

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Judy Walters <jwalters@yccd.edu> on 03/27/2014. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges  
**Accrediting Commission for Community and Junior Colleges**

**2014 Annual Report**

**Final Submission**

03/27/2014

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

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Molly Senecal
3.	Phone number of person preparing report:	530-665-8030
4.	E-mail of person preparing report:	<a href="mailto:msenecal@yccd.edu">msenecal@yccd.edu</a>
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://wcc.yccd.edu/pdf/academics/schedules/2013-2014%20WCC%20Catalog.pdf">http://wcc.yccd.edu/pdf/academics/schedules/2013-2014%20WCC%20Catalog.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://wcc-acc.yccd.edu/">http://wcc-acc.yccd.edu/</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 3,040 Fall 2012: 3,210 Fall 2011: 3,116
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	2,602
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	599
9.	Number of courses offered via distance education:	Fall 2013: 16 Fall 2012: 21 Fall 2011: 21
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 369 Fall 2012: 591 Fall 2011: 562

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

### Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	60%									
14b.	Successful student course completion rate for the fall 2013 semester:	69%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>150</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>140</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>10</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	150	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	140	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	10
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	150									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	140									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	10									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	162									
16b.	Number of students who received a degree in the 2012-2013 academic year:	155									
16c.	Number of students who received a certificate in the 2012-2013 academic year:	7									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	85									
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	92									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No									
18b.	If yes, please identify them:	N/A									
19a.	Number of career-technical education (CTE) certificates and degrees:	37									
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that	37									

	meet employment standards and other standards, including those for licensure and certification:				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard</b>	<b>Pass Rate</b>
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard</b>	<b>Job Placement Rate</b>	
22.	Please list any other institution set standards at your college:				
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>		<b>Institution set standard</b>	
	FALL TO FALL RETENTION	Percent of students retained from fall 2012 to fall 2013 semesters		45%	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	In progress				

### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 524
	b.	Number of college courses with ongoing assessment of learning outcomes 492

	Auto-calculated field: percentage of total:	93.9	
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	28
	b.	Number of college programs with ongoing assessment of learning outcomes	28
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://wcc-planning.yccd.edu/studentlearningoutcomes.aspx">http://wcc-planning.yccd.edu/studentlearningoutcomes.aspx</a>	
28.	Number of courses identified as part of the GE program:	202	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	86%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	202	
32.	Number of Institutional Student Learning Outcomes defined:	8	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	YCCD identified 8 core competencies during a district-wide convocation in		

spring 2006. All academic, administrative, and student support service clusters identify two or more connections with the established institutional SLOs (iSLOs). All courses identify with two or more connections from the established program SLOs (pSLOs). Two of the eight Institutional SLOs are assessed each semester, according to the WCC iSLO Assessment Plan (which is posted on our website), which samples from the pSLOs across the campus. The results from our first complete cycle of assessment (2010-2013) can be viewed on our website. One example of an accomplishment that resulted from assessing iSLOs was the establishment of a Multi-Ethnic (ME) Center to display works related to ethnic studies as well as a meeting place for the ethnic studies student organization (ESSO) which hosts many events and speakers throughout the semester. These results are shared via campus e-mail alerts, posted to our website, shared during board meetings and discussed during Academic Senate/College Council meetings.

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.

The development of Student Learning Outcomes (SLO) began as a result of a district-level project team, which led to the adoption of the eight institutional SLOs (iSLOs) in 2004. Between 2004 and 2008, Woodland – under the guidance of the district project team – identified and aligned all of its programs and units with two or more iSLOs. When we achieved status as a separate college in 2008, the WCC SLO Committee was established, co-chaired by faculty. The membership of the SLO committee ensures that development and assessment efforts are faculty-driven with support from administration. All academic, administrative, and student support service clusters identify with two or more established iSLOs. All courses identify with two or more program SLOs. Two of the eight Institutional SLOs are assessed each semester on a rotating cycle, according to the WCC iSLO Assessment Plan, which samples courses linked with the iSLOs scheduled to be assessed. As a result of an evaluation of the alignment and mapping of courses and programs, the SLO Committee determined that two iSLOs were disproportionately under-represented among all the program and course-level SLOs and the committee will review and revise SLO linkages this year.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37.

The College established a SLO Committee in 2009 and provided 20% reassigned time to a faculty member who serves as the Coordinator. The Committee, in conjunction with the office of Research, has been at the forefront of campus wide dialogue on the assessment of student learning through student learning outcomes. This dialogue is evident in division meetings, flex workshops, curriculum committee meetings, academic senate meetings and convocations. The creation and institutionalization of the Woodland Community College Program Review Validation Team (PRVT) has also strengthened the use of SLO data and evaluation in the program

	<p>review recommendations. PRVT promotes dialogue and immediate evaluation and feedback to the program and program members (faculty and others connected with the program) from a peer-evaluated process since information submitted in the program reviews is filtered through the PRVT and recommendations for priorities and resource allocations are provided to other campus planning groups. Finally, the WCC SLO committee is a college wide committee and communicates information internally and externally via newsle posters, committee reports, campus presentations, and conference presentations.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>To accomplish the goal of reaching the level of sustainable continuous quality improvement, the college adopted a model of "Every Course, Every Semester" starting in spring 2013 – with the understanding that faculty are expected to submit an assessment for all courses being offered in a semester. Communication and consensus building of this culture of continuous inquiry was accomplished through the college Academic Senate, New Adjunct Orientations, College Council, Full Time Faculty meetings, and Division meetings. Finally, recognizing that nearly 80% of the College's faculty are adjunct, the SLO committee designed a "user friendly" Adjunct Only SLO form, eliminating the need for adjunct faculty to learn how to maneuver through the college's online database – this resulted in an incredible jump in the course assessment rate from fall 2012 (54%) to spring 2014 (94%). SLO are incorporated in the Strategic Plan SLO as one of eight goals, and are an assessment variables for evaluating continuous improvement. Program Review Validation Team was formed in fall 2012 and and is charged with aligning resource allocation with program reviews data, including SLO assessments, which feeds into the district integrated planning protocol.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>All institutional outcomes, programs, units and nearly 94% of active courses have completed an entire cycle of assessment as of spring 2014. Some examples of changes made as a result of SLO assessment results are: -An anthropology course changed its field trip requirement after it became evident that students struggled with transportation issues, rather than the content material. - SLO assessments of online courses provided substantiation for the purchase of a new District Learning Management System, since the old platform was inadequate. -Require students in Human Services course to meet with an instructional support staff at the Academic Reading Center at the start of the course. The following changes were made as a result of an evaluation of the SLO assessment process: - Creation of the "user friendly" Adjunct Only SLO form, which resulted in an increase in the number of assessment results received. -Adjusted Program Review due date from February to the preceding October, which aligned the collected SLO data and program assessments with College and District planning and budget processes.</p>

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0

		2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	None

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

If you need additional assistance, please contact the commission.

Sincerely,

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