators monitor log files and network resources to detect unusual or unstable system activity.

Media Services: In addition to the maintenance program devised by the Office of Information Technologies, the Office of Media Services has developed a five-year cycle through which all audio-visual equipment reviewed. The criteria for investing resources in an item are threefold:
- Availability of parts for repair
- An item's age and usage
- Is the item still manufactured

Help Desk: Faculty, staff and administration at Woodland Community College have access to a "Help Desk," available by email or telephone. This District-based service tracks the nature of IT-related problems, quickly provides the user with assistance, and tracks the types of problems common to users throughout the District.

Instructional Software/Infrastructure: Operating systems, office software tools, virus protection, internet access and email are provided to all staff. The District also provides for distance education software, hardware to provide distance education coursework via the web, television broadcasts and streaming video. Owing to the changing needs of users and the evolving capacity of software systems, these are reviewed on an ongoing basis.

Replacement Cycle Planning: WCC faculty and laboratory computers have been replaced cyclically since 2005. This system was developed as a result of an audit conducted by the District's IT staff. Administrative and staff equipment is not a part of this system and is paid for out of departmental budgets.

Self Evaluation

By and large, both WCC and the District have been pleased with the progress, growth and support in the area of Technology. A very limited but committed coterie of staff has been able to build and maintain systems that have achieved the educational goals of the institution. However, several areas of concern, both real and potential, are provided below.

Staffing: Woodland Community College maintains one full-time technician, while District-based technicians move among the campuses. The WCC technician works closely with the YCCD Information Technology office, and certainly the scope of that position's work is driven by the IT office. Owing to understaffing, both at the campus and District levels, these positions are primarily reactive.

Distance Education: WCC's Distance Education capacity is slated to expand considerably as part of its emergence as a formal college. Currently, at both the campus and District levels, staffing is insufficient to meet the growing demands upon infrastructure, hardware and software.

Help Desk: While the Help Desk is effective in identifying and responding to WCC's IT needs, there are very few resources devoted to the Help Desk functions. This can result in a back-log of service requests and the frustrations and inefficiencies that result. It is important that staffing be gradually infused into this area to maintain quality and efficiency in IT operations. Additionally, as web-based distance education grows in importance to WCC and the District, the Help Desk will need to be staffed on a 24 hour/day basis.

Funding: Under the circumstances through which technology (and equipment) funding is provided, planning for equipment acquisition and maintenance is oft-times nebulous. The amount of money allocated has varied tremendously over the years, with part of the allocation being on-going and the remainder ferreted out on an opportunistic or one-time basis. The table below illustrates how difficult it can be to plan but conversely, how fortunate the District, and the colleges within it, have been in having such funding increased drastically in recent years.

TABLE 75
Woodland CC Service Area
YCCD District Equipment Funding [1]
FY 2004-05 through FY 2006-07

2006-07	$ 701,802
2005-06	185,624
2004-05	145,139

1 Provided by Vice Chancellor, Educational Programs and
Services from Annual EMP Update

Within this funding framework, the expanding needs associated with the addition of new staffing positions has been integrated into the funding equation. Added to the personnel cost of any position is the additional cost of the technology to support that position. By this means, new positions at WCC have available to them upon arrival the hardware and software they need to perform effectively.

Replacement Cycle Funding: Replacement cycle funding has worked well with faculty and laboratories. It needs to be extended for administrative and staff computing as well.

Planning Agenda

1. Improve IT staffing in general throughout the District and provide on-site staffing to address daily routine problems and implementation issues at Woodland Community College. Emphasis should also be given to Help Desk staffing at the District level.

Timeline: 2008-2009
Responsible Party: President WCC and Director, Information Technology

2. Ensure that Replacement Cycle Funding continues to elevate and support additional categories of employees in anticipation of increased usage at WCC and throughout the District

Timeline: 2008-2009 and ongoing
Responsible Party: President WCC, Technology Subcommittee, Director of Information Technology

3. WCC will need to develop campus-specific Technology Plan. This plan should benefit from a needs assessment and local input.

Timeline: 2008-2009
Responsible Party: Dean of Instruction, Technical Staff, District IT Representative

IIIC-1d   *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Descriptive Summary

YCCD has created a technology infrastructure that supports the development and delivery of instruction and services to students throughout the District. The technology infrastructure provides all students, faculty and staff with access to appropriate technology to implement the instructional and service goals of the college. This goal has required major overhauls to several systems within the District, on an ongoing basis, in the past and will continue to do so in the future.

Self Evaluation

Addressing ADA: Woodland Community College benefits from the District's efforts to continue providing hardware, software, and physical access for those with disabilities. As new laboratories and classrooms are designed at WCC, staff knowledgeable of ADA requirements are consulted to make sure that consideration is given to those with varying disabilities. As course delivery through distance education continues to grow, ITV1 courses are ADA compliant and all use close captioning.
> **NOTE:** ITV2 is not currently compliant, but is utilized only for nursing courses, which are exempt from such compliance.

The technology component of Woodland Community College adequately meets the current programming and service needs of the College. The District continues to assess the personnel, equipment and infrastructure requirements of the campus as the current pace of building, renovation and technological change threatens to outpace the College's ability to keep current.

Ensuring Infrastructure Support: A critical component of the programming capability of the District resides in its ability to develop, maintain and grow its networking infrastructure. Consequently, in the past two years many portions of the outdated networking infrastructure were updated or replaced.

- Firewalls Replaced: In January 2002, aging DOS-based Internet gateways were replaced with a medium-capacity firewall at the WCC campus. In the summer of 2005 the main firewall for the District was replaced with a high-end unit. The firewalls dramatically increased the security as well as network availability. They have also provided a high level of security based on policy. Activities such as denial of service attacks, syn floods, and other suspicious activities are blocked by the firewall system.   With the supplied tools of the firewall, it is easier for administrators to identify problem systems within the local network. Systems sending large volumes of mail are flagged as being likely infected with virus or spyware. The District has a spare firewall that can be used, in case of a failure, until the original

unit can be repaired or replaced. In addition, in the spring of 2005, an electronic device was installed to reduce spam and to provide virus protection to the entire District.

- Internet Upgrades Completed: In November 2003 the YCCD Internet connection was upgraded from two bonded T1 connections to a DS3.   The Data Center required several upgrades including; overhead ladder racking, additional power, and approximately 90' of 4" conduit to connect to the provider network.

- WCC campus WAN Redesigned: In December 2003, the WCC campus Wide-Area Network (WAN) was redesigned. A new router, main switch, and firewall were installed. In the spring of 2005, an additional T1 line was bonded to the existing T1 line. This redesign allowed for distribution of the public IP addresses to the Woodland Community College, which was a requirement for IP-based video conferencing and improvement in the distributive education courses provided at that campus. In spring of 2007, two additional T1 lines were added, one to address security concerns and a second dedicated to distance education.

Distance Education: Distance education provides the ability for students to complete a variety of classes without coming to the origination site, through televised courses via local cable companies, interactive real-time Internet courses, and streamed classes for on demand viewing. The program has continued to grow since its inception. The District realizes that this is a potential area for enhanced response to community needs.

Several problems, alluded to or even addressed in previous sections, will be here reiterated:
1. Staffing specific to Woodland will be necessary as will staffing to District IT efforts as a whole.
2. Additional training of IT staff for purposes of cross-training is currently only nominally available.
4. Equipment in older areas of WCC needs to benefit from a Replacement Cycle of annual funding.
5. Training of end users is critical to their competency and to the time demands on IT staff members.

A problem in doing so is that of having enough back-up staff, cross-trained to meet District-wide needs during periods of an individual's absence.

Planning Agenda

Repeat planning agendas of IIIC-1c

IIIC-2 *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

WCC's technology planning, as highlighted and detailed in Section IIIC-1c, is thoroughly integrated into institutional planning as a whole. A driving component of all such planning

has been the District's *Educational Master Plan* (2004), which started from a curricular base in the process of planning facilities, technology, budget, and all related services. Part of the *Educational Master Plan's* "Annual Update" has been a review of the progress and directions of its technology component **(See ST3-25;** EMP Annual Update 2006, and **ST3-26;** EMP Annual Update 2007). Through this evaluation process, the most recent Technology Plan (2005-2010) was developed and implemented **(See ST3-43)**.

Measure J Planning: In light of the District's recent (November 2006) passage of a $190 million dollar bond measure, technology is given high priority in the planning and implementation processes. The Director of Information Technologies, as well as appropriate WCC academic personnel, sits on the various committees that provide input into the planning and design of these projects.

Self Evaluation

IT Staff Integrated into Planning Processes: On an individual level, the Chancellor has assigned the Director of Information Technologies to serve on every major District planning committee that has operated over the past six years. As such she has played a key role in the development of several plans including (a) the *Educational Master Plan*, (b) the *Multi-College District Plan*, (c) the *Technology Master Plan*, and in an advisory capacity to (d) the *District Facilities Plan*. As the following example illustrates, technology planning and functions are today highly interconnected throughout YCCD's planning process. The *Educational Master Plan* (EMP), the *Technology Plan* and the *District Facilities Plan* are intertwined documents.

Within the interconnected framework within which the District conducts technology planning needs of various units are differentiated according to needs and priorities. The paragraphs below indicate that institutional technology needs have been categorized and are reviewed cyclically:

- Administrative Systems: The administrative system software maintenance agreement is renewed annually. The hardware does not exceed the recommended age of the equipment.

- Instructional Hardware: Two main factors are taken into consideration; the age of the equipment and the technological needs of the program. Some programs, while they have newer equipment are still first in the queue for new equipment. These programs require the newest technology either to run their software or to provide students access to equipment that will allow them to complete their course satisfactorily. The replaced computers are then rolled down to the next prioritized classroom on the list. Due to reduced funding the items on the bottom of the list often receive equipment that is in excess of four years of age. Even given the reduced funding and older equipment, the District has been successful in continuing to provide the curriculum and to provide the students an opportunity to complete their coursework.

But to provide closing emphasis, both the Director of IT and her assistant are regularly involved in the planning processes associated with the construction or renovation of any structure. With technology funding built in to the successful bond measure campaign, such system-based planning is now routine, has been verbally evaluated, and improves with each construction/renovation project.

Planning at Woodland Community College, and throughout the District, is a systemic process that brings all parties to the table. This process is driven by the *Educational Master Plan*, the *Multi-College District Plan,* and the various Policy Manuals that guide District and College governance.

Until recently, distance has been a concern in the involvement of Woodland leadership, faculty and staff in the overall planning process. However, in the three years that have announced a new District organization, involvement by Woodland staff has been intense, almost to the point of exhaustion. WCC has attempted to develop expertise in all areas of its operation, development and programming and is looking at technology as a key to such growth.

Technology Subcommittee: Part of the purpose of the Technology Subcommittee, which has operated (and will continue to operate) at a District level, has been to integrate tech planning with that of the campuses and with other major planning committees.

The enabling documentation of the Technology Subcommittee makes manifest its catalytic role in systemic planning. For example, parts of its mission charge the committee with the responsibilities to "monitor ADA compliance," to "oversee the distribution/redistribution of existing computer equipment to meet the needs of a program area," to "create a plan for the implementation of any new technology," and to "make recommendations related to TTIP expenditures" **(See ST3-21, p. 99)**. All of these tasks call for members of the technology "community" to engage in dialog with multiple interests ranging from programming to the facilities within which such programs are to be implemented.

Distance Education at WCC: One area that has perhaps not been as involved in the holistic planning process as others has been Distance Education. DE has played a key role in elevating enrollments at WCC but has not been quite as central to planning processes as has the Office on Information Technology (District). As WCC's staffing and programming in DE grow, this growth should take place within the context of larger plans. Several measures, including increased budgetary support (2006), the approval of a Staff Development position (2007), and the hiring of a Dean of Distributive Education and Media Services, will help to develop Woodland's future programming in Distance Education.

Planning Agenda

1. Review Distributive/Distance Education programming to assess further investments in human and material resources, utilizing program review process.

Timeline: 2007-08
Responsible Party: Dean of Instruction & Learning Resources

2. Conduct an annual assessment of the Technology Plan (and its WCC companion plan) to evaluate progress, review changing circumstances, and adjust priorities to meet these circumstances

Timeline: 2008-09 and annual thereafter
Responsible Party: Dean of Instruction, College Council, appropriate IT staff

Standard IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

IIID-1 *The institution relies upon its mission and goals as the foundation for financial planning.*

Descriptive Summary

The Woodland Community College mission and institutional goals are stated in the *Woodland Community College Catalog* template **(See ST3-44; p. 12)**, providing a framework within which planning can take place. Specific strategic goals, developed within the context of the institution's mission, are related to and drive financial planning. The latest of these goals were developed in summer and fall of 2007 as part of a strategic planning process facilitated by MIG Associates (Paul Downs) with input from faculty, staff and administrators from throughout the District. These include a set of district-specific goals (See District goals) and a corresponding set of WCC priorities **(See ST3-45)** that have been spelled out previously in this document **(See pp. 8 & 89)**.

WCC-specific strategic goals will highlight an *Educational Master Plan* that will be developed through the College Council. These will be updated as the WCC Academic Senate and Curriculum Committee achieve firm footing during the 2008-09 academic year. An objective of these will be to further integrate institutional planning with budgetary planning.

Self Evaluation

Woodland Community College has operated, since its founding in 1975, under the District's mission and goals statements. Its finances, within this framework, have been mainly the province of District management and staffing personnel – with input from WCC management.

WCC will continue to operate, in large part, under guidance from the District's Office of Administrative Services. However, it will be responsible for the advocacy, development, management and evaluation of its forthcoming line item budget. The college's base planning documents, such as the *Multi-College District Plan* **(See ST3-16),** as well as its more recent mission and goals statement, have guided and will continue to guide planning that will inform the budget advocacy and development process.

Planning Agenda

None. As WCC continues to develop the planning documents essential to a college, these documents should inform, and be informed by, financial planning and financial projections.

IIID-1a   *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

Woodland Community College has been extensively engaged in planning for the transition from being a "center" to being a "college". Throughout this process, and in all associated planning documents, staffing, facilities and academic programs/services have been linked to financial considerations.

Self Evaluation

The bulleted paragraphs below will underscore, additionally, how major planning processes and their enabling documents are tied to fiscal planning:

- Facilities Planning: Facilities planning has, at all stages of its evolution, been integrated with financial planning. Even in the earliest formal stages of this process, WCC's successful *Notice of Intent* (1999), tied enrollment projections (Appendix IV) with construction needs, funding projections and ADA concerns (Appendix V) in meeting the District's educational mission for the area **(See ST3-46;** WCC Statement of Intent). The College and District have adhered to this trend in developing both the 2005 *Multi-College District Plan* **(See ST3-16;** pp. 55-57), and the 2006 *Facilities Master Plan*, which outlined construction needs in support of WCC's future growth **(See ST3-29;** p. 41).

- Financial Planning: WCC leadership and staff have provided input into the development of several campus-specific plans that tie facilities development and programming into fiscal considerations. These have included the *Woodland Needs Analyses* **(See ST3-47; ST3-48)** in 2002 and 2005, *the Multi-College District Plan* **(See ST3-16; 2005)** the *Educational Master Plan* **(See ST3-24)** and the *Five Year Funding/Allocation Model* **(See ST3-1)**.

  Woodland Community College has yet to engage in the comprehensive development of a detailed annual budget, but has supported the District's effort at designing a five-year campus-specific projection **(See ST3-1;** Allocation Model). Owing to the practice that campus activists have had in providing related input to the college Deans and President, this is not anticipated to be a problem.

- Academic Planning: Over (especially) the past six years, Woodland Community College has tied course availability to student scheduling needs, thereby maximizing FTES and minimizing waste in personnel costs. Essentially, fewer course sections serve increasing numbers of students, without exceeding caps. This effort is being engineered to ensure WSCH and FTES growth.

  Additionally, all academic programs have undergone Program Review. Through this program review process, attention has been focused upon the District's primary mission, thereby easing back those costly programmatic features that are secondary or immaterial to this mission. At the same time released time for faculty is being more closely monitored to maximize the presence of full-time faculty in the classroom.

- Employee Benefits Review: Another means of reducing overhead has been to review and revise employee benefits. This was done collaboratively with the dual objectives in mind of cutting costs and continuing to address the needs of current, past and

future employees. One important step in this process was to modify healthcare benefits while still providing very good coverage for employees. At the same time new employee retirement benefits were modified, while still keeping the District competitive in its recruitment of qualified and talented faculty, staff and administration.

- Sponsored Program Review: WCC participated in a process through which all sponsored programs were reviewed to determine (a) their centrality to the mission and (b) their positive or negative impact on the general operating fund. This impacted WCC as the College cooperated with Colusa County in transferring the WIA program from the District to the County **(See ST3-49;** Grant Evaluation).

Planning Agenda

1. Woodland Community College needs to further develop its internal planning documents, integrating each with budgetary considerations.

Timeline: 2007-08 and ongoing
Responsible Party: President, Vice Chancellor for Administrative Services

IIID-1b *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

Resource availability and expenditure requirements are continually considered in relation to fiscal factors that affect both short and long-range projects. At Woodland Community College, the District has worked closely with two teams of consultants in efforts to attain realistic assessments of College needs, corresponding facility needs, personnel needs, technology support and equipment infrastructure in determining both long and short-term budgetary requirements **(See ST3-47,** Woodland Needs Analysis, 2005; **ST3-28,** Facilities Assessment; **ST3-16,** Multi-College District Plan).

The fiscal integrity of the District is given the highest priority by the Office of Administrative Services and when changes occur in the financial situation that impact the planning in progress, these circumstances are evaluated for adjustments in the timing of implementation of the project(s), or whether or not to proceed with the projects. This type of adaptability is difficult, but has been present when planning Woodland Community College's emergence as a formal college.

Community needs have been at the base of the Colusa Center's re-development as well. A June 2007 community forum, which had followed upon several months of meetings with a regional advisory committee, served to define community expectations for a center. This process, in turn, will result in more precise cost estimates in the development of facilities, programs and services for the Colusa area **(See ST3-50).**

Self Evaluation

A difficulty inherent in developing a multi-college District resides in determining exactly how to realistically <u>and fairly</u> proportion financial resources. Owing to a combination of extensive planning and a relatively good California educational economy over the past four years, WCC and the District have negotiated a harmonious route to attaining this goal.

Wide differences of opinion can be found between individuals at the various campuses, and even individuals within WCC itself regarding the realistic and equitable distribution of funding. However, both the Board of Trustees and the leadership of the various stakeholder groups have continued to work toward as fair a balance as can be achieved.

The successful passage of the bond measure (Measure "J") has positively impacted attitudes toward the fund distribution process, as similar negotiations were necessary to determine how facility renovation and construction would be proportioned on the campuses and the communities. These experiences have earned District and College personnel the necessary experiential base to understand what it takes to conduct a "realistic assessment" of financial needs and financial capabilities.

Planning Agenda

Woodland Community College needs to develop a committee structure that is capable of deliberative budgetary development processes – and that can develop realistic assessments of this college's short-term and long-term financial needs including the development of financial resources and partnerships.

<u>Timeline</u>: Ongoing
<u>Responsible Party</u>: WCC President, Vice Chancellor of Administrative Services

IIID-1c *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

Descriptive Summary

The payment of liabilities and future obligations is clearly identified and understood by the District, but has until recently been a matter of some difficulty to control. In the paragraphs that follow, several key liabilities and obligations will be described.

Long-Term Liabilities: The District received authorization through an election held on November 7, 2006 (by more than 55% of the votes cast by eligible voters) to issue $190 Million of General Obligation bonds. The proceeds from the sale of the bonds will be used to 1) acquire, construct and renovate selected District facilities, and 2) fund an escrow to prepay the 1999 Certificates of Participation ($2.8M) and the 2005 Lease Obligations ($4.7M). The Tax Payers within the District's eight county service area have agreed to pay the $190M General Obligation Liability that appears on the District's financial records in 2006-07. The District has no other Long-Term obligations on record at the conclusion of the 2006-07 Fiscal Year.

Retired Employee Benefits Liability: At the conclusion of 2007-08 the District's comments to the financial statements will note an Other Post Employment Benefit (OPEB) obligation of $50.1M that includes an annual payment of $1.6 M which represents the current year's obligation of the District's retired employees' medical benefits.

Capital Projects: Woodland Community College is included as part of the District's *Facilities Assessment Report* and its *Facilities Master Plan,* both of which were developed in anticipation of ongoing growth and of the prospect of a successful bond measure **(See ST3-31; See also, ST3-29)**. The funding of capital projects in California is largely a state function. The College has been active in this regard in recent years having completed both a new Science Building and a new Library / Learning Assistance Center that have essentially tripled the usable square footage of the college.

Scheduled Maintenance: The College takes part in the State Scheduled Maintenance and tries to maximize the amount of money that can be received from the state. The District has a tremendous backlog of scheduled maintenance projects. The State funding available for this, on a yearly basis, is limited. The Facilities Assessment and Master Plan that follows from it should begin to at a minimum prepare a plan to start addressing these needs **(See ST3-38)**.

Faculty Compensation: The College has a formula for full-time faculty compensation. This is a negotiated agreement that gives full-time faculty a set percentage of identified parts of the budget. All fulltime faculty costs are paid out of this "bucket". In this way the District has locked in the percentage of the budget allocated for full-time faculty **(See ST3-51)**

Self Evaluation

The current financial situation of both the District and of Woodland Community College itself can be characterized as stable but watchful. The College and the District have chosen an opportune time to transition toward a multi-college organizational structure.

WCC is wary of the potential to over-extend its resources in its enthusiasm to grow and is increasingly in tune with circumstances, both internal and external, that can impact the College's ability to achieve its maximum potential. First, Weekly Student Contact Hour ratios have improved in recent years as the College attempts to maximize its use of personnel and space. Second, needs assessment forums have been held in WCC's service area (as well as ongoing discussions with local business leaders) to determine the most cost effective means of broadening the curriculum to reach the greatest audience. Thirdly, both the Chancellor (District) and the new Public and Governmental Relations Director are constantly tasked with scanning the state and federal economic climate to better anticipate the forthcoming trends in resource availability.

Retiree Health Benefits: Retiree health benefits remain a concern for the District, both in terms of a financial commitment and in terms of the need to care for the organization's personnel. A delegation of retired employees is currently discussing benefits with the District and every effort is being made to reach a mutual accommodation.

Planning Agenda

The district has provided the basis for budgetary stability at Woodland Community College through elevated short-term funding, the addition of key staff, and the provision of long-range allocation and staffing plans. Continued effort will be required to sustain enrollments and retention services for those already enrolled to help sustain this stability.

III-D1d *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.*

Descriptive Summary

The financial guidelines and processes utilized by Woodland Community College have been established by the YCCD Board of Trustees in cooperation with the Office of the Vice Chancellor for Administrative Services.   The Board specifies institutional financial guidelines and processes in board policy and procedure statements that lead to adoption of the yearly budget **(See ST3-52)**. The procedural matters related to the development describe the timeline, persons responsible, and format for preparing the basic budgets that are under the supervision of the budget managers **(See ST3-10,** BP 6200, 6250).

At the District level, the Vice Chancellor of Administrative Services is responsible for revenue projections **(See ST3-1)** and tracking the estimated expenses for items included in the overall budget. When it appears that District revenues will be less than anticipated to meet budget expenditures, the office shares this information with staff in all colleges so that adjustments can be made to the budget to maintain sound fiscal practices in institutional planning.

Self Evaluation

Financial planning is an integral part of all District planning and is carried out through input at the college level. At WCC, like at each of the campuses, three separate institutional units, Instruction, Student Services, and Administrative Services, engage in fiscal planning, based on area needs, plans and projections and Program Review processes. The budgeting process starts with requests from staff, which are forwarded to the appropriate budget manager. Most departments and divisions prioritize the requests based upon those items and service needs that are necessary for the student or departmental success. The budget manager, in consultation with the staff, conducts further review of the need for the requested materials and services.

The budget managers follow these institutional guidelines. Budget requests and accompanying rationale are received and reviewed by the Vice President and the President. Business Services processes the requests in accordance with District time lines. The entire process is monitored to ensure compliance with all guidelines **(See ST3-53)**.

The College and the District have determined that the combination of the College Council and a college-based equivalent of the former Budget Subcommittee will share a cooperative relationship in refining procedures for college budgetary processes as WCC receives full

accreditation status. The chart immediately following this section describes the budget process as it currently operates for WCC in the District.

Planning Agenda

1. Define relationship of WCC college committees and their respective roles in budgetary process and development

Timeline: Ongoing
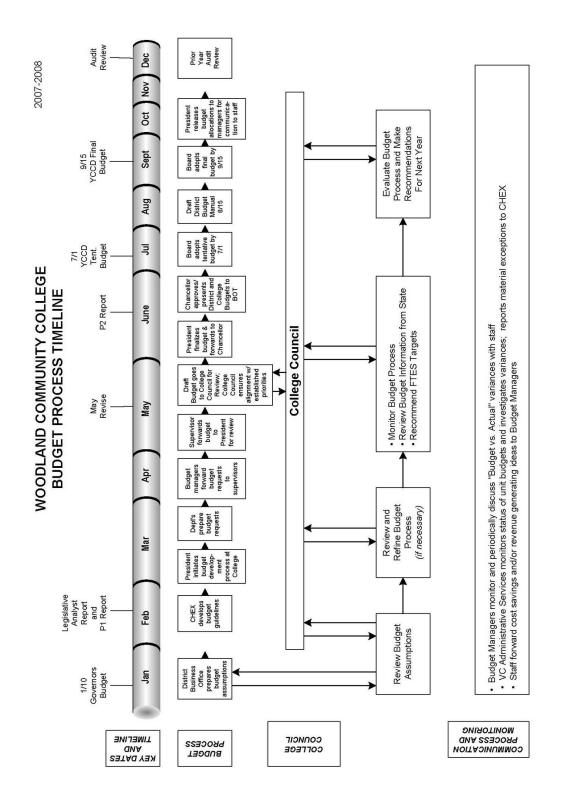Responsible Party: Vice Chancellor of Administrative Services

2. Encourage committees to immediately determine means through which the budgetary processes and procedures have shared input from all WCC constituencies

Timeline: 2009-2010
Responsible Party: WCC President, Vice Chancellor of Administrative Services

CHART 6
Budget Process Timeline

WOODLAND COMMUNITY COLLEGE
BUDGET PROCESS TIMELINE

2007-2008

KEY DATES AND TIMELINE

Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sept	Oct	Nov	Dec

1/10 Governors Budget — Legislative Analyst Report and P1 Report — May Revise — P2 Report — 7/1 YCCD Tent. Budget — 9/15 YCCD Final Budget — Audit Review

BUDGET PROCESS

- District Business Office prepares budget assumptions
- CHEX develops budget guidelines
- President initiates budget development process at College
- Dept's prepare budget requests
- Budget managers forward budget requests to supervisors
- Supervisor forwards budget to President for review
- Draft Budget goes to College Council for Review; College Council ensures alignment w/ established priorities
- President finalizes budget & forwards to Chancellor
- Chancellor approves/ presents District and College Budgets to BOT
- Board adopts tentative budget by 7/1
- Draft District Budget Manual 8/15
- Board adopts final budget by 9/15
- President releases budget allocations to managers for communication to staff
- Prior Year Audit Review

COLLEGE COUNCIL

College Council

- Review Budget Assumptions
- Review and Refine Budget Process *(if necessary)*
- Monitor Budget Process
- Review Budget Information from State
- Recommend FTES Targets
- Evaluate Budget Process and Make Recommendations For Next Year

COMMUNICATION PROCESS AND MONITORING

- Budget Managers monitor and periodically discuss "Budget vs. Actual" variances with staff
- VC Administrative Services monitors status of unit budgets and investigates variances; reports material exceptions to CHEX
- Staff forward cost savings and/or revenue generating ideas to Budget Managers

III-D2   *To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.*

Descriptive Summary

Budget Input Process: The Board of Trustees, as a policy-making body, exercises fiduciary responsibility over the existing budget and the development of the new fiscal year budget. On a monthly basis (with a quarterly summary) the Vice Chancellor of Administrative Services presents District financial reports to the Board of Trustees **(See ST3-54; ST3-56)**. These reports show budget adjustments during the month, a budget summary, and cash flow for the general fund. On a quarterly basis, the Board receives a report summarizing budget and year-to-date activity for all District funds. This quarterly report also shows the general fund activity summary for a three-year period, as well as describes the settlement costs of any employee contracts entered into during the quarter. Additionally, all warrants are reviewed and approved by Board action on a monthly basis **(See ST3-55)**.

During the budget development cycle, the Board has extensive input and review opportunity. An overview of budget assumptions for the upcoming year is presented annually in January. The purpose is to create an initial budget overview to facilitate budget planning and decision making specifically related to the hiring of additional faculty and staff that usually occurs before the Board approves the tentative budget. The tentative budget is presented to the Board for approval in June. In September, the Board conducts a public hearing and reviews the budget that, following Board action, becomes the adopted budget.

Budget Input – College Level: The Woodland Community College President is the focal point for WCC's internal budgetary development and oversight. The President will be assisted by a Budget Analyst, a position that is being hired during the 2007-08 academic year. As in the past, the budget development process benefits from input by all levels of administration, faculty and staff. Input will be managed through the various deans and department heads, and is forwarded to the President, who maintains final responsibility for what is submitted to the District. The President utilizes the College Council as a consultation body during the budget development process.

Budget Revision Process: Decisions to augment existing budgets are made through the WCC President and, from there, the Chancellor's Executive Staff (CHEX). The Board of Trustees subsequently approves these decisions in the form of a budget revision. Decisions are made after considering overall college or program impact and district-wide budget implications. A summary of the adopted budget and the cumulative, year-to-date budget revisions are provided to CHEX on a regular basis to ensure that decisions are made within the context of the overall budget **(See ST3-56)**.

Dissemination of Information: Up-to-date budget information is available and accessible to budget managers through the computerized Colleague program. Upon request, program managers can receive budget printouts summarizing their current activity status relative to their budget allocation. The purchase order system has spending controls that preclude a charge being made to an account having insufficient funds.

Budget documents and budget summary reports **(See ST3-56)** are presented throughout the year to the college shared decision-making groups. A document entitled *Final District Budget* is compiled with comprehensive budget information that may be used for many analytical purposes, including as a resource for proper coding and budget control information.

Self Evaluation

All aspects of budget development, review and revision, relating to Woodland Community College, have been under discussion for nearly the entirety of the past decade. Where these discussions were once acrimonious, the actuality of proportionally reallocating funds at the college level has moved forward with a surprising degree of alacrity.

The budgetary process at the District level is long-established and has proven to work well in both robust and restrained financial climates (though admittedly somewhat more-so in the former than the latter). One marked change from past practices is that of having the Budget Subcommittee's functions subsumed by each of the respective College Councils. This provides an improved forum through which all constituencies at WCC can have direct input in issues surrounding budget development, allocations, review and revision.

The employees at WCC will be only marginally impacted by the changes that are occurring in the budgetary process – as they have had a voice in budgetary matters since the advent of shared decision-making. Most of the adjustments in procedure and practice will occur among Chancellor's Executive Team members (i.e. College Presidents and Vice Chancellors).

Planning Agenda

The District, Yuba College and Woodland Community College are currently re-aligning the management functions of each organization. Many District functions are being relocated to the college level. Great care and cooperation will need to be exercised in ensuring that budget follows function throughout this transition, so as to provide the full range of necessary services to students at both Woodland and Yuba Colleges.

Timeline: 2007-2008, ongoing
Responsible Party: Vice Chancellor of Administrative Services, College Presidents and fiscal personnel

III-D2a *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student Learning programs and services. Institutional response to external audit findings is comprehensive, timely, and communicated appropriately.*

Descriptive Summary

The YCCD and college audits are conducted by an auditing firm (Matson & Isom), under contract by the Board of Trustees. The auditors conduct an audit for each of the colleges, an overall audit for the District, and a review of several areas of the District's jurisdiction such as Capital Outlay Projects, Categorical Funding Programs, Revenue Bond Projects,

Student Financial Aid, Retiree Health Benefits, and the Yuba College Foundation. These audits, to present, have demonstrated that all such entities are in overall compliance with spending guidelines.

The District and College audit reports include an opinion by the independent CPA on the financial statements of each audited entity, as well as comments and recommendations about internal control systems and compliance with state and federal mandates. The Board meets once per year to review the audit and discuss audit findings and compliance issues. They do so in the presence of the auditing firm at an open meeting. Following this work session, the Board of Trustees reviews and accepts the financial audit **(See ST3-57)**. The Woodland Community College president is expected to attend the audit session.

Datatel Colleague, adopted in the late 1990s as the administrative computer system, is designed to help facilitate the audit process. This has resulted in a fully integrated computing system that enhanced the District's reporting capabilities and its basis to provide financial controls and access to information.

Self Evaluation

As demonstrated in the financial audit reports and through a review of the District's financial history, the District has shown a consistent pattern of prudent financial management and appropriate application of accounting processes. The annual independent audit reports detail any findings and recommendation related to compliance and the internal control systems. Where feasible, new procedures and controls have been implemented to address these systems.

The college conforms to the GASB 34/35 requirements and began reporting in 2002/03.

Where Datatel College has been immensely helpful in improving the District's reporting capabilities, training will need to be provided to both the WCC President's Assistant and to the new WCC Budget Analyst to ensure that WCC establishes and monitors information appropriate to auditing practices.

Planning Agenda

The President's Assistant (Woodland Community College) and the Budget Analyst (WCC) should be given in depth training in Datatel Colleague's budget management module.

Timeline: 2008-2009
Responsible Party: Vice Chancellor of Administrative Services, Director, Information Technologies, President WCC

III-D2b   *Appropriate financial information is provided throughout the institution.*

Descriptive Summary

The District and the Colleges have available, and provide, appropriate financial information to all constituencies. Budget managers at WCC have daily access through *Datatel Colleague* to budget information that is shared with other staff as needed. Budget managers, at Woodland Community College, have an opportunity to adjust budgets with the approval of the President, who submits major budgetary adjustments to the Chancellor's Executive staff for review and approval.

Two factors that have led to improved budgetary planning have been, first, the transition to Datatel Colleague in the late 1990s and, later, the professional development provided to deans and budget managers so that they could utilize this improved information source. Where previously a large number of budget account transfers occurred, this practice has been greatly reduced with the budget adjustments.

Self Evaluation

Two problems remain in the conveyance of budgetary information throughout Woodland Community College, both of which can be fairly easily addressed. First, in spite of years of experience in providing input into the budgetary process, many staff do not feel they understand thoroughly how this process works. The second component to this problem, which currently unique to Woodland's transition, is that of training the appropriate personnel to maximize the usage of Datatel Colleague for budgetary matters. Both of these issues merely require occasional professional development.

Planning Agenda

Professional development in (a) the understanding of the Datatel Colleague system and (b) the budget development process and particulars need to be conveyed to all levels of pertinent WCC employees.

Timeline: 2008-2009, ongoing
Responsible Party: Staff Development Committee (with appropriate administrative support)

III-D2c   *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

District Reserves: As the table provided below indicates, Yuba Community College District has maintained a strong fund reserve since the late 1990s, when District reserves dropped below 5%. The institutionalization of Datatel Colleague has since enabled those in fiscal roles to better monitor and predict funding balances, and to take any necessary

corrective measures. Greater fiscal monitoring and accountability have maintained reserves at 7-10% with projected and actual amounts being closely aligned.

TABLE 76
Woodland CC Service Area
YCCD Reserves: Projected & Actual
FY 2000 through FY 2007

YEAR	PROJECTED	ACTUAL
FY 2006-07	7.04%	8.58**%**
FY 2005-06	8.91%	7.21%
FY 2004-05	11.14%	10.57%
FY 2003-04	5.03%	11.43%
FY 2002-03	5.58%	10.16%
FY 2001-02	5.5%	8.7%
FY 2000-01	5.5%	6.3%
FY 1999-00	Xx	4.3%

Source: Vice Chancellor of Administrative Services, YCCD

Capital Enhancement Fund: Earlier in the current decade, the Board of Trustees established a Capital Enhancement Fund. This fund, a 2% appendage to the reserve, has continued to be observed by the District. It has served as a "set-aside" to enable campuses to provide funds internally for repairs and improvements to buildings and grounds. Roofing repairs and HVAC improvements, as well as improvements to gas lines, have been among the more prominent examples of situations where the existence of this reserve has helped the District immensely.

District Insurance: The District uses a self-insurance program through a Joint Powers Authority. The JPA of which the District is a member is known as the Northern California Community Colleges' Schools Insurance Authority (NCCC SIA). It provides self-insurance for property, liability and workers' compensation. The self-insured retention is $50,000 at the NCCC SIA level, $5 million at the State Wide Association for Community Colleges level, and $15 million through the Schools Excess Liability Fund. Keenan & Associates administers all claims for the JPA **(See ST3-58)**.

Cash Flow: The District is dependent on property tax revenue to meet on-going payroll and vendor payment obligations. The apportionment funding cycle is such that it is necessary for the District to issue Tax and Revenue Anticipation Notes (TRANS) in order to meet cash flow needs during the fiscal year. Due to the low interest rates, the District costs for TRANS for the year ending June 30, 2006 was $17,240.   The issuance of TRANS has enabled the District to meet cash flow obligations at a relatively low cost **(See ST3-59)**.

Risk Management: Minimum risks are eliminated through safety programs, repairs, or changes in policies and procedures. The College has Safety Committees in place.

Self Evaluation

The District will continue to provide the best financial estimates possible. This effort was being enhanced by the District's formal requirement that all budget managers detail their unit's budgetary needs and justifications beginning in the 2005-06 fiscal year.

Budget Reserve: It is the intent of the Board of Trustees to continue to maintain a fund balance of at least 6%, with an additional 2% being set aside for program improvements and

campus enhancements **(See ST3-10;** BP 6250). Using a conservative approach to the management of the reserve fund has met only modest resistance. On the positive side, the enlarged reserve fund has helped the District in its efforts to address unanticipated emergencies, and was important to gaining favorable ratings when bonds were sold for the Measure J bond that passed in November 2006.

Some have argued over the years that budgetary reserves should be used to hire additional faculty and staff, thereby elevating FTES-generated income. All such arguments are considered in formulating a strategy geared toward sustaining fiscal responsibility.

District Insurance: The District's self-insurance through its Joint Powers Agreement has been a strength in risk management. Through the self-insured plans, the District has sufficient coverage for losses. The third party administrator (Keenan & Associates) is active with the JPA program. The Northern California Coalition of Community Colleges, School Insurance Authority (NCCC SIA) provides additional resources for the safety and wellness training of employees. As a member of NCCC SIA, the District benefits from a multi-year risk management program administered by Keenan & Associates. The JPA also offers safety credits and funds for consultations on health and environmental issues.

Planning Agenda

The District and the Colleges currently meet the spirit and intent of this standard.

III-D2d *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.*

Descriptive Summary

Responsibility, Financial Oversight: The Office of the Vice Chancellor for Administrative Services provides fiscal oversight of all expenditures and revenues, including those of Woodland Community College and the line items therein. A pre-audit is conducted for all vendor payments; accounting functions of the Foundation are performed; a review is done on all personal service agreements to ensure that the District and each college are compliance with the IRS regulations; grant funds are monitored, reviewed and reported to the appropriate funding agency; all Federal Student Financial Aid is accounted for; cash transfers are done on a timely basis; and District investments in the Local Agency Investment Fund (LAIF) are monitored.

Bookstore: WCC, through the District, outsources such services as the bookstore. The bookstore revenue was $70,085 in 2006-07, $60,900 in 2005-06 and $61,895 in 2004-05. Funds, when necessary, are used to maintain/update college equipment used in this area, but most often funds are accounted for in the unrestricted budget as a local revenue source **(See ST3-60)**.

Foundation, 501[c][3]: The Yuba College Foundation currently (6/30/07) maintains accounts totaling $349,301 designated toward Woodland Community College. This amount of designated gifts represents 5.2% of the Foundation's endowment and entitles WCC to a proportionate share of interest and dividend income. The Foundation Executive Committee

and Board, which review the Foundation's financial statements, have consistent representation from WCC. The Foundation Director, the Foundation Executive Committee, and the Foundation Board of Directors review all financial statements and reports for the Yuba College Foundation at quarterly meetings. The Yuba College Foundation's audit is conducted under the umbrella of the District by the same accounting firm (Matson & Isom) that completes the District audit.

Self Evaluation

Fiscal oversight is centralized in Administrative Services, including the purchasing function. There is adequate staffing, within Administrative Services and the Office of Foundation and Grants to provide internal controls and a segregation of duties for the external functions. This centralization is within the guidelines of the *California Community Colleges Budget and Accounting Manual* **(See ST3-61)**. Appropriate internal controls exist throughout the financial services record- keeping system. Policy and procedures are consistent throughout the District.

Foundation, 501[c][3]: The annual unrestricted operating budget for the Foundation is in the range between $30,000 and $40,000. The remainder of the unrestricted money, when available, is subject to distribution policies established by the Director, the Auditors, and the Executive Officers of the Foundation. These are used in a variety of ways to support the Foundation's purpose, which is stated as "the educational benefit of students and former students of Yuba College." The Foundation is audited annually, as part of the District-wide audit. Findings from these audits demonstrate that management of the Foundation utilizes effective financial oversight practices **(See ST3-62)**.

Planning Agenda

None

III-D2e	*All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

Descriptive Summary

As previously described, checks and balances are built into all levels of the budget oversight process to ensure that financial resources from all sources are used with integrity in a manner consistent with the mission and goals of the District.

The Yuba College Foundation, chartered in 1972, is an independent, non-profit, tax-exempt orporation authorized to accept donations and gifts for the benefit of Yuba College students. For the past 35 years, the majority of the Foundation's work has been in the area of scholarship development. The Foundation also manages 35-40 operations funds for units, such as the Athletic, Music and Early Childhood Education programs, which conduct annual fund and special project campaigns.

TABLE 77
Woodland CC Service Area
Financial: Value of WCC Foundation Accounts[1]
Academic Years: FY 2005 through FY 2007

NAME OF FUND	DESIGNATED PURPOSE	2004-05	2005-06	2006-07
Beeghly-Merritt Mem.	Endowment for Campus Beautification	$199,440	200,512	202,283
Edwards, Kenneth	Memorial Scholarship	1,775	1,775	1,775
Reserve Books	Library Reserve Books Funds	218	195	245
Town & Country	Annual Scholarship Fund	2,470	4,470	10,470
University Bound Sch.	Scholarship for Underserved Populations	1,065	0	0
Wettstein Family Sch.	Math/Science Scholarship	6,250	6,250	6,250
Adjunct Faculty Sch.	Annual Adjunct Faculty Merit Award	2,797	0	0
Woodland Agriculture	Operations Fund for Ag. Program	8,074	5,403	5,447
Bigelow Progress Fnd.	Operations Fund for Administration	116,861	117,488	118,526
WCC Emergency Relief	Student Emergency Relief Fund	1,460	1,460	1,460
Landscaping	Payroll deduction account for landscaping	138	486	846
	TOTAL DESIGNATED	342,547	340,038	349,301

[1]   Indicates Endowment value plus accumulation of interest and dividends. Does not indicate Fair Market Value

TABLE 78
Woodland CC Service Area
YCCD Public Financial Aid (District)
Academic Years: 2004-05 and 2005-06 Compared

	YEAR	
PUBLIC ASSISTANCE PROGRAMS	**2004-05**	**2005-06**
College Work Study	$ 250,311	$ 218,767
Pell Grants	7,814,391	6,934,463
Supplemental Education Opportunity Grants	208,552	205,617
Cal Grants B&C	1,021,537	1,002,274
CARE Books & Incentive	119,615	100,315
EOPS Books	142,800	143,800
EOPI Incentive	155,452	200,107
Federal Pass Through Scholarships	77,981	83,032
State Pass Through Scholarships	71,311	60,218
Stafford Loan	529,215	517,336
Parent Plus Loans	41,806	47,010
Private Loans (other states)	8,500	8,245
Student Support Services (TRIO) Grant	26,260	32,462
Other Scholarships (State)	43,091	25,072
Unsubsidized Loans	184,018	241,383
TOTALS	$10,696,839	$9,822,100

Source: YCCD Office of Financial Aid

External Funding Support: Woodland Community College's external funding base has improved gradually over the period since it was first opened in 1975. Some of its more prominent scholarship and operations funds are highlighted in .

Grants: The Director of Institutional Developments, Grants and the Foundation developed the Grant Coordination Sheet in 2001. Its implementation has been sporadic, but when used, it ensures that all grant applications are reviewed for completeness and adherence to District policy (See ST3-63).

TABLE 79
Woodland CC Service Area
Private Scholarship Giving – YCCD Foundation and Financial Aid (District)
Academic Years: 2004-05 and 2005-06 Compared

PRIVATE ASSISTANCE CATEGORY	YEAR	
	2004-05	2005-06
Foundation Scholarships	$ 16,725	$ 33,655
Sawtell Scholarship	12,438	23,750
Hayter Scholarship	18,000	40,000
Other Scholarships (Other)	3,875	16,729
Pass Through Scholarships (Other)	73,879	58,903
Transfer Scholarships	5,900	15,350
TOTALS	$132,816	$190,386

Source: YCCD Office of Financial Aid

Self Evaluation

YCCD Foundation: The Foundation has recovered completely from a market-induced endowment crisis earlier in the current decade. This has allowed the Foundation to gradually improve upon the number of scholarships provided to students. Unfortunately, information documenting the number and/or amount of scholarships directed toward Woodland CC students has yet to be segmented. The table below indicates private scholarship giving, whether through the Foundation or by way of "pass through" dollars into the Office of Financial Aid **(See ST3-64)**.

The payouts from all forms of private giving, while recently improving, have paled in comparison to the amount of money given to students through the various forms of state and federal Financial Aid – these again being demonstrated as District totals and not segregated to represent Woodland Community College.

Financial Aid: In all, 55% of the District's students are on some form of Financial Aid. Yet the Woodland Community College students responding to identical surveys in 2003-04 and again in 2006-07, were only modestly convinced (3.55/5.00) that their campus ". . .had grants and scholarships available if students need them." At the same time they were adamant in their belief (2.83/3.00) in the importance of financial aid as a component of the higher education experience **(See Tables 78 and 79, pp. 258-259)**.

In spite of issues facing the communication and, thereby, distribution of private and public monies, the process itself is professionally monitored by internal and external auditors. The policies and procedures for the management of this money ensure equity, and the staff is well trained in the management of these funds.

Planning Agenda

None

TABLE 80
Woodland CC Service Area
Student Perceptions – Relative Importance, Financial Assistance
Student Surveys: 2003-04 and 2006-07 Compared

Statement Tested:	*"In your opinion, how important is each of the college functions listed below? . . . FINANCIAL ASSISTANCE: Provide students with support for enrollment fees and books."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*N=*	Mean **(μ)**	*n=*
Overall Response:	2.89	218	2.83 / 3.00	339
Response by Age Group:				
Up to 24 Years of Age	2.93	135	2.87	242
25 Years and Above	2.82	83	2.73	89
Response by Gender:				
Female Respondents	2.92	145	2.79	173
Male Respondents	2.82	68	2.88	153
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	2.81	73	2.82	109
Hispanic (all sub-groups)	2.94	90	2.84	123
All Others (N=<70 Responses)	2.91	55	2.84	105

A   3 = Very Important, 2 = Somewhat Important, 1 = Not Important

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

TABLE 81
Woodland CC Service Area
Student Perceptions – Grant and Scholarship Availability
Student Survey: 2003-04 and 2006-07 Compared

Statement Tested:	*"I believe that my campus . . . has grants and scholarships available if students need them."*			
Year Tested *(See A & B below)***:**	**2003-2004**		**2006-2007**	
Mean Score/Number of Respondents	Mean **(μ)**	*n=*	Mean **(μ)**	*n=*
Overall Response:	3.60 / 5.00	220	3.55 / 5.00	344
Response by Age Group:				
Up to 24 Years of Age	3.70	136	3.60	247
25 Years and Above	3.45	84	3.46	89
Response by Gender:				
Female Respondents	3.64	146	3.50	177
Male Respondents	3.52	69	3.60	154
Response by Ethnicity (N=70+ Resp.)				
Caucasian (all sub-groups)	3.62	73	3.43	110
Hispanic (all sub-groups)	3.63	91	3.73	125
All Others (N=<70 Responses)	3.55	56	3.48	107

A   5 = Agree Strongly, 4 = Agree Somewhat, 3 = Neutral, 2 = Disagree Somewhat, 1 = Disagree Strongly

B   2003-04 Survey conducted by Educational Master Planning Project Team
2006-07 Survey conducted by the Office of Foundation and Grants (administered by WCC)

III-D2f   *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.*

Descriptive Summary

Contractual agreements are entered into with external entities where appropriate and necessary to conduct the business of Woodland Community College or the District in accordance with its mission and goals. Contracts are designed to be fair to both parties and to protect the integrity of the College and District. When appropriate, contractual agreements are reviewed by legal counsel before signature. A separate review of insurance requirements is completed by the Office of Administrative Services and/or the insurance carrier to ensure appropriate coverage. The District has developed both a Board Policy and an Administrative Procedure that require that only the Chancellor can sign lease agreements **(See ST3-10,** BP 6340; **ST3- 8,** AP 6340).

Administrative Procedural guidelines for submitting contracts to the Board of Trustees and dictates that original signed contracts be maintained in the Vice Chancellor of Administrative Services' office **(See ST3-8,** AP 6345).

Self Evaluation

All signed agreements are maintained in the office of the Vice Chancellor of Administrative Services. The intent is to have a central repository for all legal agreements. The policy defining the limits of contracts that need to go before the Board for action has helped clarify procedures and processes relating to contractual agreements. Although contracts were maintained in one location, there was no general oversight to ensure that contracts that were due to expire were renewed in a timely manner to ensure that the District can continue to conduct business without interruption.

In March of 2007, an administrative procedure, AP 6345 (Contract Review and Monitoring) was designed to track a new or revised contract from inception to implementation. The process ensures that the appropriate people have seen and are aware of the contract and that triggers are in place to indicate, at least three months prior to the end of the contract, that steps have to be taken for its review and/or renewal. The Dean, or the designated responsible manager, provides direct oversight. The original version of the contract resides with the Vice Chancellor of Administrative Services with a copy remaining in the Dean's (or responsible manager's) files. The Dean/Responsible Manager will track the contract to ensure that renewal is addressed before expiration. The Vice Chancellor's office provides a secondary checkpoint to ensure that no contract "falls between the cracks" **(See ST3-8.** AP 6345**)**.

Planning Agenda

The new Contract Review and Monitoring procedure needs to be reviewed annually to ensure that it is effective and to input any improvements into the process.

Timeline: 2008-2009
Responsible Party: Vice Chancellor of Administrative Services

III-D2g *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

District: An external auditing firm evaluates the financial management system as part of the annual audit. Internal controls are scrutinized as well as the organization of overall fiscal operations. The Chancellor's Executive Staff also periodically informally reviews the system and recommends improvements. Ultimately, the Governing Board evaluates the institution's overall financial position and provides input for change.

Woodland Community College: Woodland Community College's financial processes are being similarly evaluated by the Office of Administrative Services. This evaluation occurs as both a formal and informal component of the Chancellor's Executive Staff in an effort to discuss the transition and evolution of such processes on nearly a monthly basis. This is probably the most critical issue faced by both the college and the District as this transition occurs.

Self Evaluation

The District, on a timely basis, as noted by the auditors, implements audit findings and recommendations related to compliance and internal control systems. Each audit report includes a section identifying the status of the prior year findings. This section documents the District's responses and corrective action.

The Office of Business Services was transitioned to that of Vice Chancellor for Administrative Services with the hiring of this position in June of 2005.   This individual provides leadership to ensure that the District has the appropriate formal internal evaluation processes in place to regularly evaluate its financial management process and to improve financial management systems as a result of this evaluation. He is currently assisted by fiscal staff led by a Certified Public Accountant, Director of Fiscal Services.

Administration Services Review: The development of an Administrative Services Review process was begun and has been re-vamped and tested (2005) under the new Vice Chancellor. The process is still under development at this time, under the guidance of the Administrative Services Project Team.

Currently, Woodland Community College plans to hire a Budget Analyst (2008-09) to provide direct, day-to-day management as WCC's budgetary process transitions from direct District control to one of coordination and oversight.

Planning Agenda

The Administrative Services Review process, which was tested in the Office of the Vice Chancellor for Administrative Services, needs to be revamped and redesigned to produce the appropriate information on which to base decisions and to include the emerging fiscal and other administrative functions at Woodland Community College.

has stalled a bit and will need to be reinvigorated and be designed to include the emerging fiscal functions at Woodland Community College.

Timeline: 2007-2008
Responsible Party: Vice Chancellor of Administrative Services

III-D3   *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

The institution does assess the effective use of its financial resources. This is accomplished primarily through monthly budgetary updates at the meeting of the Board of Trustees. The Board, as a key player in the development of the District's (and College's) Strategic Plan, is sensitive to the necessity of tying financial prioritization to mission and goals. Budgetary discussions, review, and modifications also are proposed by the Presidents and the Vice Chancellors as they meet weekly at the Chancellor's Executive Staff meeting.

Adjustments in financial resource allocation and usage may result from these sessions – all closely monitored by the Board of Trustees. Additionally, as types of recommendations recur, review of administrative financial processes and systems may follow, to ensure that (like the modification to Datatel Colleague) processes are in place that can "white flag" potential problems before they become manifest.

Self Evaluation

Evaluation systems for the oversight of Woodland Community College's internal financial management were, at the time of this writing, in their infancy. Developing means of evaluating and improving processes for financial planning, oversight and evaluation need to be firmly established. Given that such practices have been thorough and ongoing at the District level gives one confidence that the same attitude will emerge as WCC's financial management evolves.

Planning Agenda

Develop a plan to systematically assess the effective use of WCC's financial resources.

Timeline: 2008-2009
Responsible Party: Vice Chancellor of Administrative Services, President of Woodland CC

Standard IV

INSTITUTIONAL LEADERSHIP AND GOVERNANCE

"The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator."

- Althausen, David – Chair (Adjunct Faculty, Administration of Justice)
- Galamba, George – (Faculty, ESL)
- McGill-Cameron, Donna – (Faculty, Business)
- Weigt, Jeannine – (Faculty, ECE)

WOODLAND COMMUNITY COLLEGE

2008 Accreditation Self Study
Standard IV-A: LEADERSHIP

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV-A1   *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.*

Descriptive Summary

Shared Decision-Making: Since the inception of AB1725 in 1987, the Yuba Community College District has attempted to implement a system of shared decision-making. Over the past six years, the structure that was inaugurated by the previous administration has been modified to ensure that participative processes are used to assure effective discussion, planning, and implementation and to facilitate the development of a multi-college organization.

Woodland CC College Council: Woodland Community College, in anticipation of a Multi-College District, was encouraged by the District to establish a Site Council (later changed to College Council) to oversee campus-specific shared decision-making processes.   This new governance structure, which was inaugurated in fall of 2007, has aimed at achieving input at a grassroots level.   The Woodland CC College Council is designed to have faculty, classified staff, administrative and student representation. The College Council conducts its work in concert with the WCC Provisional Academic Senate and, occasionally, works with the College Councils at Clear Lake and Yuba College campuses, as well, in an effort to integrate planning and maintain a cooperative environment.

The WCC College Council is the primary vehicle for providing College input into District-wide decision-making processes. The Council presents its proposals, opinions and recommendations to the College President, who either reviews and approves such input or carries it forth to the appropriate District body for further review. The minutes of the College Council, along with those of its predecessor Site Council, are available on the YCCD website and filed in paper form **(See ST4-1,** Site Council Minutes; **ST4-2,** College Council Minutes).

Woodland CC Committee Structure: The functions of the 19 committees that formerly constituted the former "District Council" are being reconfigured to nestle into a structure tailored to the size and talents of Woodland Community College's faculty and staff. The committees listed in **Table 82 & 85,** **(See pp. 266 & 314)** will be established over the next two years as components of WCC's burgeoning governance structure.

TABLE 82
Woodland CC Service Area
Transitional Committee Structure
Academic Year: 2007-08

COUNCIL OR COMMITTEE	TRANSITION

• Provisional Academic Senate	Fall 2007

• Student Success Committee
    Academic Standards
    Enrollment Management
    Matriculation
    Student Equity
	Fall 2007

• Academic Preparation and Retention Committee	Fall 2008
• Curriculum Committee	Fall 2008
• Flex Committee	Fall 2008
• College Council	Sum. 2007
• VTEA Local Planning Subcommittee	Fall 2008
• Faculty Staffing Committee	Fall 2007
• Safety Committee	Fall 2007

Source: WCC College Council Handbook, p. 17

Self Evaluation

The newly developed governance structure has yet to completely mature. The Woodland Community College Council is in place, it is staffed, they meet regularly, and the council is beginning to contribute to the overall governance of the institution. Although the membership is designed to include students, it is at times difficult to recruit students, especially those who are committed to attending meetings on a regular basis.

Because the process is new, it is at times cumbersome, consuming of staff time, and often slow at reaching consensus. As new committees are incorporated into this structure, the faculty and staff anticipate that these problems could multiply. Yet they look forward to an increased opportunity to determine their own organizational fate.

The professional development and mentoring provided by increased Woodland participation in the College Council, the Provisional Academic Senate and the Curriculum Committee have been helpful. However, these roles have made faculty and staff leaders increasingly aware of just how much professional development is needed to responsibly participate in the ongoing operations of a College.

Communications: Several questions have been raised throughout the past three academic year as growing pains are occasionally evidenced in WCC's transition. These concern the structure and conduct of communication as well as the nature of the types (and seriousness) of the work delegated to the College Council. With staff time already seemingly stretched, those on such committees want to be assured that their time is being well spent – and that recommendations are listened to and considered by those in administrative roles.

Planning Agenda

The College needs to develop a process to provide all employee groups the basic information, skills, and understanding to be successful participants in the shared decision-making process.

Timeline: 2007-08 and ongoing
Responsibility: The College Council, Staff Development

IV-A2	*The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

Descriptive Summary

Woodland Community College has established a written policy and specific committee guidelines to ensure equitable participation in matters of college governance. These are detailed in the WCC *College Council Handbook*.

In keeping with the spirit of AB 1725's requirement that faculty, staff, and students be provided the opportunity to "participate equitably and collegially in the decision-making process of the college," the College has adopted a "Model of Shared Decision Making." This model provides a set of shared decision-making guidelines as well as District-wide roles for governance – that speak to the various roles for the Board of Trustees, the Chancellor, the Presidents, the faculty, the classified staff, administration and students **(See ST4-3, pp. 9-14).**

Self Evaluation

The WCC *College Council Handbook* indicates that the "Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations" **(See ST4-3, p. 11)**. The Board's responsibilities include the establishment of policies and the review of recommendations provided to it by the Chancellor and the College Presidents.

The Chancellor, according to this document, has the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." However, under the new multi-college formulation, the Chancellor turns over to the College President, the responsibility to "provide staff and students the opportunity to participate effectively in District and college decision making" **(See ST4-3, p. 11)**.

Under this model, the "Academic Senate" represents the faculty. It "makes recommendations to the administration of the college and to the governing board of a District via the Chancellor, with respect to academic and professional matters." The document also defines and details "academic and professional matters." WCC's provisional Academic Senate has begun to assume this role. The transition will be complete when the College is granted accreditation.

As it relates to staff and students, the WCC *College Council Handbook* also provides a reasonable delineation of roles, a well as areas of primary input. Staff, the document

indicates, play a broad role in the formulation and development of policies and procedures, while students "shall have the opportunity to participate effectively in District and college decision making," and includes policies and procedures "that have or will have 'a significant effect on students'" **(See ST4-3, p. 12)**.

The WCC campus has established, in rudimentary form, the necessary committee structure through which individuals and groups may bring forth ideas for the development of policies, procedures and programs. However, these policies are brand new as of fall 2007 and await review and testing as the multi-college climate becomes increasingly established.

Planning Agenda

All committees and councils at Woodland Community College will need to complete shared decision-making training as the WCC College Council Handbook, and its attendant guidelines and procedures are implemented.

Timeline: Fall and spring semesters – 2007-08
Responsible Party: President and Deans

IV-A2a	*Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Descriptive Summary

Administrative/Faculty, Roles in Governance: The WCC *College Council Handbook* outlines the roles of faculty and administrators in the development of policies, planning and budget development. The roles of staff and students are also fully defined in the *Council Handbook*. Many administrative roles are further amplified upon in their position descriptions. Many of these roles reflect the transition from councils and committees at the District level as they are being transitioned to the two colleges.

Student Role in Governance: Student representation, beyond membership to councils, committees and project teams, is provided through the Associated Students of Woodland Community College (ASWCC). Additionally, a student representative is elected to serve a one-year term on the Yuba College Board of Trustees – the 2007-08 student having been elected from Woodland Community College. Through these groups and organizations, students can provide input into institutional decision-making.

Self Evaluation

The primary expressed concern at Woodland Community College has been that faculty and administrators are TOO aware of their roles and responsibilities in the council and committee structure and that these roles are increasingly time consuming. The question being raised, as in most organizations, is how the "service" related workload can be distributed more evenly among faculty, staff and administrators. In spite of this concern, most meetings are well planned and well attended at WCC.

Student representation, while encouraged, is not well established in the council, committee and project team structure. Students, when encouraged to do so, will often join representative groups. However, since many transfer or move on, the representation is continuously shifting and often pre-empted by other priorities.

During 2007's Board Focused Interviews, Board members were impressed with the breadth and depth of faculty and staff involvement in the committee-based shared decision-making process, noting that student involvement and input was woven throughout this structure **(See ST4-4)**.

Communications in Transition: A longstanding concern, expressed by faculty and staff, is that their contributions to the committee decision-making processes seem to go unheard. Communication (on the part of all constituencies) has been identified as a difficulty throughout a District the size of the state of Connecticut. With the College gaining increased autonomy, these types of problems will be reduced in scale.

Planning Agenda

1. Through continued discussion with student groups, other avenues need to be sought for meaningful student participation (and retention) in the governance process.

Timeline: 2007-2008 and ongoing thereafter to keep participation strong and meaningful.
Responsible Party: Associated Students at Woodland Community College working with Woodland Community College Council.

2. The WCC faculty leadership expresses a concern that avenues of information sharing with the Board of Trustees be well defined under the new multi-college structure.

Timeline: 2008-09
Responsible Party: College Council, President

IV-A2b	*The institution relies on faculty, its academic senate, or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary

Woodland Community College has developed processes that place the responsibility for recommendations about student learning programs and services with the faculty, its Academic Senate, and its academic administrator. As the WCC Curriculum Committee develops, they will be found increasingly in this mix.

The roles of most formally recognized academic bodies in recommending student learning programs and services are outlined in the WCC *College Council Handbook* **(See ST4-3)**. This handbook, completed in August of 2007, is a dynamic document which requires that purpose statements, goals and timelines be reviewed (and modified) annually, while considering carefully, as well, the process by which such an evaluation is being conducted.

Academic Senate, Organization of: Woodland Community College's Provisional Academic Senate was initially formed in Spring of 2007. The Senate consists of seven individuals; one from each of six quasi "divisions" established at WCC, as well as an at-large member. The WCC Provisional Academic Senate is being mentored by current and former members of the District-wide Academic Senate. An early project of the Provisional Academic Senate has been to participate in the development of the College Mission Statement.

Curriculum Committee: Several other committees, also described in the WCC *College Council Handbook*, speak directly as well to Student Learning. These include the WCC Curriculum Committee (See below), which is (fall 2007) being "mentored" by the District Curriculum Committee, and the Student Success Committee as well as project teams for Student Learning Outcomes and Institutional Effectiveness.

> WCC Curriculum Committee: During the 2006-07 Academic Year, Woodland Community College was asked to elevate its representation on the District Curriculum Committee from two members to five. The purpose of this request was to empower WCC faculty to learn more about the day-to-day operations of this body. In doing say, the logic continues, WCC will be able to achieve a smooth transition as they assume college status during the 2008-09 Academic Year.
>
> The Curriculum Committee, like that formerly at the District level, will report to the WCC Academic Senate. It will "assume responsibility and authority for curricular matters when WCC is accredited as a separate College in Fall 2008" **(See ST4-3, p. 29)**.

In this sense its direct role will pertain to student learning programs. The *Curriculum Handbook* clearly outlines the role of this committee in curricular issues, programs and processes. The composition of the WCC Curriculum committee, though not yet formalized, will include faculty as well as Instructional and Student Services administrators.

To support the work of Woodland Community College's developing Curriculum Committee, WCC has allotted 20% release time to a Curriculum Facilitator. This role was effective in January 2008 and is slated to transition into a coordinator's role once the accreditation process has been successfully completed.

Academic and Student Support Administrators: Academic Administrators roles are defined in several contexts. First, position descriptions highlighting the roles and responsibilities of the WCC Dean for Instruction and the Dean for Student Services speak directly to programs and services (See below), while elements of both the WCC President's and Vice President's position descriptions are dedicated to this purpose as well **(See ST4-5, ST4-6)**.

> Dean of Instruction: Woodland Community College has a single Academic Dean who is supported by an [Instructional Support Specialist].* A significant component of this position involves the incumbent in developing and communicating, often in cooperation with the Provisional Academic Senate, recommendations for academic programs and services. This person is involved in the development of "annual and long-range plans," must work with District Instructional Affairs Managers in the

development and evaluation of programs, and must represent both WCC faculty and administration in the Program Review cycle **(See ST4-7,** Dean for Instruction Position Description). The Academic Dean at WCC has also, since the advent of this position, served on numerous District level committees to make sure that WCC's collective voice is heard in all instructional matters.
  * NOTE: Brackets indicate a revision since original authorship of position description

Dean of Student Services: The District has increasingly linked academic programs and student success with the support services provided at WCC. The WCC Dean of Student Services, hired in 2006, assesses the needs of the community, of students, and of her faculty in making recommendations to the President or the appropriate committee **(See ST4-7,** Dean of SS Position Description).

Vice President, Academic and Student Affairs: The Vice President, to be hired fro Spring Semester 2008, will provide leadership in the areas of student learning programs and services. Working collegially with faculty and staff, the individual will play a major role in shaping the future directions of the academic program, particularly in the area of new program development. The Vice President will serve as the Administrative Co-chair of the Curriculum Committee.

Self Evaluation

Academic Senate: The Handbook delineates, first, the role of the Academic Senate, that being to "make recommendations to the administration of the college and to the governing board of the District, via the College President and Chancellor, with respect to academic and professional matters"**.** The "matters" under consideration include:
- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and Certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including Self Study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the Governing Board and the Academic Senate **(See ST4-3, pp. 11-12).**

Progress of SLOs: The WCC President has encouraged the Provisional Academic Senate to integrate a culture of Student Learning Outcomes into its priorities from the onset. Some concern has been expressed at WCC as to the progress of SLOs and the Academic Senate and College Council have been urged to work closely with District personnel to ensure that SLOs remain at the forefront of academic programming. Some of this concern should be allayed by the Board's expression of support for the research necessary to this process **(See ST4-4,** Board Focused Interviews).

The foundational system for eliciting curricular or support service recommendations is developing at WCC. The committee structure is new and the information sharing process in its infancy. Additionally, several of the college's leadership positions are relatively new, and the individuals holding these positions have generally been on board for only a brief period of time.

Planning Agenda

The program review process is going to be critical in both evaluating and providing recommendations relating to programs and services. The College needs to integrate Student Learning Outcomes into this process and continue to be vigilant in observing the established Program Review cycles.

Timeline: 2007-08 and ongoing
Responsible Parties: Provisional Academic Senate, Dean of Instruction and Dean of Student Services

IV-A3 *Through established governance structures, processes, and practices the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

Descriptive Summary

The Board of Trustees of the District, as well as WCC's College leadership, are committed to collegial governance as a fundamental policy of the College in academic and professional matters - as specified in Title V of the California Education Code (E.C. 53200). Collegial governance involves the participation of administrators, faculty, staff, and students in College planning and the development of policies and procedures by which the College is governed and administered. Various councils, project teams, and standing committees provide the structure for individuals and/or representatives of designated areas or groups to participate in shared governance/decision-making.

Self Evaluation

Board members clearly understand their role in setting policy and are very aware of recommendations emanating from the shared decision-making process. They are similarly aware that they assume both responsibility and authority for the approval of recommendations that are forwarded from this process.

WCC College Council: The representative body of the college and the primary committee for developing recommendations on college issues is the WCC College Council. Recommendations are developed using a consensus model. The WCC College Council acts as a consultative body to the President and to the Vice President and Deans. Membership represents all sectors of Woodland Community College including the various academic "clusters," the classified employees, managers, and the administration.
The College Council conducts two meetings per month. It is open to all college personnel, has representation from several student groups, and is, at times, attended by District personnel. Community members occasionally attended College Council meetings, but have

not maintained an active presence during the early months of College Council operation. Recommendations are made by the College Council to College administration on campus-wide issues and, through the President, to the Chancellor's Executive Staff on issues that may have District-wide impact.

Standing Committees: WCC, as of fall of 2007, has four Standing Committees. In addition, the College has implemented a Provisional Academic Senate.   The four standing committees include:
- College Council
- Student Success Committee (Academic Standards, Enrollment Management, Matriculation, Student Equity)
- Faculty Staffing Committee
- Safety Committee

In the fall of 2008, four additional standing committees will be added including
- Academic Preparation and Retention Committee
- Curriculum Committee
- Flex Committee
- VTEA Local Planning Committee

The functions of four former District committees have now been either integrated into the "purpose statements" of college-based committees or become part of the workload of administrative staff. These functions are among those formerly assumed by the
- Budget Subcommittee (WCC College Council)
- Enrollment Management Committee (Student Success Committee)
- Educational Resources Planning Committee
- Matriculation Committee (Student Success Committee)

Management Groups: WCC Management is represented through the President's role on the Chancellor's Executive Staff (District). Managers also serve as chairs or members of all college committees and the WCC College Council.

Project Teams: In addition to the above committees and subcommittees, Project Teams are developed under the auspices of the District or College to address specific issues or institutional initiatives such as developing an *Educational Master Plan*, Student Learning Outcomes, or an updated Program Review process, etc. Project Teams periodically report their progress to the College Council for review or recommendation. Once their work is completed, project teams are disbanded.

Student Governance: Student officers are elected annually and are advised by a site faculty and/or staff member. The Student Trustee, elected annually by students from the three sites, attends Board meetings as a student representative and voice. The current Student Trustee is from Woodland Community College.
The Associated Students of Woodland Community College (ASWCC) participate in the collegial consultation process by participating on college committees and project teams. Additionally, an Associated Students representative sits on the WCC College Council as well as on WCC's Disabled Students Program & Services Advisory Committees. Students are encouraged to attend the monthly board meetings, attendance at which can be part of class assignments (site-specific). At Woodland, a yearly Student Forum has been held with the

College President and Deans, while occasionally, the District Chancellor will appear before students. Student officers work closely with the Dean of Student Services in budgetary matters and coordination of specific activities.

A fully-functioning college structure now coming into place at Woodland Community College. Whereas, for example, communication is built into the descriptions of the various councils and committees, such communication has not necessarily become "force of habit" for the individuals serving key roles on these committees.

Communication, overall, was a concern and criticism that came to light through the District-wide accreditation in 2004-05. Owing to the transition of functions, structures and personnel in a multi-college system, increasing vigilance will need to characterize efforts geared toward responding to this concern.

Planning Agenda

None

IV-A4

The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission standards, policies, guidelines, and Commission requirements for public disclosure, Self Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Woodland Community College, and the District of which it is a part, makes every effort to demonstrate honesty and integrity in its relationship with external agencies, ACCJC/WASC, and external constituencies. As a rural community college, WCC's external focus is a critical component of its mission. A region characterized by considerable poverty levels dictates that the College coordinates with local and regional civic, educational and charitable agencies in working toward common economic development goals. Additionally, the College is working increasingly with state, federal and regional agencies in implementing and evaluating the programs and services.

Self Evaluation

ACCJC Relationships: Woodland Community College is only beginning to establish a relationship with the Western Association of Schools and Colleges (ACCJC/WASC). Most interactions, prior to this Self Study, were initiated at the behest of the District. However, in preparation of this document, WCC's Accreditation Liaison official has been required to initiate such contact in an effort to better understand ACCJC policies and practices, while benefiting from the experience of those with whom she has interacted. The College agrees to comply with ACCJC standards, policies, and guidelines and has done so during the Self Study process.

Board Endorsement of Accreditation: At the District level, Board Policy 3200 ensures that the Board and the President will oversee the proper conduct of matters relating to accreditation and that the Self Study will reflect an honest, institution-wide assessment of the District, its colleges and its programs and services **(See ST4-8,** BP 3200). The Board has

reviewed the District's Self Study (2005), the Woodland Eligibility Study (June 2006), and the current WCC Accreditation Self Study **(See ST4-9,** BOT Minutes, 12/12/07). They have also met in two open forums (July and October 2007) and two review sessions (November and December 2007) to provide input into this document.

Sponsored Programs: Woodland Community College has become increasingly active in the cooperative pursuit of external funding to enhance its programmatic priorities. Currently the College is involved in six grant-generated student support programs, all of which were generated by either District or Yuba College personnel. WCC has also played a collaborative (and very active) role in a County Board of Education grant that has greatly enhanced multi-media programming at the College. In all cases, WCC personnel have been attentive to meetings both the goals and objectives and reporting deadlines for these projects.

Most of WCC's external program support efforts have been initiated as partners to an outside Principal Investigator. WCC's experiences in implementing, and even managing portions of these grants, have better enabled WCC to identify the qualities of a well operated, externally supported program. These experiences will assist WCC as the College pursues mission-related funding for programs and services.

Planning Agenda

None

| IV-A5 | *The role of leadership and the institution's governance and decision-making structures 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.* |

Descriptive Summary

Processes have been developed through which both leadership structures and leadership personnel are evaluated. These processes are reviewed and modified to ensure that they are fair and effective. The result of this assessment has been that nearly all such processes have been evaluated and modified since 2002, when the new administration assumed its leadership role.

Self Evaluation

Board of Trustees: The Board of Trustees does a "self-evaluation" annually and uses the information gained to make necessary changes and to develop new directions. As such, they occasionally call upon the services of an outside consulting firm to gain insights into the credibility of such a process. In July of 2007, MIG Associates spent two days with the Board working, first, on the development of a Strategic Plan and, later, on such topics as the "Six indicators of Board Effectiveness," "Beyond Self-Evaluation," and other matters relating to effective self-review.

Committees and Project Teams: The College Council, borrowing from the District Council's role in the past, evaluates structures and processes of "doing work" at the

institution as a part of their Annual Plan of Work. The College Council has tended, during its formative phases, to occasionally get bogged down however, in matters that could more effectively be conducted at the administrative level. In the design of the council, the first several meeting sessions have had professional development components dedicated to assessment of effectiveness. The INTENT to evaluate such structures, processes, councils and committee structures, is a positive step, but has yet to be thoroughly tested.

Administrative Review: Those in formal positions of leadership, the College's administrators and managers, are individually reviewed, but have not undergone such a review in a standardized or cyclical manner. This process was reviewed in 2004-05 and an effort was made to streamline the process. Part of the problem facing WCC administration, however, has been recurrent turnover in the lead instructional role – thereby forcing the responsibilities of that position onto other individuals at the institution. Because administration has grown slowly at WCC, workload is impacted by such turnover and evaluation tends to suffer. An overall, district-wide, administrative Program Review process has been revitalized, will be implemented in Spring Term of 2008, and will involve WCC administrative processes.

Dissemination of Results: The results of most Board and Administrative evaluations are recognized in the Board packet, while details remain confidential. The dissemination of the results of other evaluations, however, is inconsistent. The District's hiring of a Director of Institutional Effectiveness, as well as WCC's fall 2007 hiring of a Research Analyst can assist in developing evaluation systems, a means of assessing effectiveness, and of providing means for communicating result.

Planning Agenda

1. The College should ensure that methodologies are established on a college-wide basis for the evaluation and assessment of evaluation processes.

Timeline: 2008-09 and ongoing
Responsible Party: WCC College Council

2. The District and the College should work jointly in developing an improved means for evaluating the small number of administrators and managers at smaller colleges and centers.

Timeline: 2007-08 and ongoing
Responsible Party: Director of Human Resources/Personnel and College Presidents

Standard IV-B: GOVERNANCE

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college Districts/systems clearly define the organization roles of the District/system and the colleges

IV-B1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy to selecting and evaluating the chief administrator for the college or the District/system.

Descriptive Summary

Yuba Community College District has a seven-member governing board. According to the WCC *College Council Handbook* (2007), the Board has ultimate responsibility for "those areas assigned to it by state and federal laws and regulations" **(See ST4-3, p. 11)**. The Board delegates to the Chancellor and appropriate units the authority to design, implement and evaluate instructional programs and student support services, as well as the fiscal authority to operate these within the means of budgetary allocations. The Board has ultimate authority for establishing policies and to assure the quality, integrity, and effectiveness of the student learning programs and services – as well as the financial stability of the District. The Board also follows established policy in the selection and evaluation of the Chancellor.

Two trustees directly represent Woodland Community College on the YCCD Board of Trustees. In this role they also represent the area serviced in Colusa County, to the immediate north of WCC. A third trustee, representing Lake County, also represents Colusa County. These board members view their policy role from a District-wide perspective, but also serve in a liaison role to the communities that they directly represent.

Self Evaluation

The Board Policies, supported by related administrative procedures, provide the foundation by which Woodland Community College meets this standard. Both Board Policies and Administrative Procedures are periodically updated because of institutional changes and/or from changes recommended by CCLC.

Financial Oversight: The budget is a priority of the Board. At the District level, the Vice Chancellor for Administrative Services provides not only monthly budget updates to the Board, but also provides seminars at an annual board retreat, explaining the parameters and timelines within which budget related decisions must be arrived and explaining GASB requirements. Board policies with regard to maintaining fiscal solvency and required reserves govern the financial operations of the District. By the time the Board reviews the budget, or hears these reports, these have been subjected to internal review by the Chancellor's Executive Staff and the College Councils.

Chief Administrator: Board policies were developed and approved in the year 2004 relating to the selection and evaluation of the position today known as the Chancellor **(See ST4-8, BP 2431, BP 2435)**. These policies are constantly modified, the last major

modification having occurred in June of 2006, with updates again throughout the 2006-07 academic year. These modifications were devised to reflect (a) the development of the District-wide role of Chancellor, and (b) recognize that the selection and evaluation of the individual college presidents must be governed by similar policy statements.   The Board of Trustees, at their August 22nd, 2007 retreat, advised the Chancellor and the current presidents, that an Administrative Policy should be developed to guide the hiring process relating to college presidents **(See. ST4-4)**. This process is currently under development.

It is not anticipated that pending changes will alter qualitatively the process already in place. The Board's role in selecting and evaluating the chief administrator is outlined in four sections of the newly adopted *Board Policy Manual* **(See ST4-8)**. Board Policy 2410 describes the Boards delegation of authority to the Chancellor as this relates to both Education Code 70902(d) and 72400. Board Policy 2431 provides, in simple terminology, the Board's authority in overseeing the selection of the Chancellor. Similarly, in Board Policy 2432, the terms of succession are delineated. The current Chancellor was hired using a representative hiring committee for input during the hiring process. Finally, the Board's authority to conduct an evaluation of the Chancellor is highlighted in Board Policy 2435. The criteria for performing such an evaluation include "board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy" **(See ST4-8, p. 2-26)**.

Hiring Process of Chancellor: For the District 2004-2005 Accreditation process, the Board's Focused Interview process revealed that Trustees felt unanimously that they had met their oversight responsibilities in both the processes of the Chancellor's selection and evaluation. They gave strong indication that they felt their selection process was inclusive, that a sound candidate had been selected, and that the outcomes attributable to the current Chancellor pointed toward a positive future for the District **(See ST4-10,** Board Focused Interview, 2005).

Planning Agenda

An administrative procedure will be developed to govern the presidential hiring process.

Timeline: Spring 2008
Responsible Party: Office of the Chancellor, YCCD

IV-B1a | *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Descriptive Summary

Board Representation, WCC: As part of Yuba Community College District, Woodland Community College is represented by the Yuba Community College District Governing Board. The two WCC Trustees represent a large portion of Yolo County, as well as Colusa County. A third Trustee, representing Lake County, also represents Colusa County. Yuba Community College District's Board of Trustees represents four "trustee areas" within the seven counties that define YCCD. Of the seven trustees serving four-year terms, elections are

staggered so that three positions are contested during one two-year cycle, and the remaining four are contested the following two years.

Brown Act: According to Board Policy 2310 (and in keeping with Educational Code Section 72000d), "All regular and special meetings of the Board shall be open to the public" **(See ST4-8, BP 2310)**. Matters of litigation, personnel actions, tort liability, labor negotiations, anonymous gifts, honorary degrees, property transactions, and student disciplinary action are the only matters that may be discussed in closed session **(See ST4-8, BP 2315)**.

Twelve regular meetings are held each year. These meetings are distributed among the three permanent campuses at Clearlake (2), Marysville (7), and Woodland (3). Special sessions, similarly adherent to the Brown Act, are held on an as-needed basis for purposes such as planning, evaluation, and professional development.

Public Input: Public participation is formally urged in the *Board Policy Manual*. The processes and circumstances through which the public may participate are detailed in Board Policy 2345. Essentially members of the public may speak during a stipulated period at each Board meeting and may submit a written request to do so to the Board President at the beginning of the meeting. A member of the public may have his/her item agendized by submitting their request to the Chancellor at least eight days prior to the Board of Trustees scheduled meeting.

Policy-making Function: The policy function of the Board of Trustees is stipulated in detail in Board Policy 2410. Essentially, "The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction" **(See ST4-8, BP 2410, p. 2-22)**.

Self Evaluation

The Board is an independent policy-making body that works hard to reflect the public interest in its activities and decisions. All policies and procedures governing the activities of the Board of Trustees are noted, in detail, in the *Board Policy Manual*, adopted in July of 2004. The Board, while entertaining and advocating many points of view internally, speaks with one voice once a policy has been approved or decision has been reached.

During a focused interview held during the District Accreditation (2004-05) process, Board members themselves indicated that both their interactions with their respective communities and their continued re-elections indicated that their decisions were reflective of the communities they served. They approached unanimity in responding that their occasional internal disagreements rarely stopped them from acting as a whole, or from vigorously defending the institution against undue influences or pressures **(See ST4-10)**.

Planning Agenda

None

IV-B1b *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

The WCC College Council began formulating a new Mission Statement during the 2006-07 Academic Year. This Mission Statement was authored in consideration of the broader Mission Statement that had guided the District since fall of 2003 **(See ST4-11, p. 12)**.

These coordinated Mission Statements, along with the State of California Educational Code, serve as the foundation upon which Board policies are designed and implemented. The Board's committees, as delineated in Board Policy 2220, are developed on an as-needed, issue-specific basis to anticipate or respond to matters related to policies, programs or services within the Colleges or the District, as a whole. The continually revised Board Policies are designed to be consistent with missions of the Colleges and the District. As such, they are intended to ensure the quality, integrity and improvement of student learning programs and services.

The Board, through its oversight of the budget development and review process, assigns resources to all campuses and all areas of programming and services, seeking, through staff reports, to better understand the nature of these programs/services and their outcomes.

Self Evaluation

The Board Policies have been available for review for all campuses and operational units of the District, including the representative body at the time of their authorship, the District Council. These policies are available on the District's website. The adoption of these policies, which are consistent with CCLC recommended policies, enables the Board to meet the intent of this standard. Board policies are updated annually – and more often if needed.

The YCCD Board of Trustees meets on a monthly basis, has at least two annual Board retreats, and convenes for special sessions whenever necessary (about twice a year). Work sessions have been held at a number of Board meetings during the 2006-07 and 2007-08 academic years. These sessions enable the Board to keep abreast as to how its policies affect the successful operation of the District's programs and services.

Planning Agenda

None.

IV-B1c *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

The Board of Trustees, within the framework of the Mission Statement, bears ultimate authority and responsibility for policy and outcomes issues related to educational quality, legal matters and financial integrity.

Self Evaluation

Educational policy is ultimately approved by the Board. Major changes in curriculum, after extensive review by the department and the Curriculum Committee (under the auspices of the Academic Senate), must be approved by the Board.

The *Board Policy Manual* **(See ST4-8)** dedicates an entire section, including 18 statutes, to the particulars of its role in academic program oversight. These sections address the broadest issues, such as academic freedom (BP 4030) to some of very precise nature, such s Program Review and BP 4300, regarding field trips and excursions.

The District's legal counsel is hired and reviewed by the Board. Legal counsel is selected on the basis of previous experiences in working within higher education in general, but community colleges in particular. Legal counsel is reviewed annually.

The Board of Trustees, in addition to its ongoing oversight of the District's budget, is also responsible for the establishment and maintenance of an appropriate auditing process for the District. The Board reviews and approves the annual audit, as well as establishing the process for the competitive selection of auditing firms.
The District currently meets this standard.

Planning Agenda

None.

IV-B1d   *The institution of the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure and operating procedures.*

Descriptive Summary

During the 2003-04 academic year, Yuba Community College District adapted the Community College League of California's (CCLC) *Board Policy Manual* to meet the specific needs of the Board and the District. This Manual was formally updated in 2006 and is periodically reviewed to include new or revised Board initiatives. Within the framework of this model, all policies specifying the Board's size (BP 2010), duties and responsibilities (throughout), structure (BP 2210, 2220), and operating procedures (BP 2305, 2315, 2320, etc.) are delineated **(See ST4-8)**.

The *Board Policy Manual*, as adopted in July, 2004, is available in the Yuba College Libraries (Woodland and Marysville), on the Yuba College website, and at the offices of the President and Dean of Instruction and Learning Resources on the WCC campus.

Self Evaluation

Concerns have been expressed that the Board Policy Manual came from "generic boilerplate" produced by the Community College League of California (CCLC). The District has responded to these concerns by reviewing and adapting each policy individually, updating the Manual annually, and continuing its subscription to CCLC to ensure that

updates are available promptly. Such updates might refer to changes in the California Educational Code, to legislation, to Title V concerns or to best practices.

Planning Agenda

None

IV-B1e *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

Yuba Community College District tracks all policies and practices formally adopted by the YCCD Board of Trustees. These are filed in the Yuba College Libraries (Woodland Community College and Yuba College) as well as housed in the Office of the Chancellor. Additionally, the complete (recent) collection of Board minutes and agendas from YCCD Board meetings is available through the Office of the Chancellor **(See ST4-12)**.

While decisions of the Board are subject to multiple viewpoints, the Board maintains consistency in following the policies, procedures, and practices set forth for its operation. Such operating protocols are reviewed annually during Board training at the Board Retreat. In keeping with Board Policy 2745, the Yuba Community College District Board of Trustees performs an annual self-evaluation. This self-evaluation instrument is adapted from one provided through the Association of Community College Trustees (ACCT). The Board, the policy points out, "is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning" **(See ST4-8, BP 2745, 2-40)**.

Self Evaluation

During 2004-2005 the Board of Trustees undertook a major revision of its policies and practices.   The Board adapted the California League of Community Colleges' board policy recommendations to meet circumstances particular to Yuba Community College District. These policy recommendations have since undergone one major overhaul (2006) and several minor updates throughout the 2006-07 Academic Year.

Communication of Policies: Two concerns have been expressed in recent months. First, a Trustee has raised the question (merely rhetorically) as to how the District can provide assurances that these policies are being implemented uniformly and consistently. The second question that has been raised concerns whether the vast majority of faculty and staff are aware of the Policies' existence or significance.

Planning Agenda

1. Faculty and Staff at Woodland Community College are less aware of these policies than those at Yuba College (Marysville). To include these as a topic at Convocation, on the website and/or in College Council meetings would be beneficial.

Timeline: Annual Update
Responsible Party: President

IV-B1f *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

The YCCD Governing Board, in cooperation with the Chancellor, provides orientation activities for new members and a recurrent set of planning and evaluation workshops to ensure the ongoing professional development of board members.

Self Evaluation

Board orientation as well as ongoing board development are well established practices within Yuba Community College District. Several professional development opportunities, both internal and external to the District, are provided for new and continuing board members.

External Professional Development: The primary external vehicle for orientation of new Board Members is provided through the Community College League of California (CCLC). The CCLC's annual January conference provides several vehicles for professional development including:
- a new trustee orientation, attended jointly by the CEO and the new trustee,
- a board chair workshop, also attended jointly by the CEO and the new Board Chair, and
- the conference itself, which provides all board members with ongoing professional development.

Special CCLC workshops are conducted for new trustees and the Superintendent/President joins the new member in attending these. Each YCCD board member has received a copy of CCLC's publication entitled, *California Community College Trustees 2004 Handbook*. CCLC also provides training on an as-needed basis, one of which was conducted at YCCD to discuss Board communication with faculty and staff. The fact that CCLC is in nearby Sacramento provides an excellent opportunity for YCCD's seven trustees to participate.

The topics provided at these orientations give the trustees hands-on approaches to dealing with the very real issues of trusteeship. These include such topics as (1) How to Run Meetings, (2) How to Ensure Effective Audience Participation, (3) Appropriate utilization of Telephone and E-mail communication with those in the college community, etc.

The Association for Community College Trustees (ACCT) also serves as a vehicle for providing training to board members. Board members attend the ACCT national conference as well as having attended the Leadership Congress (spring) and various leadership activities in the fall of each year.

Internal Professional Development: Basic components of each trustee's internal training are consistent, while each trustee also has some components that are unique,

owing to his/her College, background, interests, and issues that may be emerging at the time. A basic information packet, for example, is provided to each trustee. While its contents have remained consistent over the years, each new trustee will either request or be volunteered additional timely information as well. An appointment is scheduled between each new trustee and the Chancellor, as well as with that year's Board of Trustees' president. Generally, executive level staff members as well as collective bargaining representatives also meet with each new trustee.

A formal orientation session is also planned, generally in conjunction with one of two (January and July) annual retreats. Here the Board reviews the course of recent District events, discusses college operations, reviews and revises strategic goals, and often invites outside speakers on agreed-upon professional development topics. A recent example of such a topic was a League sponsored seminar entitled, "Concerns with How to Communicate with Faculty and Staff." Additional orientation activities and attendant social events may also be planned at each campus and within the community of the newly elected trustee.

Review of Orientation Materials: Occasionally it is healthy to use professional development as a means of refamiliarizing individuals with aspects of their role that they have learned before. At the 2007 Summer Trustees Retreat, trustees revisited the concept of "What it means to be a Trustee." Here they revisited such issues as board rules, board effectiveness, and board relationships with employees. These sessions re-explored materials with which all board members were familiar, but which provided a "back to the basics" reassessment for those who have served during so many periods of change and growth.

Planning Agenda

None

IV-B1g	*The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

The Board of Trustees, as stipulated in the *Board Policy Manual* **(See ST4-8)**, conducts a self-evaluation on an annual basis. This annual process is stipulated in Board Policy 2745. The Board has historically conducted this quantitative/qualitative self-evaluation during its January or July retreat **(See ST4-10)**.

Self Evaluation

Formally, the mechanism for conducting this self-evaluation is a qualitative/quantitative survey provided by the Association of Community College Trustees (ACCT). Each trustee completes this evaluation exercise. The most recent such exercises were completed in January of 2007 and again, at a retreat, in July (Summer) of 2007. The results of such evaluations are tabulated and discussed in the aggregate. Information and trends are deciphered from the results and trustees are informed of group perceptions and attitudes. Changes are often recommended. When this has been the case, special training (topical seminars) are provided and areas identified as weaknesses are addressed.

As mentioned in earlier sections, the Board took self-evaluation a step further in July 2007 by seeking the services of MIG Consultants (Paul Downs) to facilitate the board self-evaluation component of a two-day off site. Downs spent an entire afternoon with the board members in a lively and well-received critique of the "Six Indicators of Board Effectiveness." Leadership staff members were encouraged to attend this session and board members and staff freely exchanged ideas.

The Board of Trustees meets this standard.

Planning Agenda

None

IV-B1h *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

The Board of Trustees' Code of Ethics, as detailed in the *Board Policy Manual* (2004), outlines both the standards by which board members will conduct themselves and the censorship policy and process under which exceptions to appropriate behavior will be reviewed **(See ST4-8; BP 2715)**.

Self Evaluation

The Board of Trustees of YCCD is subject to a thorough and clearly defined Code of Ethics. Several sections attendant to the Code of Ethics Statement (BP 2715) further elaborate upon the ethic and moral parameters of a trustee's role. The *Board Policy Manual* includes a Conflict of Interest Statement (BP 2710), a caution regarding political activity (BP 2716), a statement regarding the "Personal Use of Public Resources" (BP 2717), and guidelines regarding Communication among Board Members (BP 2720) **(See ST4-8)**.
The Board of Trustees meets this standard.

Planning Agenda

None

IV-B1i *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

Through means both formal and informal, the YCCD Board of Trustees has been, and continues to be, informed about and involved in both District-wide and college-specific accreditation processes. This practice exists because of requirements that Trustees involve themselves in this manner, but also because Trustees are interested in the success of these ventures.

Self Evaluation

At both the District and the College levels, the Board's participation has been both formalized and voluntary. The Trustees provide exemplary support to the accreditation process.

As a matter of formality, Board Policy 3200 delineates the YCCD Board of Trustees' role in the accreditation process. This board policy ensures that the District complies with ACCJC/WASC processes and standards, that the Board is both informed of and involved in this process, and that all documentation pertinent to the Self Study, and the WASC review of the Self Study, be presented to the Board **(See ST4-8,** BP 3200).

Informally, the Trustees' are invited to participate in any number of accreditation-related activities. First, a segment of each Board of Trustees meeting for the five-month period preceding the completion of the WCC Self Study included an update on accreditation activities **(See ST4-14;** Board Agendas for August through December, 2007). Additionally, members of the Board have been asked to participate in an accreditation forum, through which their ideas and concerns about five broad-based accreditation issues were expressed **(See ST4-13)**. Finally, Board members have reviewed and critiqued both of the self-studies authored during this decade. Their editing comments have proven beneficial to the quality and accuracy of the document.

Planning Agenda

None

IV-B1j	*The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-college District/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or college, respectively. In multi-college Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

Descriptive Summary

Chancellor Selection: The YCCD Board of Trustees, as stipulated by Board Policy 2431, is responsible for selecting and evaluating the Chancellor of Yuba Community College District; "In the case of a Chancellor's vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations" **(See ST4-8, BP 2431, p. 2 - 24)**.

Chancellor Evaluation: By the same token, the Board is responsible for the annual evaluation of the Chancellor (Board Policy 2435). This evaluation, according to policy, "shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy" **(See ST4-8,** BP 2435, p. 2 - 26).

Delegation of Responsibility: According to Board Policy 2430, "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" **(See ST4-8,** BP 2430, p. 2 - 23).

Self Evaluation

Yuba Community College District has well established policies for the hiring and evaluation of the Chancellor. These were established during the period in which District oversight was in the hands of a Superintendent/President and, with revision, these have been carried over to present. These are based on the CCLC Board Policy template.

The Board established early, and has maintained, its delegation of roles to the Chancellor. The Chancellor is responsible for the implementation/oversight of Board policies and is responsible for all aspects of developing and implementing Board goals.

The core responsibilities of this position were outlined in the position description, at the time of the search (2001). Members of the Board of Trustees both helped to develop these criteria and served on the search committee. These responsibilities included:

- Leading the District during a period of uncertain funding and increasing demand for services.

- Developing a strategy to link District processes to priorities, goals and resource allocations.

- Working with the faculty, staff, administration and Board to ensure that the District responds to the need for a diverse faculty, staff and student body.

- Providing leadership in the District's efforts to transition into a multi-college District.

- Continuing the District's strong commitment to shared decision-making and collective bargaining.

- Working with the Governing Board to increase its effectiveness as a policy making body.

- Creating a sense of unity within the total District while balancing the needs for all segments and sites **(See ST4-5,** Supt/Pres Brochure, 2001).

As such, the Chancellor is also permitted to delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The procedures for hiring a president have yet to be firmly established. In reorganizing the District from single to multi-college, the decisions was made to move existing senior level administrators into the District positions of Chancellor and Vice Chancellor, and into the College President positions. The table below indicates the changes in title and role that coincided with the multi-college transition.

TABLE 83
Yuba Community College District
Administrative Transition; Single College to Multi-College
Approved in phases; 2003-04

Single College District	Multi-college District
Superintendent/President	Chancellor
Asst. Supt./ VP Instruction	Vice Chancellor of Educational Planning and Services
Asst. Supt./ VP Business Services (Vacant)	Vice Chancellor, Administrative Services
Asst. Supt./ VP Student Services	President, Yuba College
Executive Dean, Woodland CC	President, Woodland CC

Planning Agenda

Procedures for hiring college presidents need to be established and approved by the Board of Trustees

Timeline: Prior to the next presidential search, but before 2008-09
Responsible Parties: Board of Trustees, Chancellor, Shared decision-making bodies

IV-B2   *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Descriptive Summary

The responsibilities of the President of each of the YCCD colleges are outlined in position descriptions developed in support of the *Multi-College District Plan* (May 2005). Each such position description has been tailored to the unique historical, logistic and cultural circumstances of the college for which the president serves. The position descriptions were developed, reviewed and approved with input from the Board of Trustees and appropriate internal constituencies **(See ST4-15,** Woodland CC President).
These position descriptions were also sensitive to both State of California and the Educational Code as described in the official position description of the WCC President:

> The College President is a management position designated by the Board of Trustees of the Yuba Community College District. The President serves as the campus chief executive and reports to the Chancellor. The President shall perform the duties of a community college president as prescribed by the laws of the State of California. In addition to whatever powers and duties are set forth in the Education Code, the president shall have those powers and duties which are delegated to him/her by the Chancellor or Board of Trustees pursuant to Education Code Section 70902, subdivision (d) **(See ST4-15,** Woodland CC President)

Self Evaluation

The President's responsibility to ensure the quality of the institution is apparent throughout the position description. While detailing 17 areas of presidential responsibility, the position description speaks specifically to quality and general oversight issues in the clauses cited verbatim below:

- Oversight of Programs and Services: "Provides leadership for the planning and development of instructional and student services programs; fiscal management; human resource management, technology; facilities; and community and government relations."

- Institutional Planning: "Provides leadership for institutional planning including development of the vision, Mission Statement, *Educational Master Plan*, strategic plan and budget. Establishes campus goals in keeping with Board priorities."

- Staff Development/Evaluation: "Encourages and supports the value of staff development. Oversees the timely evaluation of all employees in accordance with California law and Board Policy."

- Institutional Effectiveness: "Informs the Chancellor and the Board of Trustees on progress of meeting District goals and priorities, including research and evaluation to support continual improvement of programs and services."

The evaluation of the president is built around two primary sets of criteria. The first of these concerns personal objectives established in cooperation with the Chancellor and the Board. The second set of criteria involves progress toward meeting District and college-specific goals. However, as Woodland Community College emerges and assumes a more independent posture, the need to evaluate both the roles and the progress of the President's position will need to be considered.

Planning Agenda

Review the responsibilities of the position of President to ensure that the position description accurately anticipates and reflects the current and emerging realities of Woodland Community College and its service area.

Timeline: 2010-11 (and ongoing)
Responsible Parties: Chancellor and Board of Trustees

IV-B2a *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Descriptive Summary

Current and Pending Administrative Structure: Currently, the WCC President supervises (and evaluates) three administrative positions. These include two Deans (Instruction and Student Services) and a Manager of Maintenance and Operations. In the immediate future, the President will add to these a Vice President (Academic and Student Services) **(See ST4-16,** Draft Staffing Plan).

Self Evaluation

Visioning, with respect to the types and numbers of administrative personnel needed to effectively transition the "Center" to a "College" has been an important aspect of the WCC College president's role over the past three years. Much of the early development of a

"college" at WCC was anticipated in the "*Multi-College District Plan*," that was developed between 2002 and 2005, and finally completed in May of 2005 **(See ST4-17)**.   Beyond this transition period, however, the President's role has been significant in planning beyond the next two years to anticipate needs relating to programmatic and enrollment growth – meeting the needs of the college and its service area.

The President, in working with the Chancellor and the Board, has both responded to and anticipated the short to mid-term administrative staffing needs of Woodland Community College. The staffing plan has outlined a four-year series of hires (administration, faculty and staff) that will best serve the anticipated growth directions of the college.

The District, the WCC administration, and those faculty and staff engaged in the WCC college development process are all aware of the weaknesses inherent in projecting too far beyond the first year or two of college level operation. Uncertainties as to enrollment numbers, budgetary trends, and emerging curricular needs are difficult to gauge. Because of this, all parties have expressed a desire to re-visit these growth plans on an annual basis. This strategy will enable the college to adjust and adapt to unforeseen patterns/trends.

Delegation of Responsibility: Owing to the accelerating rate of growth and change at WCC, the President has not been able to delegate responsibilities in accordance with ideally envisioned structural/functional considerations. Management and staff have, to recall the old adage, "worn many hats" during this transitional period. The purpose of growing the administration to its present and anticipated configuration is to provide administrators to focus their talents upon the areas formally under their expertise and authority.

Evaluation: The President has utilized the MBO system of evaluating WCC's administrators. She is adding to this, however, considerations as to administrative effectiveness in meeting the District's newly established goals **(See ST4-18,** District 2007-2011 Goals). These will be viewed, additionally, in relationship to college-specific goals that will, by 2008, grow from the "Board Strategic Initiatives" (District) Plan **(See pp. 8, & 89)**.

Planning Agenda

The staffing plan, and the associated staffing in support of this plan, should be evaluated and modified (as necessary) for the college's first three years of operation. An updated plan should then be developed.

Timeline: 2007-08 and annually through 2009-10
Responsible Parties: WCC President, Academic Senate, College Council

IV-B2b	*The president guides institutional improvement of the teaching and learning environment by the following:*
	1. *Establishing a collegial process that sets values, goals, and priorities;*
	2. *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.*
	3. *Ensuring the educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
	4. *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

Values, Goals, Priorities: Under the President's leadership, the values, goals and priorities of Woodland Community College have been expressed through the careful development of a set of planning documents that addresses the development, growth and transitional needs of the College. These values, goals and priorities have been addressed through a collegial process that involves faculty, staff and administrative input.

Key among these planning documents have been the Woodland Needs Analysis, which was conducted in 2002 and revisited in 2005 **(See ST4-20; ST4-21)**. Additionally the *Multi-College District Plan*, completed in 2005, highlights paths by which the College might best grow systemically toward a full college **(See ST4-17)**. The *Educational Master Plan* (2005) and its subsequent Annual Updates (2006, 2007) speak as well to the quality level of programs and services at WCC **(See ST4-19)**. Finally, the College's development of an independent Mission Statement has given the institution an opportunity to independently establish its own values and priorities **(See pp. 8 & 89,** WCC Mission). Its goals are slated to follow during the 2007-08 academic year.

Planning, Research, Analysis: Woodland Community College is relying increasingly upon research as a source of information for both evaluation and planning. Several steps have been taken to strengthen this area, as it has been accurately described previously as a weakness. First, the District has hired a Director of Institutional Effectiveness **(See ST4-22)**. This position has, since its inception in 2006, been responsible for bringing uniformity to the methods of data retrieval and analysis. The incumbent has completed Woodland-specific research on student success in basic skills courses and has, for the first time, segmented WCC students for purposes of analysis. Secondly, the District approved and has hired a new Research Analyst's position that is dedicated to the research needs of WCC. The position, while working cooperatively with the Institutional Effectiveness Office, reports to the President of the College. Additionally, the Office of Information Technology has utilized a Data Analyst position to work with the IE office in segmenting Datatel Colleague files for improved college-based research.

Educational and Resource Planning – Integrated: The integration of educational and resource planning to achieve Student Learning Outcomes ties closely to the research-based question addressed previously. The Board of Trustees has confirmed its support for such research at its August 22, 2007 Planning Retreat **(See ST4-10,** Board Focused Interviews). Under the President's direction, the College has worked to consider how the simultaneous development of facilities, hiring of faculty/staff, development of curriculum, linking research and decision-making, and proportioning of budget can be effectively balanced to maintain improvement in student learning, student development and student outcomes.

Procedures to Evaluate Institutional Planning: The College President is expected to set the parameters and initiate the evaluation and implementation of planning and evaluation efforts at the College. The College's shared decision-making bodies (committees, project teams, councils, responsible parties for plan implementation) are responsible for conducting their plans of work and in making progress toward achieving a set of established goals. The progress toward goals achievement by these bodies is reported mid-year to the College Council.

Toward the end of the academic year, the bodies engage in a self-evaluation process. This process determines if the steps that they have taken to reach their outcomes/ deliverables have been effective, and report out end-of-year achievements/ outcomes to the College Council. For project teams, this end-of-year report generally concludes their work. The President's evaluation is conducted by the Chancellor and the Board of Trustees.

Subsequently, a college office, a program(s), or service(s) is assigned the responsibility for implementing a completed project team plan with a set of recommendations. All ongoing committees and councils carry their work over into the next academic year. During the following year in which these bodies continue their work, they also are asked to create strategies for improvement if outcomes were not achieved. Periodically, the Research Analyst support by the District Institutional Effectiveness Office is responsible for administering a college-wide survey/assessment of shared decision-making processes (this assessment will take place during 2009-10). As a result of the information gleaned from the assessment and the subsequent distribution of this information, the committees, teams, councils, and those individuals and offices responsible for plan implementation will create strategies for improvement where such is indicated.

Self Evaluation

The WCC President has maintained a genuine working interest in teaching and learning priorities in the "here and now." The President, having come from a fully-implemented Student Learning Outcomes background, has also taken a leadership role in encouraging the College's Provisional Academic Senate to work toward adopting an SLOs culture from the onset of their establishment.

Improvement of the teaching and learning environment hinges upon two primary factors; the first is the ability of Woodland Community College to coordinate the growth and development of several institutional components simultaneously while maintaining (and improving) the day-to-day educational quality of those students already enrolled. This will require a well-established Academic Senate and a well trained/mentored Curriculum Committee. Tied to these, and their associated planning, is the ability to assess planning and implementation efforts and to improve educational programs and services in the College.

In these areas, WCC has improved significantly over the past five years. However, the Provisional Academic Senate has yet to experience the array of functions and responsibilities within their realm. Additionally, most aspects of research, while foundationally sound, are in their relative infancy. Research planning, coordination and consistency will need to be demonstrated on a long-term basis – and will need to drive the SLO process.

Planning Agenda

1. Develop District and College Research Standards and Guidelines

Timeline: 2008-09
Responsible Parties: Institutional Effectiveness Director, WCC Research Analyst

2. Further develop Provisional Academic Senate

Timeline: 2007-08
Responsible Parties: Provisional Academic Senate Leadership, College President

3. Complete the formation and training of a Curriculum Committee

Timeline: Currently (Training and Ongoing Mentoring) till 2008-09
Responsible Party: YCCD Curriculum Committee, Dean of Instruction (or Vice President)

IV-B2c | *The president assures the implementation of the statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Descriptive Summary

It is the responsibility of the President to assure that statutes, regulations and governing board policies are implemented, adhered to, and consistent with College's mission and practices. This is accomplished by conveying this information to the College Council, direct reports, and shared decision-making committees.

Self Evaluation

The President frequently emphases the mission to faculty, staff and shared decision-making groups. She continues to impress the importance of existing policies and procedures and new policies and procedures in order to be consistent with the mission of the District and Woodland Community College. She emphasizes the need for policies and practices in conjunction with the mission. The president is compelled to infuse cautions relating to mission, or mission drift, into the formal content of meetings, planning sessions, and management briefings.

Development and awareness of policies, statutes and regulations – as well as the centrality of the Mission Statement – are truly strengths of Woodland Community College and the District within which it is located. Nonetheless, professional development will be very important in this arena as the influx of new faculty and staff brings with it new training challenges.

Planning Agenda

Provide professional development to both veteran and entry-level employees to ensure that the College and District remain current in policies, statutes, regulations and matter relating to mission.

Timeline: 2007-08 and Ongoing
Responsible Party: College President w/ Human Resources

IV-B2d   *The president effectively controls budget and expenditures.*

Descriptive Summary

While Yuba Community College District maintains oversight of the budgetary process for the District, budgetary lines and corresponding responsibilities have transitioned to Woodland Community College. The President of WCC assumes responsibility for those aspects that have transitioned.

By the 2007-08 fiscal year, most aspects of the base budget had been transitioned to control of the colleges. Those remaining to be similarly moved included primarily categorical and grant funds, whose control has been contingent upon formal granting of college status.

To manage these funds, the President requested that a budget analyst be hired (2007-08). It is this position's responsibility to work with the District in setting up accounts, tracking expenditures, and analyzing annual requests for either budgetary enhancements or one-time project allocations.

Because approximately 80% of the annual budget is tied to salaries, the process of eliciting recommendations for annual budgetary support involves primarily the consideration of departmental budgets and special project requests. These are balanced against projected increases in categories like utilities and the prospect of meeting unforeseen exigencies.

Criteria have been established for the allocation formula for the colleges within the District. The formula itself has been implemented, as noted above, on a piecemeal basis. The President of WCC, as well as the College Council and Board members are active stakeholders in ensuring equity among all campuses in this process.

Self Evaluation

The District has been very cognizant of the issue of accelerated "start-up" costs in WCC's transition to a college. Fortunately, the successful passage of a bond measure, in combination with the relatively good condition of its extant infrastructure, has eased the fiscal burden for facilities and enabled the District to focus on providing operating dollars for faculty, staff and administrative positions at WCC.

The President, who was hired during WCC's period as a "Center," has been central to every phase of the fiscal transition. She has been involved in planning of all aspects of the college's transition and growth and has thereby gained the experience to realistically assess budgetary needs and their effective use.

While disagreements constantly emerge as to the prioritization of funding, the formal components of the budgetary development, management, and evaluation processes are in place. The remaining pieces are scheduled to supplement the core in 2008-09. The College President has been, and will continue to be, central to this process.

Planning Agenda

Closely track and evaluate early budgetary trends to ensure that long-term problems can be avoided. Ensure, as well, that all internal stakeholders continue to have a voice in the planning of college and attendant budgetary priorities.

IV-B2e *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The President of Woodland Community College is an active participant in many organizations that serve the Yolo and Colusa County region. She is active in civic, charitable, educational and workforce development organizations throughout this region. She also encourages the college's leadership (faculty, administration and staff) to serve the civic, charitable and educational interests of the Woodland/Colusa area.

Self Evaluation

Woodland/Yolo Outreach: To maintain community visibility, the President attends many community and civic events and is open to addressing concerns brought to her by community members. Adding authenticity to this visibility is the president's formal involvement in several civic and educational organizations. These include: Woodland Sunrise Rotary, the Government Affairs Committee of the Woodland Chamber of Commerce, the Workforce Investment Board, the Chamber of Commerce Board, and Immediate Past Chair of the subcommittee GED Task Force. These memberships have enabled the college to maintain collaborative partnerships with the Woodland Fire Department; Woodland Joint School District; Yolo County Office of Education – nearly all of which have led to program enhancement and the successful pursuit of sponsored program funds.

Colusa County Outreach: The President has worked extensively with the Colusa County Advisory Task Force (Organized 2005) in an effort to determine the overall needs for the Colusa area. This task force meets three to four times per year to discuss regional vocational needs, the needs of large migrant populations, and those of underprepared students. The result has been a definition of priority academic areas to be taught through both the current high school locations and the "Outreach Facility," the construction of which will be supported by funds from the successful bond campaign.

Community input has been an important assessment component in the development of long range plans for Woodland Community College (as well as the District). Both the current President and the previous Executive Deans of WCC have been excellent in getting community input prior to developments in programs, services or facilities.
Colusa assessment has improved vastly through the community involvement of the current president and several of her staff. In addition to coordinating a Colusa Advisory Committee (and serving on several others), the current President has organized a Community Open Forum through which to assess the educational programming needs of that rural area and delivered presentations to the Colusa County Board of Supervisors and the Colusa County Board of Education.

Planning Agenda

None

| IV-B3 | *In multi-college Districts or systems, the District/system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the District /system and acts as the liaison between the colleges and the governing board.* |

Descriptive Summary

The Yuba Community College District provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of its colleges. The Board of Trustees employed an outside consulting firm, MIG, to lead a collaborative effort of faculty, staff and administration in the development of a set of strategic goals for the next four years. The development of these goals sets the tone for the District and its colleges to strive for excellence and integrity in developing their own strategic directions for the delivery of programs and services to meet the needs of their students and the communities they serve. The District began working cooperatively with its colleges during 2005-06 to delineate which functions and committees would become college-centered and which would remain at the District level. The Chancellor's Executive Staff (CHEX) serves as the liaison between the college and the Board of Trustees.

Self Evaluation

Expectations of educational excellence have been provided by the District to Woodland Community College and Yuba College in recent years in several ways. Foundational steps for WCC's transition were established at the behest of the Board of Trustees and the Office of the Chancellor through a series of strategic moves that began in the late 1990s.

- In the late 1990s, the Board of Trustees and the District began the development of foundational planning designed to transition Woodland Educational Center into a community college. This would be part of a broader *Multi-College District Plan*.

- Planning efforts, over the past five years, to more than quadruple the classroom, laboratory and office space at Woodland Community College were generated through District-wide facilities plans that were tied to curriculum-based, assessed needs.

- The coordination of a successful bond measure was conducted by the District to make manifest the facility plans at all District campuses.

Under the guidance of CHEX as the liaison to the Board, the District has orchestrated organizationally-related "transition steps" designed specifically to ensure a process that might allow the talents of District faculty and staff to emerge in the development of excellent curricular and support programming. The District, in conjunction with the Board of Trustees;

- developed a Multi-College Council and Committee Structure that prioritized the development of a Woodland Provisional Academic Senate and increased the number

Woodland faculty on the Curriculum Committee in preparation for the development of its own such body **(See ST4-23,** Multi-College Council and Committee Structure).

- developed an extensive transitional plan through which all administrative and staffing functions would be served at the College level **(See ST4-24,** Functional Transition Process).

- Developed a set of strategic directions to guide the colleges.

All of these initiatives were accomplished using the shared decision-making process necessary to their emergence.

Faculty and staff at Woodland Community College have expressed, in several locations throughout this report, the belief that District leadership is not visible on the WCC campus. This belief echoes that expressed principally by Yuba College faculty and staff during the 2004 District accreditation process.

Some WCC staff have indicated a confidence that District leadership will be more visible at Woodland Community College as transition and growth increase WCC's regional "presence."

Planning Agenda

While, in researching this question, it became apparent that the Chancellor and Vice Chancellors do, in fact visit WCC with relative frequency, these trips rarely include forums with the faculty or staff, and are not often openly publicized.

The recommendation for this section is that a few of these scheduled visits to the WCC campus include a public and open component for purposes of communication, updates, and esprit de corps.

Timeline: 2007-08 and ongoing
Responsible Parties: President, Public Information Specialist

IV-B3a   *The District/system clearly delineates and communicates the operational responsibilities and functions of the Districts/system from those of the colleges and consistently adheres to this delineation in practice.*

Descriptive Summary

The District began working cooperatively with Woodland Community College and its longstanding partner, Yuba College, during the 2005-06 academic year to begin delineating which functions and committees would become college-centered, versus those that would remain under District jurisdiction. This movement began to see results in March of 2007 when the delineation of committee structures was completed and later, that same year, when the District and college "functional transition" was outlined.

Self Evaluation

Most day-to-day functions and operational responsibilities are administered at the college level. General oversight of Woodland Community College is provided by the presence of a

College President, a Vice President and two college deans (instruction and student services) have been added. At the next level, a Maintenance and Operations Supervisor, a Public Information Specialist, and a Budget Analyst assure that the functions of these positions can be performed.

Three broad-based functions remain largely the province of the District. These include Administrative Services (fiscal management), Human Resource Management (Personnel), and Technology Resources. Yet, as the document entitled "Functional Transition Process" indicates, several micro areas within these units are focused on the specific college campuses **(See ST4-24)**.

As the transition chart indicates, the great majority of changes have to do with increased authority and responsibility at the college level, while a District "presence" is still maintained in many areas. For example, whereas the budget development process has been characterized as limited to "input" under a single college organization, planning authority is listed as "expanded" under a multi-college format and, indeed, this is the scenario described in Section IV-B2d above. Similarly, Audit Coordination, in which the colleges would previously play no role, now finds them serving in an "input" role, with the Budget Analyst gathering and packaging the various required items for the auditing team. In summary, the general trend, as one views the "Functional Transition Process" document, is that slightly less "blue" (District) appears and a good deal more "yellow" and "green" representing Yuba and Woodland Community Colleges appear.

Woodland Community College, in cooperation with the District, anticipated the need to have some committee structures in place prior to the complete movement of committees from the District level to that of the Colleges. As a result, the College (and District) made three preliminary moves to have a structure in place well in advance of the formal transition.   A Woodland Community College "Site Council" was developed in 2003-2004 to prepare for college-centered governance. Initially it's governance responsibilities and purposes were outlined in the *District Council Handbook* (2005) **(See ST4-25, pp. 75-76)**. Later, the "Site" Council evolved into a "College" Council and a *WCC College Council Handbook* was authored **(See ST4-3)**.

At the same time (2006-07), a Provisional Academic Senate was formulated at WCC. Its purpose was to work closely with the Academic Senate at Yuba College (Marysville) to mentor new members as to the responsibilities and processes inherent in sponsoring such a body on a college campus. As this body was forming, a contingent of three WCC faculty was asked to join the two WCC faculty members already serving on the District-wide Curriculum Committee. Again the purpose of this strategy has been to mentor individuals toward future roles in the college's Curriculum Committee, which is anticipated to form in 2008-09.

Overall, seven formerly District level committees will transition to the college level. An additional five committees will remain at the District level. The functions of six other former District committees will be merged into either college-level committees or into college level staffing responsibilities. This transition was explained in a somewhat more detailed format in Section IV-A1 **(See Table 82, p. 266)**.

Communication of roles resides with both the committee members and the administrative leadership of the District and the Colleges. Much of the transition was explained by District and College personnel during the College's respective "Convocations" that launch the 2006-

07 and 2007-08 academic years. Other preparatory discussions, that had been initiated in the former District Council, were continued as the College Councils became increasingly organized during the 2006-07 year.

Some responsibility for communication resides with the committee members themselves. Because committees have been designed to achieve representation from all college constituencies, it is the formal responsibility of committee representatives to communicate committee issues, resolutions and decisions to their constituencies. It is similarly the role of administrative leadership to convey changes in roles and responsibilities to those under their jurisdiction.

The steps described previously have been taken to differentiate District and College roles and responsibilities. Administrative leadership has been approved, positions filled and the immediate remaining positions advertised.

Recommendations have been developed for transitioning the committee structure. Each such committee, at WCC, has a Plan of Work by which it has begun operating during the 2007-08 academic year.

It is difficult to anticipate, at this point in the transition process, what problems may emerge. However, early indications are that, in spite of mentoring being provided to Academic Senators and prospective Curriculum Committee participants, the sheer number of committees and the new level of responsibility they carry with them, might tend to create stress for both the new system and the people who have volunteered to participate.

Planning Agenda

Continue the transition processes outlined in both the Multi-College Council and Committee Structure and in the Functional Transition Process chart.

Timeline: Begin second phase of transition in Fall 2008. Complete migration of committee functions by 2008-2009 academic year.

Responsibility: Chancellor's Executive Staff, College Presidents and appropriate Shared Decision-making bodies.

IV-B3b   *The District/system provides effective services that support the colleges in their missions and functions.*

Descriptive Summary

The Yuba Community College District provides effective services and support to both Woodland Community College and Yuba College as they transition toward a Multi-College system. The District will provide both transitional and ongoing service – once the multi-college structure is deemed to be in place.

Efforts to transition Woodland from "Center" to "College" status have been nearly a decade in the making. WCC, in conjunction with the District, has developed several key transitional documents in anticipation of this change. These documents analyze the needs

of an emerging college and provide process recommendations for facilities, educational priorities, staffing and the transition of many former district functions to the college level.

Self Evaluation

Multi-College District Plan (2005): The transition of functions from the District to the Colleges is a process that was first addressed by the District (in cooperation with the Colleges) through the development of a *Multi-College District Plan*. Development of this plan commenced in 2003 and was not completed till May of 2005, a two-year planning period. This initial document defined the nature of the District (Center and Site affiliations, etc.), the governance structure, the Council and Committee structures, and the continuing roles of such bodies as the Academic Senate, Classified Personnel and the Associated Student groups **(See ST4-17, pp. 16-19)**. Owing to the dynamic nature of this transition process, some of the plans originally posited in the *Multi-College District Plan* have been superseded by those in more current documents.

Current Transition Plans (2007): In discussing the means by which services would be transitioned *away* from the District and *toward* the colleges, those developing the plan were careful to point out that these transitions were often matters of emphasis and degree of participation by the colleges. In many cases the District intends to remain involved in an oversight and/or policy level.

The Colleges and the District, working collaboratively, have identified approximately 131 areas of "functional transition" that could involve District and/or College "authority". Upon review of these areas of functional authority, it was determined that 71 were currently operating with some form of District leadership, while after the transition, 52 would continue to have some level of authority exercised by the District. A review of the chart, however, will demonstrate that authority is often shared, that some transitions are merely by matter of degree, and that other functions await the hiring of personnel to achieve full transitional status **(See ST4-24,** Functional Transition Process).

As these functions are reviewed, a thorough description of the role of the District in each would be unnecessarily lengthy. However, a "broad-brush" description would indicate that several areas, the Office of Administrative Services, the Office of Human Resources, Information Technologies, and many of the Auxiliary Services will still be largely the province of the District – with local staff located at WCC to carry out the day-to-day needs of the College.

Academic matters, as well as those under the umbrella of Student Services, will have somewhat more autonomy at the Colleges. Nonetheless, even in the instructional and student support areas, the District will provide key leadership and assistance in coordination, research and fiscal advocacy. The District will also remain active in overseeing and supporting Program Review, Student Learning Outcomes (with the Academic Senates), and the planning, research, and evaluation components critical to each.

Auxiliary Services: The status of auxiliary services will vary, with some continuing to function under District supervision and others migrating toward College authority. Those services defined as "auxiliary" include the Book Store, College Mail, Community Education, Food Services, the Foundation, the Print Shop, and College Policing.

While details are provided in the Transition Plan (Functional Transition Process), the authority ascribed to each is briefly summarized herein. The Book Store and Food Services (currently minimal at WCC), which are operated contractually, will be continue to be under the fiscal and contractual umbrella of the District. The Foundation, until it grows considerably, will remain a District service. Other areas, including college mail, Community Education, the printing functions and College policing, will become more college-based, with a continued District presence.

Institutional Planning and Evaluation: Strategic Planning will continue to be a District-wide process with the Colleges developing localized manifestations of goals and objectives in support of the District's Strategic Plan.

- Program Review: Program Review is a three-phase process that includes (a) self-analysis, (b) identification of strengths and weaknesses, and (c) development of an action plan. This process, formerly overseen at the District level, will be conducted by the Colleges. Outcomes of the program review process will provide feedback to the District-wide planning and budgeting processes **(See ST4-24,** Functional Transition Process).

- Educational Master Plan: The *Educational Master Plan* was developed based upon a District-wide needs assessment that was conducted throughout the 2003-2004 academic year. The document highlights Woodland-specific components as it looks to address community needs for approximately five years into the future. The EMP will drive planning in approximately five areas; (a) facilities, (b) technology, (c) budget allocation, (d) faculty hiring, and (e) staff development. An *Educational Master Plan* specific to Woodland Community College has been developed in conjunction with the District's EMP **(See ST4-26)**.

Overall, the District still plays roles critical to both the oversight and support of the Colleges.   However, through a planned transition, many of the functions previously associated with the District are being transitioned to WCC, and this trend will continue – in a phased manner – for the next three to four academic years.

Planning Agenda

None

IV-B3c   *The District/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

Descriptive Summary

The offices of the Yuba Community College District have been located on the campus of Yuba College, Marysville, since the 1960s when expansion warranted the establishment of multiple centers. From this locale, support of the Centers and (more recently) the emerging college at Woodland, has been adequate to the requirements of these campuses to achieve gradual growth in FTES, and the staffing and facilities to support such growth.

Amidst stresses and pressures relating to community needs, the Board and the Administrative leadership have been able to develop a modern campus at Woodland, arrange for the refurbishing of Yuba College, provide some new facilities for the Center at Clear Lake, and improve staffing and operational support at all locations. From the period of 2000-2006, this support was earned through the leveraging of state capital improvement funds, while, since 2006, a successful $190 million dollar bond measure has accelerated the growth and renovation of all facilities. This support will also provide a new Center in Yuba City, moving the District administrative offices to a more "neutral" locale.

Self Evaluation

Multi-College District Plan: The development of the *Multi-College District Plan* (2003-2005) was the benchmark from which the Board and the District would develop all future initiatives in support of the equitable and reasoned procurement and distribution of resources. The *Multi-College District Plan* sought to provide assurances that both real and perceived inequities would be addressed in an honorable and even-handed manner. Several assumptions were voiced in this plan regarding the development of a multi-college allocation model.
- Equity in the distribution of funds
- Strive for maximum growth
- Encourage campus efficiencies

Further refinements to the model asked planners to balance allocations based on
- An expenditure-based model
- An income-based model
- A service-based model **(See ST4-17, p. 46)**

Five-Year Fiscal Plan: In the interest of ensuring fairness in resource distribution, the Office of Administrative Services, in conjunction with the College Presidents, the Chancellor, and appropriate representation, developed a Five-Year Fiscal Plan and Allocation Model. The purpose of this plan was to ensure that the rapid changes projected for the District's colleges and centers was accompanied by balanced growth in facilities, staffing, and program support **(See ST4-16,** Five-Year Fiscal Plan).

The perception of somce faculty and staff throughout the District has been that the historic centrality of Yuba College, Marysville to the District's operation has favored YC Marysville in the attainment of staff, while the facilities emphasis has somehow weighed in the favor of Woodland Community College. Yet - more recently, the combination of the successful bond measure, and the carefully weighed development of the allocation model will hopefully help to erase these perceptions.

As Woodland Community College continues to grow, some stakeholders at the College have expressed similar skepticism regarding the willingness (or ability) of the Administration to attain support for full-time faculty positions at Woodland.

Staffing Plan: When the 2005-06 academic year was completed, the number of full-time faculty at WCC stood at 24, while there were 104 adjuncts who were responsible for a large percentage of the teaching. By fall of 2007, the number of full-time faculty positions had

grown to 27, while another three full-time positions were to be hired in 2007-08, with an additional six in 2008-09 bringing the projected full-time total to 36 **(See ST4-16)**.

The District and the Board of Trustees have expressed a sentiment that supplemental – not proportional – funding needs to be provided to ensure that WCC is prepared to assume its role as a college. While working to maintain, and even further develop, its campuses and centers throughout the District, the Board and Administrative leadership have attempted to give WCC something of a boost, especially in the area of hiring, to facilitate the transition.

Planning Agenda

In light of this increased emphasis upon resource allocation to Woodland, the framing of this planning agenda would be to ensure that programs and services at all of the colleges and centers continue to meet the needs of the students. The Presidents should, therefore, keep the Chancellor and, through her, the Board notified of problems that may arise during this transition.

Timeline: Ongoing
Responsible Party: Presidents, Chancellor

IV-B3d   *The District/system effectively controls its expenditures.*

Descriptive Summary

The District has adopted several measures aimed at controlling expenditures. After a combination of external and internal factors caused the District to undergo a difficult period of financial decline during the earlier part of the current decade, it was realized that accessing new funds was important and finding means to control expenditures even more so.

Self Evaluation

Institutional Planning: The primary means of controlling District and College expenditures has been that of tying all financial forecasts to well articulated institutional planning. As a result, the District has developed a Facilities Master Plan (2006), an *Educational Master Plan* (2005), Staffing Plan (2007), a *Multi-College District Plan* (2005), a *Technology Plan* (2005) and even a *Communications Plan* (2006). In combination, these plans and the priorities they delineate, provide a sound basis for determining the allocation of funds.

Use of Expert Advice: In some aspects of planning, WCC and the District have hired consulting teams to both assist in developing plans and in tying budget to such planning. Examples would include the entire range of Woodland Community College's planning documents from its needs assessment through its component of the District's Facilities Master Plan. Additionally, consulting support was sought in developing the plan that resulted in the successful Bond Measure Campaign that brought $190 million in capital enhancements into the District.

Technology: The District has both planned for and utilized technology in efforts to control expenditures. First, the District created a Technology Master Plan that emphasized "Total Cost of Operation" as its key concept. The plan tied expenditures to technology growth. As importantly, the Information Technology Office cooperated with consulting expertise, the auditors, and the Office of Administrative Services to determine what data organization, retrieval and reporting functions were necessary to enable Datatel Colleague and its users to provide current, accurate and meaningful budgetary information to the leadership of the Colleges and the District.

TABLE 84
Woodland CC Service Area
YCCD Reserves: Projected & Actual
FY 2000 through FY 2007

YEAR	PROJECTED	ACTUAL
FY 2006-07	7.04%	8.58%
FY 2005-06	8.91%	7.21%
FY 2004-05	11.14%	10.57%
FY 2003-04	5.03%	11.43%
FY 2002-03	5.58%	10.16%
FY 2001-02	5.5%	8.7%
FY 2000-01	5.5%	6.3%
FY 1999-00	Xx	4.3%

Reserves and Capital Enhancement: The District and the Board of Trustees have maintained vigilance in adhering to (a) a 6% budget reserve and (b) a 2% capital enhancement set-aside each year. This can be demonstrated through the table below, which provides a longitudinal history of this reserve. As this chart indicates, reserves have remained at well in excess of the prescribed 6%.

The associated Capital Enhancement Fund (2%) was set aside by the Board of Trustees to provide additional capital for unforeseen, major physical repairs. It has only been through this foresight that the Board has been able to provide funding for the repair of a major utility problem (natural gas lines) on the Yuba College campus and support the repair of aging roofs at Woodland Community College. As such, the Board and administration have continued to work toward controlling the expenditure of District funds.

Scheduled Maintenance: Additionally, the District has worked toward adhering to a scheduled maintenance program. The purpose of this program, of course, is to save massive long-range expensive by doing preventive and ongoing maintenance on a scheduled basis. This program provides yet another District-based control over expenditures.

Additional expenditure controls that the District has taken include, (a) giving the faculty a "set percentage of identified parts of the budget" (through formal agreement), (b) the establishment of a Risk Management program, and (c) participation in a Self-Insurance Joint Powers Agreement. All of these expenditure controls, in combination have improved the budgetary situation and, in doing so, have improved the attitude of those who sit at the table collegially planning and reviewing the YCCD budget.

As the Matson & Isom annual audits indicate **(See ST4-27, 28, 29, 30, 31, 32)**, the District has done an excellent job in planning, monitoring, and controlling expenditures. The District, the College and those who have participated in the development of the Self Study have all been aware of the costs associated with developing a second college and with the restraint and cooperation that will be required to ensure equitable and competent allocation and utilization of funds.

Planning Agenda

Provide ongoing budgetary updates to the College Councils of both colleges to ensure that stakeholders are current in their understanding of budgetary trends.

IV-B3e   *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Descriptive Summary

The Chancellor has given the College Presidents the responsibility to jointly design the transition of authority and functions from their current configuration to that of a Multi-College District. Her purpose in delegating this assignment is to encourage the involvement of numerous individuals at each college in this transition and to ensure collegiality.

The position description of College President (Woodland CC/Yuba College) delineates the authority, duties, and responsibilities vested in this role. Many of these are defined by the laws of the State of California or the Educational Code (70902-[d]). While the more localized duties of this position are outlined in this position description **(See ST4-15)**, the gist of his/her role can be highlighted in one paragraph, copied verbatim from the referenced document.

> The College President is responsible for broad decision-making and has administrative authority and leadership responsibility for all aspects of the campus programs, including; instructional and student services; supervision and evaluation of all staff; planning and budgeting; technology; outreach and public relations; as well as coordination with Sister College and District Services as delegated by the Chancellor. The Board of Trustees may modify, add and/or delete duties **(See ST4-15, Multi-College District Plan, p. 76)**.

While the Chancellor has delegated to the Presidents the task of coordinating the transition to a multi-college format, she has been vigilant in maintaining oversight of this process.

Self Evaluation

Each of the College presidents is serving in this role for the first time. As such, the Chancellor has provided mentorship and direction, the purpose of which is gradually to give them and their colleges greater autonomy. The President's responsibility level will increase as administrative and committee functions continue to migrate from the District to Woodland Community College and Yuba College. This process is occurring steadily, especially with the hiring of new administrative positions and faculty.

Planning Agenda

None.

IV-B3f   *The District/system acts as the liaison between the colleges and the governing board. The District/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Descriptive Summary

The Chancellor's Executive Staff (CHEX) is the primary channel through which communication is channeled to the Board. Both Presidents serve on the CHEX group and each utilizes inputs from their respective College Council, their Academic Senate, their Deans and their various managers to get requested input on decisions and issues. Decisions of the Board are both published in the Board Agenda and communicated (highlighted) in meetings of the various campus-based shared decision-making bodies by the President (or this person's designee).

Self Evaluation

All representative groups and constituencies are given a formal forum at each meeting of the Board to provide input. Additionally, items not on the agenda, but of concern to the constituencies, can be brought to the floor through the simple filing of a request at the meeting.

Informally, Board members interact continually with all levels of stakeholders. The primary reason for this rests with the rural nature of Yuba Community College District. In essence, interaction is inevitable in various community contexts. However, Board members also volunteer to occasionally attend meetings on campus, to be available for various open forums, and to provide input at the Chancellor's "Fireside Chats" or related campus functions.

Self Evaluation

The relationship of the Board of Trustees to the campuses has been strong and ongoing. This is the result of both personal interest by the board members and the development and adherence to formalized communication structures (the councils and the board). Because the staffing, committee structure, and the communications channels at WCC are evolving, the Board and the District Administration are exercising vigilance in maintaining an open and dynamic relationship to ensure that the relationship remains sound and productive.

Planning Agenda

None

IV-B3g *The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

Institutional Effectiveness Model: The District's primary means of self-evaluation, and evaluation of processes, is the Institutional Effectiveness Model **(See Chart #3, p. 101)**. This model is holistic, including educational programs and services as well as administrative and governance components/processes. It is an outcomes-based model that results in recommendations for the holistic improvement of institution-wide programs and processes.

Self Evaluation

Institutional effectiveness processes are in place for continuous improvement within the Board of Trustees, within the Chancellor's Executive Staff, and within college committees/project teams. These processes are in their infancy in evaluating/improving administrative units, but a process for doing so has been design (and tested), and will be implemented in Spring Term of 2008.

The *College Council Handbooks* provide each council and committee with its purpose statement and goals; benchmarks against which their evaluation might be conducted. Most of these purpose statements and goals will, for at least the first two years, pertain to the transition process. Similarly, individual criteria have already been established against which leadership personnel can continue to be evaluated.

As noted throughout the previous pages, the role delineation, governance and decision-making structures and processes are being re-aligned to meet the anticipated needs of a multi-college structure. This re-formulation will be subject to immediate and ongoing scrutiny as its very nature is experimental. The Board of Trustees, the Chancellor's Executive Staff and the College Councils will be the formal bodies through which evaluation of these short-term changes will be provided.

The Multi-College transition affords the District and the two colleges the opportunity to introduce new benchmarks and criteria against which to evaluate themselves. As much as possible, these benchmarks and criteria should be outcomes based and data driven – though at this point it would be asking a lot of the Institutional Effectiveness Office to develop, monitor, and evaluate each aspect of the transition.

Planning Agenda

The District, as well as WCC, needs to establish a more formalized short-term assessment of the transition process. The use of the intact committees and structures is good, but periodic, publicly held forums involving the entire college community might help bring to light progress, problems and solutions as this transition moves forth.

Appendix I
THEMES OF THE SELF STUDY

WOODLAND COMMUNITY COLLEGE
2008 Accreditation Self Study
Self Study Themes

Theme #1 | Dialogue

The Institution should: (1) Engage in Inclusive, informed, and intentional dialogue about institutional quality and improvement, (2) Ensure participation in reflection and exchange by as many members of the college community as is feasible, (3) Base dialogue on reliable information about the college's programs and services and evidence on how well the institution is meeting student needs, (4) Employ quantitative and qualitative information that is responsive to a clear inquiry, meaningfully interpreted, and broadly communicated, and (5)Expect ongoing self-reflection and conscious improvement as a result.

The issues of dialogue and communication are intertwined. Dialogue and its attendant communications processes have been as critical to the current transition processes as they have been to the Self Study that describes these processes. The Woodland Community College faculty, staff and administration have been involved in innumerable (though important) meetings, have worked to develop key planning documents, and have continued to be engaged in the ongoing evaluation of the College's progress in achieving a successful transition.

Short-Term Challenges to Dialogue: Maintaining meaningful dialogue has been attended by occasional challenges. College faculty and staff are invested in at least six concurrent, high-impact projects. These have included transitioning from the organizational structure of a Center to that of a College, developing the institution's first accreditation Self Study, the opening of two new buildings, the planning for two more such buildings, the development of a mission and strategic priorities, and the desire to meet the current educational needs of an increasing number of students. In this climate, enthusiasm has become an institutional hallmark, but dialogue pertaining to all of these priorities has been very time consuming.

Handbook as Communication Tool: In light of the rapid transition that is occurring, an effort to provide a "starting point" for committee and council dialogue has been initiated through the provision of the WCC *College Council Handbook*. The *College Council Handbook* provides those participating in college governance with a jump-start to several of the organizational entities within the college. These include:
- The organization and responsibility of the College Council,
- A guide to committee functions,
- A description of the shared decision-making process,
- Group purpose statements for all committees and project teams,
- Planning and evaluation models for developing and assessing projects,
- College organizational charts/descriptions, and
- The associated District-level committee structure.

This Handbook thereby provides a useful mechanism to convene productive dialogue. Using this Handbook as a starting point, WCC can begin to tailor this evolving governance tool to meet their specific institutional needs.

It is evident throughout the Self Study that the transition from Center to College has been the result of meaningful dialogue across a large cross-section of the College community. The decisions made, at least in part, were based on trends and projections for the College's short-term and long-term future. To the extent possible, the transition was data-driven. Reflection on accomplishments to date and future direction will be assisted by both quantitative (provided by the newly hired Research Analyst) and qualitative information.

Theme #2 | Student Learning Outcomes

The institution should: (1) Identify intended SLOs at the course, program, and degree levels, (2) Inform students of intended SLOs, (3) Evaluate the actual student learning outcomes, (4) Demonstrate that evaluations are used to improve learning and teaching.

The philosophic approach to developing SLOs has been one of working from the broadest level of generality (Institutional SLOs) to the most specific (course-level SLOs). As such, the work of developing SLOs has been initiated at the District level and is moving, as it becomes more specific, to the college level. Representatives of WCC have been involved in the development of Institutional SLOs and the selection of program level SLOs.

WCC will continue to become increasingly involved as SLO assessment methodologies and course-level SLOs are developed. The process for arriving at SLOs is provided at appropriate locations throughout this document and is reiterated below:

1. **SLO Project Team:** In June a 2005, an SLO Project Team, which included representatives from Woodland Community College, began the process of "developing a plan to address the creation of SLOs at the institution, program, and course level, and for coordinating the staff training needed to accomplish this" **(See TH-1,** District Council Handbook, 5/10/05).

   On August 17th, 2005 the SLO Project Team invited several Woodland Community College faculty to a day-long training seminar to be conducted in conjunction with the District's annual Convocation Day ceremonies. Administrators and staff, as well as faculty, were urged to join these sessions.

2. **Institutional/Core Student Learning Outcomes:** Progress continued during fall term of 2005. The Academic Senate, which includes proportional representation from Woodland Community College, played a lead role in supporting the development of District-wide Core SLOs. The broad-brush areas which these core SLOs address include communication, computational, critical thinking, global awareness, information competency, personal and social responsibility, technological awareness, and scientific awareness **(See TH-2)**. The Board of Trustees approved the core SLOs at their February 15, 2006 meeting **(See TH-3, pp. 3-6)**.

3. **Program Level SLOs:** The next step in the SLO development process was the creation of program SLOs. In order to make this endeavor manageable, the SLO Project Team proposed that Instructional and Instructional Support Services programs be placed into clusters with others that appear to require similar Student Learning Outcomes. Each cluster was to choose from among the eight YCCD SLOs the ones that best applied to the programs within the cluster. The Student Learning Outcomes Clusters draft was distributed to all District campuses so that employees could assess whether or not the proposed clusters were appropriate. The SLO Project Team finalized the clusters in March 2006. During the Fall 2006 Convocation, breakout sessions were held in which clusters made their selection of the SLOs that best applied to all programs within a given cluster.

4. **SLOs in Educational Master Plan:** The Educational Master Planning Committee, which had WCC representation as well, developed in 2004-05 a methodology for analysis of student learning outcomes in relationship to the plan. The process involves

data collection from various sources and coordination of the data into a thorough analysis of the effectiveness of the *Educational Master Plan* (2004) in fostering student learning **(See TH-4)**. As each College begins developing its own EMP (2008-2009), it is understood that the framers of such a document will embed SLOs as the core, driving assumption.

5. **Trustee Support of SLOs:** During its August 22, 2007 Planning Retreat, the Board of Trustees went on record as wishing to provide support to the SLO process by ensuring that basic financial support exists to encourage research initiatives associated with SLO design and assessment **(See TH-5,** Board Focused Interviews, 2007).

6. **SLO Timeline:** In October of 2007, a Student Learning Outcomes timeline was completed by the Office of the Vice Chancellor for Educational Programs and Services and the SLO Committee. This plan provided a history of the SLO development process (District-wide) and outlined specific steps that would be undertaken for the current and subsequent two academic years. Being brief, these are highlighted below. Corresponding outcomes expectations are in the parent document **(See TH-6)**.

2007-08	• Develop an assessment plan for institutional program SLOs
	• Implement Institutional SLO Assessment
2008-09	• Program SLOs developed by a few programs and services
	• Develop assessment plan for other program SLOs
	• Start developing course SLOs
2009-10	• Identify administrative areas needing SLOs
	• Start developing administrative SLOs
	• Course SLO development continues
	• Program assessment used for program improvement

The need for data-driven decision-making processes has been at the heart of the District's concern for elevating the number of research positions both at the College and at the District level. These individuals will have, as part of their position responsibilities, the development of assessment and evaluation methodologies through which the ultimate effectiveness of SLOs can be gauged – and subsequent modifications introduced. The SLO Project Team is engaged in a pilot assessment project with Institutional SLOs.

Theme #3 | Institutional Commitments

Commitment of the whole institution to: (1) Delivery of high quality education congruent with mission, (2) Student learning as primary mission, (3) Participation of entire institution in review of performance and plans for improvement, (4) Periodic review of mission statement.

Mission Reflects High Quality Education and Student Primacy: The WCC Mission Statement reflects the collegial efforts of the WCC College Council, the College's executive team, and feedback from a Board of Trustees draft review. This statement was approved by the Board of Trustees on June 13, 2007 **(See TH-7,** BOT Minutes).

"The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.

At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas."

The need for a WCC Mission Statement was informally discussed subsequent to the development of a District Mission Statement in 2003. The WCC President has proposed a five-year cycle for reviewing this Mission Statement. Dialogue with shared decision-making bodies will help to formalize a procedure in this regard.

Participation in Planning and Review: The sheer size of the District in combination with WCC's modest staffing has been an impediment to Woodland's immersion in District-wide planning processes. WCC has formally had the opportunity to participate in all District-generated planning processes. WCC has been represented on these committees, its representatives have demonstrated diligence in attending, and have indicated an interest in the planning processes and their outcomes. In the words of some faculty and staff leadership, however, these processes have always seemed a bit "remote" and "cumbersome" in terms of their everyday prioritization.

Participation Improving: As a result, WCC's faculty and staff were probably a bit hesitant to initially welcome the development of transitioned internal governance processes, but have become increasingly interested and involved as the meaning and immediacy of these efforts has become more readily apparent. The students, who are normally difficult to recruit and retain on committees, have reportedly been more interested in the committee process as well since the transition began.

Theme #4 | Evaluation, Planning and Improvement

(1) Evaluate student needs, college programs and services, (2) Set goals, plan improvements, (3) Allocate needed resources, (4) Implement Plans.

At both the College and District level, a tremendous amount of evaluation, planning and improvement has accompanied WCC's transition from a Center to that of a comprehensive community college. Increasingly this effort has been shouldered by the faculty, staff and administration of the College. With this increase in responsibility has come a corresponding enthusiasm for participation.

Student Needs/Perceptions Assessed: Student needs and perceptions have been formally evaluated at least twice in recent years. Students were asked to participate in a survey in 2003-04 to assess both what they felt were the most important functions and services of a community college and then how they felt WCC was meeting these needs. Students in 2006-07 were asked to participate in the same survey, providing the College with comparative data for review. Response data from many of the questions asked in the survey have been included throughout the Self Study while aggregate printouts from both years are provided as back-up documentation **(See TH-8,** Survey Results).

Program Review: Independent Academic Program Review for Woodland Community College began during the 2006-07 Academic Year. Utilizing the processes described in Standard II-A2e, six academic program areas were assessed. These included chemistry, general business, history/political science, human services, and speech. Ten academic programs are scheduled for review during 2007-08. **(See TH-9).**

In the area of Student Support Services, two areas were similarly reviewed including Veterans Affairs and Disabled Students Programs and Services. Two additional student support services are scheduled for review during the 2007-08 academic year **(See TH-9)**.

Planning Processes: Included in the WCC *College Council Handbook* are the planning and evaluation models currently in use throughout the District and, by extension, at each of the Colleges. College faculty, administrators and staff were involved in the development of these models, though each model is subject to modification as WCC and Yuba Colleges each assume increasingly independent roles.

Chief among these models are the Long-Range Planning Model and the Institutional Effectiveness Model **(See Chart #3, Page 101).** In concert with an extended explanation of the shared decision-making process, these models assist each committee in understanding and utilizing planning, evaluation and improvement in the conduct of their work.

WCC Strategic Planning: Woodland Community College has participated in a strategic planning process by which its goals and priorities have been defined. During the summer of 2007, eight District-wide goals were arrived at through the collective efforts of 85 representatives of faculty, staff and administration **(See TH-10,** Board Strategic Directions). WCC then repeated this process (September 7, 2007) and established a set of priorities to complement its Mission Statement and the District-wide "Board Strategic Directions" **(See WCC Mission and Priorities,** pp. 8, 89)**.

Research and Planning Function: The research and planning functions of Woodland Community College are closely linked to those of the District. In fall of 2007, WCC was able to employ its first dedicated researcher, a research analyst, to provide full-time research and planning services for the College. This person's efforts are closely linked to those provided at the District level to ensure that methodologies are consistent, that research projects support and complement one another, and that unnecessary redundancy is avoided. The recently established research positions, and how they support one another, are described below:

- Director, Institutional Effectiveness: This District-level position was essentially new in fall of 2006, incorporating some aspects of research with the requirements of outcomes assessment to measure institutional effectiveness at both the student learning and organizational levels.

- The energies of the Director, and those of the two research analysts, have focused on supporting the College and District in the development of such documents as the Basic Skills Assessment, the Colusa Community Survey, a baseline Fact Books, and addressing problems of uniformity in the collection and analysis of Datatel Colleague data. The WCC Research Analyst has assisted with the data gathering for fall 2007 Program Reviews.

- Programmer/Analyst: Additionally, a Data Programmer/Analyst is employed by the Office of Information Technologies to manage the Datatel Colleague database, to convey to the researchers the structure of this database, and specifically to work with the colleges in segmenting data relating to their student populations (student demographics and student success).

- Research Analyst (Woodland): The need to localize data-driven research into all WCC planning processes was formally recognized in fall 2007 with the hiring of a

Research Analyst. This person will work with both the WCC representative bodies, the College President and the Director of Institutional Effectiveness in developing research priorities to support assessment and review of resource allocation and academic program functions. This person will also work with the Office of Institutional Effectiveness in defining what assessment tools are best suited to program and course level student learning outcomes.

Theme #5   Organization

The institution: (1) Has adequate staff, resources and organizational, communication and decision-making structures to produce and support student learning, and (2) Has in place the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements.

Committees and Councils: The WCC *College Council Handbook*, as described in Theme #1, speaks to most of the organizational structures and systems being tested during WCC's transition from a Center to a College. The Handbook describes the colleges council and committee structure, elucidates the purposes of each, provides recommended guidelines and parameters for their operation, and recommends self-evaluation for each such group.

Nearly all of the Woodland CC committees speak to the production and support of student learning. Those committees/functions that are transitioning from the District to WCC include:

TABLE 85
Woodland CC Service Area
Transitional Committee Structure
Academic Year: 2007-08

COUNCIL OR COMMITTEE	TRANSITION
• Provisional Academic Senate	Fall 2007
• Student Success Committee 　　Academic Standards 　　Enrollment Management 　　Matriculation 　　Student Equity	Fall 2007
• Academic Preparation and Retention Committee	Fall 2008
• Curriculum Committee	Fall 2008
• Flex Committee	Fall 2008
• College Council	Sum. 2007
• VTEA Local Planning Subcommittee	Fall 2008
• Faculty Staffing Committee	Fall 2007
• Safety Committee	Fall 2007

Source: WCC College Council Handbook, p. 17

Administrative Structure: The WCC administration has expanded to better serve the needs of WCC's many constituent groups. Since the Board of Trustees approved of the District's *Multi-College District Plan*, WCC's Executive Dean's role has evolved into a presidency, and the College has added a dean's position (student services) to complement that of the Dean of Instruction and Learning Resources. Additionally, WCC has hired a Maintenance and Operations Manager and, as of this writing, was anticipating the spring 2008 hire of a Vice President, Academic and Student Services.

Faculty and Staff Hires: The number of full-time faculty, since 2005, has increased from 21 to its current total of 28. At the same time, the number of full-time classified staff has increased from 26 to 37. Eight additional faculty positions are scheduled for hire for fall 2008. Additional classified support positions are also included in the five-year fiscal plan. All of these positions have been added (or projected) to ensure that programs and services provided to the WCC students can meet their needs as well as those of their communities. An important non-teaching faculty hire has been a professional librarian to oversee the transition from the Center's old Library/LRC to the new facility.

Communication Structure: Both at the District level and college levels, formal communications structures exist for the purposes of conveying critical information to both internal and external constituencies. YCCD has a Public and Governmental Relations Director who coordinates the dissemination of information to District constituencies. Additionally WCC and Yuba College both have Public Information positions.

Current information regarding Woodland Community College (and the District), their programs and services, their policies and their procedures, can be found in the *Woodland Community College Catalog* template **(See TH-11),** and on the District's and College's components of the website. The Catalog is reviewed and updated annually, while the website is dynamic and is updated continually. Additionally, a community newsletter was begun during spring 2005. The District restricts its advertisement and recruitment to the area defined by the State of California as being within YCCD's formal District boundaries (except where agreements exist with other colleges).

Resources: Yuba Community College District has gradually been itemizing costs and revenue streams as these relate to the two colleges within the District. During the summer of 2007, Staffing Plan and an associated Fiscal and Allocation Model were developed to meet the anticipated needs of Woodland Community College. This model provides a four-year projection that includes an optimal staffing configuration by the end of the 2010-11 academic year. While this model will be evaluated and modified annually, the Vice Chancellor for Administrative Services is confident that the first two years will probably play out in a configuration very similar to that proposed **(See TH-12)**.

Structure to Review and Revise: YCCD, and the colleges, both have in place an Institutional Effectiveness Model, designed to give guidance to the process of assessing and reshaping the college's and District's programs and services. As mentioned under Theme #4, both the Long-Range Planning Model and that for Institutional Effectiveness are provided for WCC in its *College Council Handbook*, a dynamic document that is (along with the models within it) subject to ongoing review and revision.

Program review is one of five primary components that provide continuous feedback into the planning process. However, 19 other outcomes-related factors are considered as well when seeking feedback for planning. These are bulleted below:

- Grades
- Graduation Rates
- Certification/Licensure Passage Rates
- Student Community Involvement
- Job Placement
- Employer Surveys and Focus
- Transfer Rates
- College/University Performance of Transfer
- Staff Surveys and Focus

- Retention
- Persistence
- Portfolio Review
- Fiscal Audits
- Program External Audits

Sessions
- Advisory Committee Input
- Student Surveys & Focus Sessions

Sessions
- WASC/ACCJC Accreditation
- Community Stakeholder Surveys/Focus Sessions

Theme #6 Institutional Integrity

The Institution demonstrates: (1) Honesty and truthfulness in the manner in which it represents itself to all stakeholders, internal and external, including the Commission, (2) Integrity of its policies, practices, and procedures, (3) Regard for issues of equity and diversity in the manner in which it treats students, employees, and its publics, (4) Clarity, understandability, accessibility, and appropriateness of publications, (5) Academic Freedom, and (6) Integrity in its determination of grades and credits.

The region within which Woodland Community College is located dictates that close working relationships be established with the many stakeholders who serve this largely rural and generally low-income region. Honesty and integrity in maintaining these relationships serves well the long-term interests of the college, of its students, and of the agencies and civic/charitable organizations with which the College inevitably interacts.

A region characterized by considerable poverty levels dictates that the College coordinates with local and regional civic, educational and charitable agencies in working toward common economic development goals. Additionally, the College is working increasingly with state, federal and regional agencies in implementing and evaluating the programs and services in which it cooperates.

Integrity in Policies, Practices and Procedures: As part of Yuba Community College District, WCC has adopted the Board Policies and Administrative Procedures of the Community College League of California's (CCLC).   The *Board Policy Manual* meets the specific needs of WCC, the Board and the District. The reasons for the adoption and adaptation of these manuals are tied to the currency, legality and fairness of the District's policies and procedures.

The effectiveness of the CCLC policies, as they are adapted to WCC and the District, is assessed in an ongoing manner. The *Board Policy Manual*, which was formally adapted in 2003-04, was formally updated in 2006 and is periodically reviewed to include new or revised Board initiatives. Within the framework of this model, all policies specifying the Board's size (BP 2010), duties and responsibilities (throughout), structure (BP 2210, 2220), and operating procedures (BP 2305, 2315, 2320, etc.) are delineated (See TH-13).

The *Board Policy Manual* is available in the Woodland Community College Library, on the District website, and in the offices of the President and Dean of Instruction and Learning Resources on the Woodland Community College Campus.

The Administrative Procedures Manual, like the *Board Policy Manual*, has provided templates from which the District and the colleges can draw in an effort to achieve uniform and current operating procedures. The use, evaluation, and modification of the *Administrative Procedures Manual* are similar to that described for the *Board Policy Manual*.

ACCJC/WASC Relationships: Woodland Community College is only beginning to establish a relationship with the Accrediting Commission for Community and Junior Colleges and the Western Association of Schools and Colleges (ACCJC/WASC). Most interactions, prior to this Self Study, were initiated at the behest of the District. However, in preparation of this document, WCC's Accreditation Liaison has been required to initiate such contact in an effort to better understand ACCJC policies and practices, while benefiting from the experience of those with whom she has interacted.

At the District level, Board Policy 3200 ensures that the Board and the President will oversee the proper conduct of matters relating to accreditation and that the Self Study will reflect an honest, institution-wide assessment of the District, its colleges and its programs and services **(See TH-13)**. The Board has reviewed has reviewed the District's Self Study, the Woodland Eligibility Study (June 2006), and the current WCC Accreditation Self Study. They have also met in a public forum to provide input to this document.

Sponsored Programs: Woodland Community College has become increasingly active in the cooperative pursuit of external funding to enhance its programmatic priorities. Currently the College is involved in six grant-funded student support programs, several of which were initiated by either District or Yuba College personnel due to the single-college structure. Recently, WCC has taken a leadership role in successfully competing for three state funded Career and Technical Education grants that have greatly enhanced multi-media programming at the College, as well as collaborations in Early Childhood Education with Yolo County Regional Occupational Programs and California State University, Sacramento, and Career Exploration activities with local middle schools. In all cases, WCC personnel have been attentive to meeting the goals, objectives and reporting deadlines for these projects.

Diversity in Staffing: The District has engaged in extensive efforts to broaden the candidate pool for administrative, faculty and staff position searches. These efforts have included (a) continually increasing the number of advertising publications and websites through which the District recruits, (b) actively utilizing conferences to meet and inform potential candidates from under-represented populations of potential opportunities within the District, and (c) actively training search committees, on an ongoing basis, in EEOC practices.

Among faculty, the College and District are working to recruit a faculty pool that reflects current demographic trends. Among staff, this distribution is more reflective of the student body than has been achieved among faculty. The vast majority of classified employees at Woodland are either Hispanic/Mexican (43.2%) or Caucasian/Non-Hispanic (48.6%) with a small number of Asian and Native American employees adding to this mix.

The age distribution of WCC employees has recently become more diverse as large numbers of 1970s hires have begun to retire, being replaced by a much younger demographic. As the increased number of female hires indicates, the gender gap noted nationwide is also seen at Woodland, where many of the faculty, administrative and staff hires have been women.

Multi-Cultural Programming: Because the multicultural emphasis of WCC's students is especially striking, the College traditionally has had a viable and large M.E.Ch.A. student organization. Hispanic students also play leadership roles in student government and in other student organizations on campus.

Newer multi-cultural initiatives are being developed as this document is being authored. These include:

- A multi-cultural center is being planned. This center will house programming, art, student art shows, speakers, cultural artifacts and videos.
- A cultural diversity series will be launched in November of 2007 at WCC.
- A campus book project was introduced campus-wide during the 2006-07 academic year. Faculty and staff selected and then assigned students to read an especially compelling novel and then to view a video by the author. Faculty and students then intermingled classes in forging discussions, class projects and presentations built around the book selected.
- A new cooperative agreement has been reached with the UC Davis International House to provide enhanced opportunities for program sharing in WCC's multi-cultural programming efforts.

Academic Freedom: The Board of Trustees of the Yuba Community College District has adopted an academic freedom policy that applies both to Yuba College and Woodland Community College. This policy is reproduced in whole below:

"Academic employees must be free to teach and students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.

The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of presentation appropriate to meet the goals of that curriculum. Academic employees, educational supervisors, and administrators must develop procedures to implement those Board-adopted policies related to academic freedom.

When academic employees are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors."[1]
 (See TH-11, WCC Catalog template, p. 12)

Appendix II

REFERENCES CITED
IN THE SELF STUDY

WOODLAND COMMUNITY COLLEGE

2008 Accreditation Self Study

APPENDIX II: REFERENCES CITED
Woodland Community College

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Appendix I	THEMES OF THE SELF STUDY
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