



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

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February 11, 2013

Dr. Angela Fairchild  
President  
Woodland Community College  
2300 E. Gibson Road  
Woodland, CA 95776

Dear President Fairchild:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, considered the Institutional Self Evaluation Report, the report of the external evaluation team which visited Woodland Community College October 22- 25, 2012, and the presentation made by College personnel.

The Commission acted to issue **Warning** and to ask that Woodland Community College correct the deficiencies noted. The College is required to complete a **Follow-Up Report<sup>1</sup>** by **October 15, 2013**, demonstrating resolution of the deficiencies noted in the 2012 External Evaluation Report. The report will be followed by a visit of Commission representatives.

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission. The Commission may require an institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve deficiencies, and may subject the institution to required reports and evaluation visits. During the warning period, reaffirmation is delayed, but the institution remains accredited and will be reaffirmed when the issues giving rise to the warning are fully resolved and the institution is removed from warning.

The Commission notes that the College has not yet progressed to the Proficiency level on the Commission's Rubric for Evaluating Institutional Effectiveness Part III: Student Learning Outcomes, and the College timeline has set two years before the College will be fully compliant. This exceeds the Commission's expectation of Proficiency by Fall 2012.

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The Follow-Up Report should demonstrate that the institution has fully addressed the recommendations noted below, resolved the deficiencies, and now meets all Eligibility Requirements and Accreditation Standards identified in the External Evaluation Team Report and the recommendations.

**District Recommendation 1:**

To meet the Standards, the teams recommend that the chancellor develop and implement short term and long term data driven strategic plans. These should be developed in an inclusive manner, be transparent, clearly communicated and inclusive of the planning at the colleges. Particular focus should be in the development, implementation, assessment, and evaluation of the following: (I.A.4, I.B.2, I.B.5, II.A.2, II.C, III.B)

- A strategic plan guiding the District in integrating its planning processes that result in the district meeting its goals set forth and in line with their vision and mission;
- A planning structure driving allocation of district resources for the District, the colleges, and the off-campus centers; and
- A planning calendar including timelines that are delineated with parties/positions responsible.

**District Recommendation 2:**

To meet the Standards, the teams recommend that the District, in conjunction with the colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the district's and colleges' missions. (I.A.1, I.B, III.A.6, III.B.2.b, III.C.2, III.D.4, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, III.D.2.b, III.D.3, IV.B.3.c)

**District Recommendation 3:**

To meet the Standards, the teams recommend that the District provide the following:

- Delineation of its functional responsibilities;
- Determination of whether current functions provided by the District office should be centralized or decentralized to better serve the needs of the students; and
- Clarification of the district level process for decision-making and the role of the district in college planning and decision-making.

The District should clearly identify district committees, perform a regular review of their work, conduct review of the overall effectiveness of district services to the colleges, and widely disseminate the results of those reviews. (I.A.4, I.B.1, III.B, IV.A, IV.B.3)

**District Recommendation 4:**

To meet the Standard, the teams recommend human resources planning be integrated with institutional planning and the District and colleges should systematically assess the effective use of human resources and use the results of the evaluation as a basis for improvement and identify needed staff in faculty, classified, and management positions. Further, the teams recommend the systematic evaluation of all personnel at stated intervals with appropriate documentation. For all employee groups, the District should also follow clearly defined appropriate written evaluative processes that are in written terms. (III.A.1.a-b, III.A.6)

**District Recommendation 5:**

In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the college presidents. (IV.B.1, IV.B.1.j)

**College Recommendations**

**College Recommendation 1 (Integrated planning):**

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing, and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

**College Recommendation 2 (Student Learning Outcomes):**

In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including all service and administrative areas), and progress through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)

**College Recommendation 3 (Distance Education):**

In order to fully meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education (DE) students. All DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the college, resource allocation, and technology training should be regularly and systematically assessed and that information should be used for continuous quality improvement. (I.B, II.A, II.A.1, II.A.1b, II.A.2, II.A.2d, II.B, II.C, III.A, III.B, III.C, III.D)

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**College Recommendation 4 (Professional development and training):**

In order to fully meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff, and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2)

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with standards or on sanction are expected to correct deficiencies within a two-year period or the Commission must take action to terminate accreditation. Woodland Community College must correct the deficiencies noted no later than **October 2014**.

The External Evaluation Team Report that was sent to the institution provides details of the team's findings with regard to each Eligibility Requirement and Accreditation Standard and should be read carefully and used to understand the team's findings. The recommendations contained in the External Evaluation Team Report represent the best advice of the peer evaluation team at the time of the visit, but may not describe all that is necessary to come into compliance. Institutions are expected to take all actions necessary to comply with Eligibility Requirements, Accreditation Standards and Commission policies. The Commission reminds you that while an institution may concur or disagree with any part of the report, Woodland Community College is expected to use the Evaluation Team Report to improve educational programs and services and to resolve issues identified by the Commission.

The College conducted an educational quality and institutional effectiveness review as part of its self evaluation. The Commission suggests that the plans for improvement of the institution included in its self evaluation efforts be used to support the continuing improvement of Woodland Community College.

The ACCJC has previously sent you a copy of the Evaluation Team Report. Additional copies may now be duplicated. The Commission requires you to give the Evaluation Report and this letter dissemination to your College staff and to those who were signatories of your College Self Evaluation Report. This group should include the campus leadership, the Chancellor, and the Board of Trustees.

The Commission also requires that the Institutional Self Evaluation Report, the External Evaluation Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the External Evaluation Report, please contact Commission staff.



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Finally, ACCJC staff is available to assist the College with consultation and advice on the recommendations identified above. Please feel free to call us.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/tl

cc: Dr. Alfred Konuwa, Accreditation Liaison Officer  
Dr. Douglas B. Houston, Chancellor  
President, Board of Trustees  
Dr. Sunita V. Cooke, President, Grossmont College, Team Chair

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<sup>1</sup> Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).