

This confirms that your 2015 Annual Report to ACCJC was submitted by Dr. Michael White <mwhite@yccd.edu> on 03/22/2015. 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

**2015 Annual Report
 Final Submission
 03/22/2015**

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:	Alfred Konuwa
3.	Phone number of person preparing report:	530-661-4222
4.	E-mail of person preparing report:	akonuwa@yccd.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://wcc.yccd.edu/pdf/academics/schedules/2014-2015-WCC-Catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://wcc-acc.yccd.edu/
6.	Total unduplicated headcount enrollment:	Fall 2014: 2,602 Fall 2013: 2,764 Fall 2012: 2,755
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,698
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	584
9.	Number of courses offered via distance education:	Fall 2014: 15 Fall 2013: 11 Fall 2012: 17
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 421 Fall 2013: 379 Fall 2012: 559

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	68%									
14b.	Successful student course completion rate for the fall 2014 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, per year, 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, per year, 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	
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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 2013-2014 academic year:	252									
16b.	Number of students who received a degree in the 2013-2014 academic year:	243									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	9									
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 2013-2014:	185									
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	0									

	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:													
	<table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)								
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:													
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22.	Please list any other institution set standards at your college:													
	<table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Fall-to-Fall Persistence Rate</td> <td>Percentage of students who start in the fall, and who register for the subsequent fall</td> <td>48%</td> </tr> <tr> <td>Fall-to-Spring Persistence Rate</td> <td>Percentage of students who start in the fall, and who register for the subsequent spring</td> <td>58%</td> </tr> <tr> <td>Basic Skills Course Success Rate</td> <td>Percentage of students who pass their basic skills coursework</td> <td>50%</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Fall-to-Fall Persistence Rate	Percentage of students who start in the fall, and who register for the subsequent fall	48%	Fall-to-Spring Persistence Rate	Percentage of students who start in the fall, and who register for the subsequent spring	58%	Basic Skills Course Success Rate	Percentage of students who pass their basic skills coursework	50%	
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23.	<p>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).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The District, in collaboration with the colleges, has established five short-term goals to assist the institution in meeting its mission for 2013-15. These goals include improving student success and completion; improving leadership and managerial competencies; completing the transition to a multi-college district; increasing regional leadership; and prioritizing economic and workforce development to meet regional, state and national needs. Program and service vitality criteria were developed and vetted by both the college and District planning teams. Long-term goals will emerge from the 2014/15 strategic planning process and will include prioritized information from SLO assessment, program review, external demand and workforce needs.</p> </div>													

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning

Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	243
	b.	Number of college courses with ongoing assessment of learning outcomes	240
	Auto-calculated field: percentage of total:		98.8
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	34
	b.	Number of college programs with ongoing assessment of learning outcomes	34
	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:	8
	Auto-calculated field: percentage of total:		88.9
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://wcc-planning.yccd.edu/studentlearningoutcomes.aspx	
28.	Number of courses identified as part of the general education (GE) program:	110	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
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 <i>program Student Learning Outcomes</i> :	110	
32.	Number of Institutional Student Learning Outcomes defined:	8	
33.	Percentage of college instructional programs and student and learning support	100%	

	activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>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).</p> <p>All data from our iSLO assessments are made public on our WCC website. Periodic reports are made public to our Board of Trustees, and other local campus governing bodies (i.e. Academic Senate & College Council). In an effort to increase adjunct faculty awareness of college-wide SLO efforts the development of The SLO Lane (a newsletter from the WCC SLO committee) is published once a semester with updates and recommendations. We also assess two iSLOs each semester with various survey instruments ensuring a sampling from various academic areas that have identified a direct connection with the iSLO. These iSLO surveys are now collecting data for our AUO (administrative unit outcomes). In two years we were able to complete one full cycle of assessment of all 8 iSLOs for WCC. Allowing for almost 3 full cycles of assessment during a typically Accreditation cycle for our college. We also have posters in all buildings that outline the iSLOs for the college that is written in language as to the benefit for students in the attainment of these outcomes. We are piloting the use of the graduation survey to collect future iSLO data. As an institution we also standardized the expectation that at least one SLO per course will be assessed each semester allowing each program to have ample course level assessments to compliment program reviews.</p>	
<p>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.</p>		
36.	<p>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).</p> <p>All courses, degrees, and programs are aligned with the 8 iSLOs for WCC. The 8 iSLOs were originally developed then all programs selected 2+ iSLOs to develop program specific SLOs. In each program all courses developed their own outcomes that connected with the program outcomes. This made the mapping of our outcomes easy to follow. All programs use both course assessments and program assessments to discuss the status of their program and make any necessary recommendation in their program review. WCC's Program Review Validation Team provides feedback to the programs based on the use of their assessments. Data and executive summaries from all program reviews are aligned for our college-wide budget/planning, staffing, and other college-level institutional planning. In this program review process all academic programs will need to update and review curriculum. Using course-level SLO assessments the program can make recommendation for their curriculum in regards to the establishment or continuation of prerequisites or corequisites. WCC has also changed the due date for program reviews from the spring semesters to the fall semesters to align with larger college/district planning cycles. WCC curriculum committee is in the process of assessing GE patterns and</p>	

	<p>plans to use these to validate the GE patterns in the future.</p>
37.	<p>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).</p> <p>The opportunity for dialogue regarding the SLOs is found at multiple levels of interaction. At the department level both full-time and adjunct faculty discuss course and program assessments during department/division meetings and in the development of assessment methods and curriculum. The discussion of iSLO data originates in the WCC SLO committee after the collection of the assessment then with recommendations provided to administration and/or curriculum. Currently there is cross communication with the WCC SLO Committee and WCC Curriculum committee how SLOs can be used to strengthen GE validation and the creation of new degrees/certificates with a consideration of the intended student population. As the college works on the student equity plans and SSSP there will be increasing opportunities for college-wide discussion of student attainment of established and expected outcomes.</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>All programs submit program reviews/updates every year. Program reviews require both academic and non-instructional areas to address the assessment and evaluation of course and/or program outcomes. The creation of the program review is a collaborative process of faculty and staff that are associated with the program and requires dialogue to the way in which the outcome results are reported. After the submission of program reviews PRVT (Program Review Validation Team) will review the narratives and executive summaries submitted by the program. PRVT is comprised of faculty, administration, staff, and other key individuals (e.g. curriculum chair, senate president, etc.). This membership allows for various constituencies to discuss the reported results and more importantly provide feedback to the respective programs. Reports from the program reviews are provide and shared on the college web-site and summative data shared with other college and district governance groups as necessary.</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>Thanks to the faculty driven assessment of SLOs numerous programs have made positive adjustments to advance student learning and experiences at WCC. One example is from our Academic Reading Center (ARC). Based on the assessment and survey of students and faulty the center has increased marketing strategies to increase awareness and use of the service. The retention rate and success rates for heavier uses of the ARC were notably higher than that of the college at-large. There has also been the creation of academic success presentations based on the assessment of the students who use the ARC. Our DSPS office has been using feedback from program assessments to identify and assess different intervention needs and have developed new strategies for earlier intervention for students. Finally, WCC Math program based on SLO assessment has revised curriculum focus to ensure that course objectives are primary in the course as well as working with all Math instructors to connect with prior learned concepts to improve attainment of specific course SLOs. These are just a few small examples of how SLO data has been used to improve student learning. These successes are possible because of the reformed program</p>

review process that has been institutionalized for WCC. SLO data is now required in Program reviews for any budget/curriculum requests.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Woodland Community College\'s Colusa County Outreach Facility has developed a schedule that allows students to complete at least 50% of the requirements for a certificate or degree. The College will also realign the Yuba Community College District\'s Clear Lake Center into its administrative and instructional structures beginning 2016.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	There has been no site additions or deletions since 2013. The College is submitting a Substantive Change for a site addition/realignment beginning 2016.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Colusa County Outreach Facility
43.	List all of the institutions instructional sites out of state and outside the United States:	The institution does not have any site out of state and outside the United States

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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