# Woodland Community College

*Self Evaluation Report of Educational Quality and Institutional Effectiveness Submitted in Support of Reaffirmation of Accreditation.*

*August 24, 2012*

**Woodland Community College**

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

Prepared and Submitted by:
Woodland Community College
2300 East Gibson Road
Woodland, CA 95776

To:

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

**Date Submitted:**
August, 2012

# INSTITUTIONAL SELF EVALUATION REPORT – CEO CERTIFICATION PAGE

**Date:** August, 2012

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

**From:**   Angela R. Fairchilds, Ph.D.
Woodland Community College
2300 East Gibson Road
Woodland, CA 95776

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.*

Signature:

_____

*(Chief Executive Officer)*

# INSTITUTIONAL SELF EVALUATION REPORT - GOVERNING BOARD CERTIFICATION PAGE

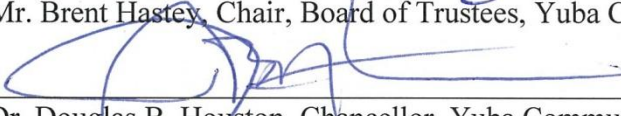**Date:** August 22nd, 2012

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

**From:** Angela R. Fairchilds, Ph.D.
Woodland Community College
2300 East Gibson Road
Woodland, CA 95776

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
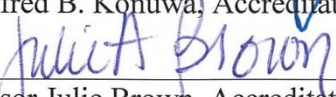
We certify that we have read the final Institutional Self Evaluation Report and that we were involved in the self-evaluation process.

Signed :_____

(Mr. Brent Hastey, Chair, Board of Trustees, Yuba Community College District)

_____

(Dr. Douglas B. Houston, Chancellor, Yuba Community College District)

_____

(Dr. Angela R. Fairchilds, President, Woodland Community College)

_____

(Dr. Alfred B. Konuwa, Accreditation Liaison Officer/Management Co-Chair)

_____

(Professor Julie Brown, Accreditation Faculty Co-Chair)

_____

(Professor Monica Chahal, President, Academic Senate, Woodland Community College)

_____

(Ms. Neli-Gonzalez-Diaz, Classified Representative, College Council)

_____

(Mr. Mitch Harris, President, Associated Students, Woodland Community College)

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# Introduction

## HISTORY OF THE INSTITUTION

Under the auspices of the Yuba Community College District, the College was first established in Woodland as an outreach location of Yuba College in 1975, offering evening classes and operating out of leased facilities with only a handful of staff. The demand for college programs and services in Yolo County grew rapidly and by 1977 plans for a more permanent location emerged. In 1981, the outreach site was formally designated as an Educational Center by the California Postsecondary Education Commission. By 1985, the Yuba Community College District Board of Trustees had secured a 120-acre site in Woodland to establish the future college. Groundbreaking on the permanent facilities
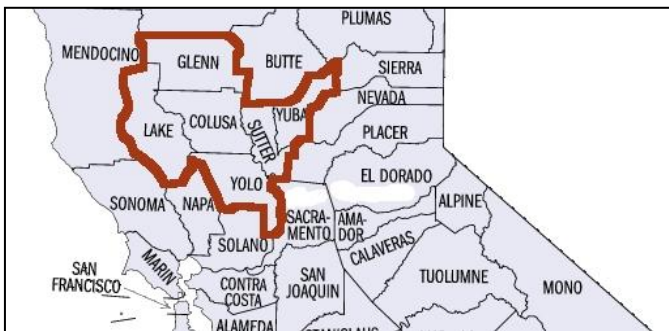


began in 1987 and the Center opened at the present-day site in 1990. Woodland Community College (WCC) received its accreditation as a public two-year community college within the Yuba Community College District (YCCD) in June 2008 from the Accrediting Commission for Community and Junior Colleges (ACCJC). Both its candidacy and initial accreditation were approved in the same year and WCC became the 110th

| Service Area Population with Projections Through 2020 | | | |
|---|---|---|---|
| County | 2000 | 2010 | 2020 |
| Colusa | 19,027 | 23,787 | 29,588 |
| Yolo | 170,190 | 206,100 | 245,052 |

CA Dept. of Finance, Demographic Research Unit 2007

community college in the California Community College system. WCC has an annual student headcount of 4,377 and approximately 70 full and part-time permanent employees. As a Hispanic Serving Institution serving a predominately rural area, WCC provides educational opportunities for Woodland, Esparto, Knights Landing in Yolo County, and all of Colusa County and, through grants and collaborative efforts, is making significant progress towards meeting the unique educational needs of its service area.

The population of both Yolo and Colusa counties, which provide the majority of WCC's students, has grown dramatically in recent years, with projections indicating even greater growth in the coming decade. In Colusa County, the overall population has grown by 36.9% in the past 20 years, and the population of Yolo County has grown by 48.3% during that same period (1988-2008). Over the past eight years, the Hispanic population of Colusa County has grown 22.6% and the Hispanic population of Yolo County has grown by 26.6%. Furthermore, economic hardship affects residents of these counties more than most. The unemployment rate is 10.7% for Yolo County, and 19.1% for Colusa County, both far above the national (8.6%) average and close to or above the state (10.9%) average (Source: Bureau of labor Statistics, April 2009 Non-Seasonally Adjusted), and Colusa County currently ranks fifth out of 58 California counties in terms of poverty rate (Source: Public Policy Institute of California, March 2009).

Woodland Community College offers courses designed to meet the educational and vocation needs of its students, in addition to basic skills courses in math and English for students who are not prepared for college-level work. Students have numerous degree/certificate options at WCC, specifically WCC offers 25 Associate in Science, 8 Associate in Arts, and 26 Certificate of Achievement programs of study. Additionally some programs have one or more courses articulated with secondary institutions, such as California State University or the University of California schools.

Career and Technical Education (CTE) programs are highly desirable and draw many students who are interested in career occupations such as Administration of Justice, Agriculture, Early Childhood Education, and Motion Graphic Design. The CTE advisory committee assists the college in directing the growth and direction of CTE programs through research and evidence of community need.

Each year nearly 200 students graduate with an associate or certificate, and some continue their educational pursuits at the 4-year college level while others enter the workforce.

Growth is the key distinguisher of WCC which serves students from Yolo, Colusa, Sutter, Yuba, and even Sacramento and Solano counties. In May 2007, WCC opened its new Learning Resource Center which effectively doubled the footprint of the college, adding 25 new classrooms, an expanded library, math & writing labs, and a large Community Room to support events. Renovation of the student services building was completed in 2010, providing additional space for and a centralized location for all student services. Groundbreaking on an energy efficient outreach facility in Colusa County began in January 2010, and opened to students in spring 2011. The development of the facilities at WCC symbolizes the commitment to the educational needs of the communities it serves.

## DEMOGRAPHIC INFORMATION

### Service Area Profile

Woodland Community College's primary service area includes Yolo, Colusa and Sutter counties; however students journey from Yuba, Sacramento and even Solano County to pursue their higher education goals. Providing educational services to a rural area spanning over 4,000 square miles, Woodland Community College leverages its excellent network of collaborative agreements with learning centers and facilities in remote locations along with extensive interaction with the community and students through electronic and traditional media to ensure that the unique needs of this community are met.

### Service Area Population Projections

WCC's primary service area population is projected to increase by 24 percent from 2010 to 2020, which means Colusa, Sutter and Yolo counties will see a population growth of over 76,000 people in the span of ten years. In comparison, the State of California is projected to experience only an 11.5 percent increase in population from 2010 to 2020. The higher-than-average growth rate of WCC's service area and the unique characteristics of the community have compelled the campus to continue to seek innovative ways to fund new and expanded in-demand programs.

*Primary Service Area Population with Growth Projections and Percent Changes*

| County | 2010 | 2015 | 2020 | Change (N) | Change (%) |
|---|---|---|---|---|---|
| Colusa | 21,450 | 23,859 | 26,583 | 5,133 | 24% |
| Sutter | 95,179 | 111,954 | 130,803 | 35,624 | 37% |
| Yolo | 201,972 | 218,658 | 237,240 | 35,268 | 17% |
| Overall | 318,601 | 354,471 | 394,626 | 76,025 | 24% |
| California | 37,370,595 | 39,301,563 | 41,678,215 | 4,307,620 | 11.5% |

Source: DOF Interim County Population Projections, June 2011 (Note: Number and Percent change are based on 2010-2020)

### Service Area Gender Distribution

The gender distribution of Colusa, Sutter and Yolo counties is predicted to remain fairly stable from 2010 to 2020, with approximately 50 percent females and 50 percent males.

*Primary Service Area Population with Gender Projections (2010-2020)*

| County | 2010 | | 2015 | | 2020 | |
|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Female | Male |
| Colusa | 49% | 51% | 49% | 51% | 49% | 51% |
| Sutter | 51% | 49% | 51% | 49% | 51% | 49% |
| Yolo | 51% | 49% | 50% | 50% | 50% | 50% |
| Overall | 50% | 50% | 50% | 50% | 50% | 50% |

Source: DOF Race/Ethnic Population Projections with Age and Sex Detail 2000-2050

## Service Area Race And Ethnicity Distribution

The race and ethnic distribution of Colusa, Sutter and Yolo counties continue to see a gradual increase in Hispanics over time – continuing the current trend and reinforces how critical Woodland Community College, as a Hispanic Serving Institution, is to this community. Over average, the Hispanic population is projected to grow by approximately 5 percent, while Caucasians will decrease by 5 percent and all other races remain fairly unchanged from 2010 to 2020.

*Primary Service Area Population with Race/Ethnicity Projections (2010-2020)*
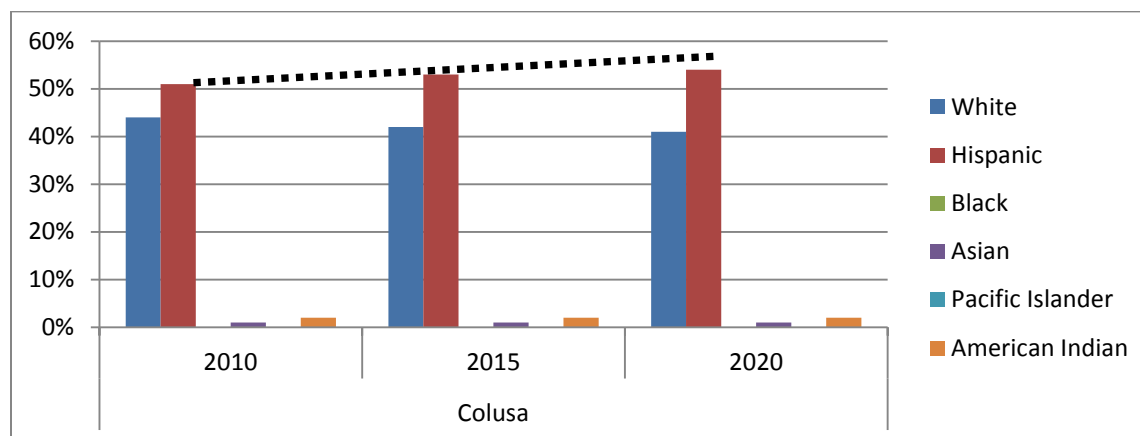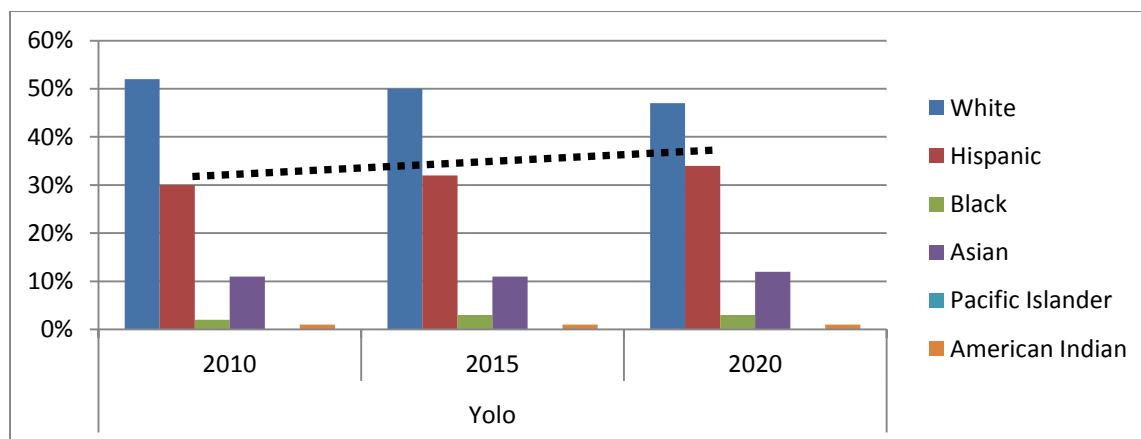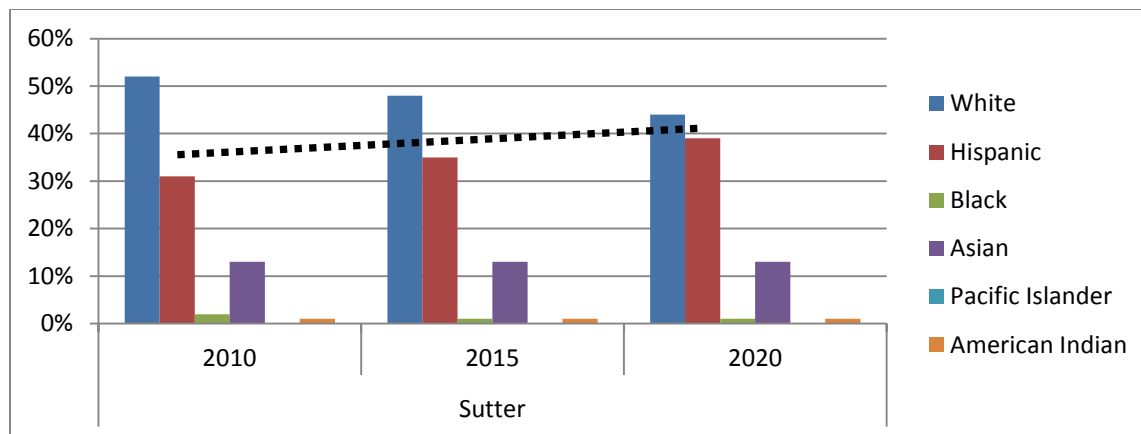
Sutter



Yolo

Source: DOF Race/Ethnic Population Projections with Age and Sex Detail 2000-2050

## Service Area Age Distribution

Woodland Community College's service area is projected to experience a 15 percent growth (N=4,493) in the 15 to 19 year-old cohort from 2010 to 2020, and this population typically comprise the bulk of WCC's first-time college students.  Additionally, Colusa, Sutter and Yolo are expected to see roughly a 30 percent growth in its youngest members (age 5 to 14 years) as well as a large increase in older members (66 percent increase in individuals aged 65 to 74 years old).  (Source: DOF Race/Ethnic Population Projections with Age and Sex Detail 2000-2050).

*Primary Service Area Population with Age Projections (2010-2020)*



Colusa County (2010-2020)



Yolo County (2010-2020)



Sutter County (2010-2020)
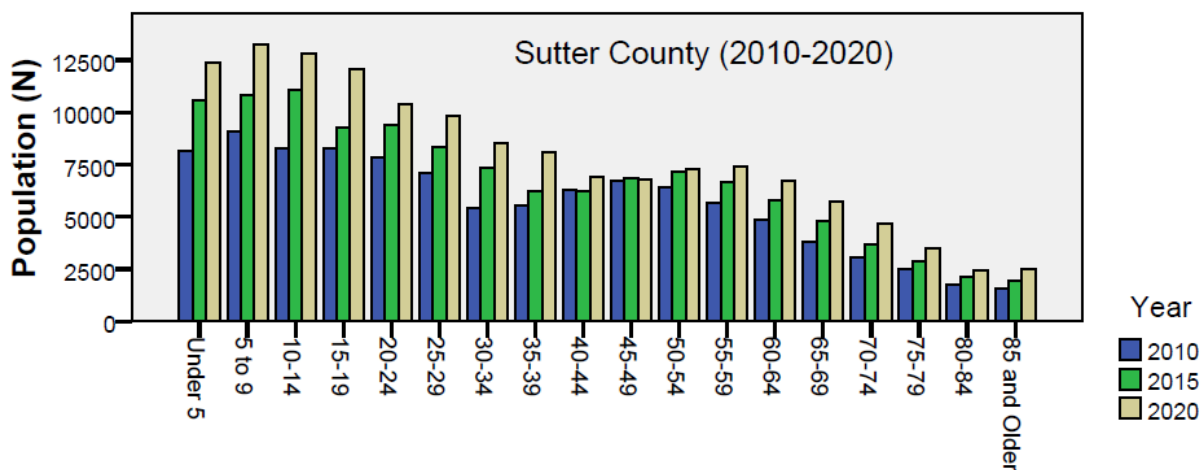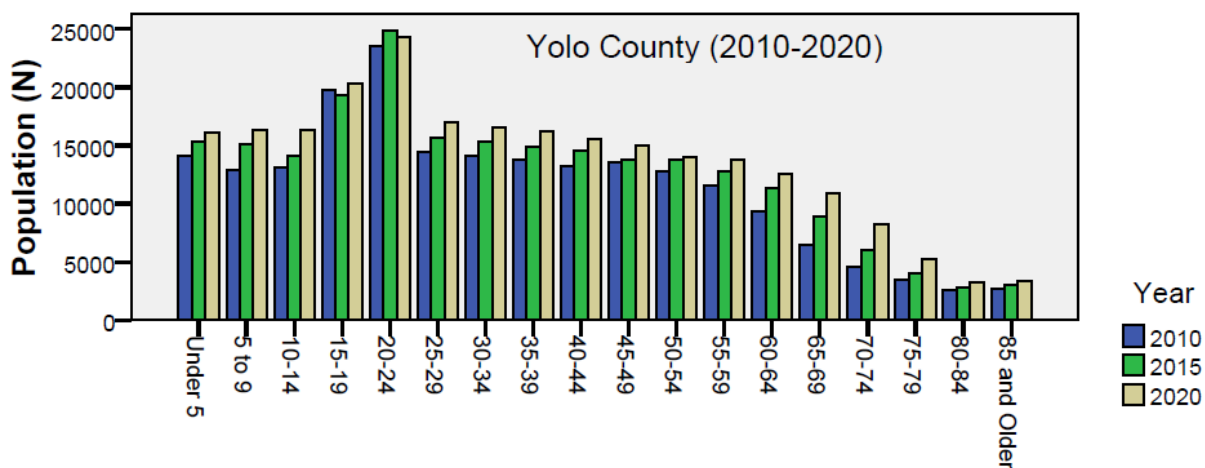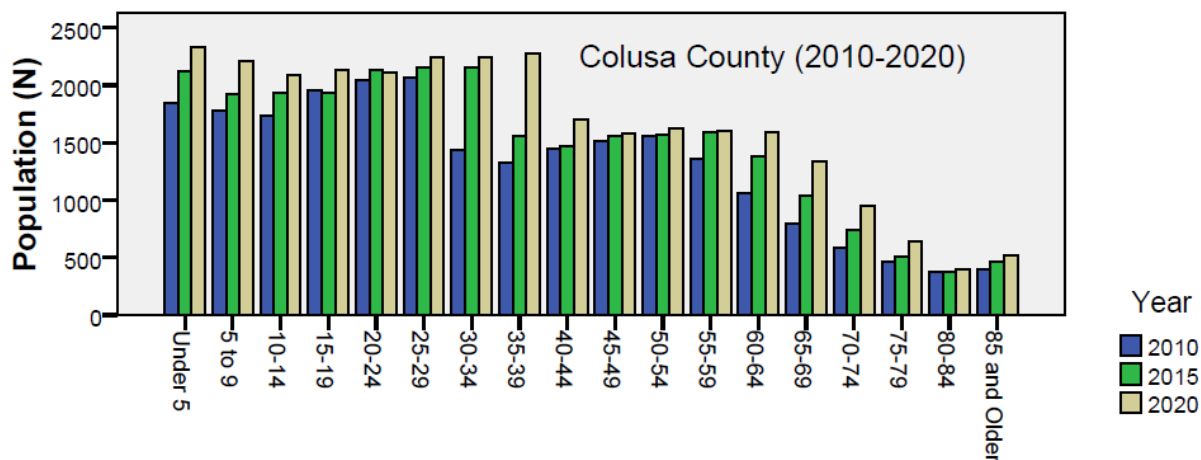
## Socio-Economic Profile: Yolo County 2005-2009

The following socio-economic data for Yolo County, WCC's primary and largest service area, is provided by information gathered from the 2005-2009 American Community Survey administered by the U.S. Census Bureau.

On average, Yolo County is comprised of primarily: married couple families, with an educational achievement of high school diploma or higher, employed in education/health care/social assistance, between the ages of 25 and 44, and with a median income of $56,232. Over 72,000 individuals 3 years and older were enrolled in school – 50 percent being college/graduate school enrollment. English is the only language spoken at home for 66 percent of the population, with 34 percent reporting speaking a language other than English at home.

**Types of Households in Yolo County, 2005-2009**

| | |
|---|---|
| Married-Couple families | 46% |
| Other families | 15% |
| People living alone | 25% |
| Other non-family households | 14% |
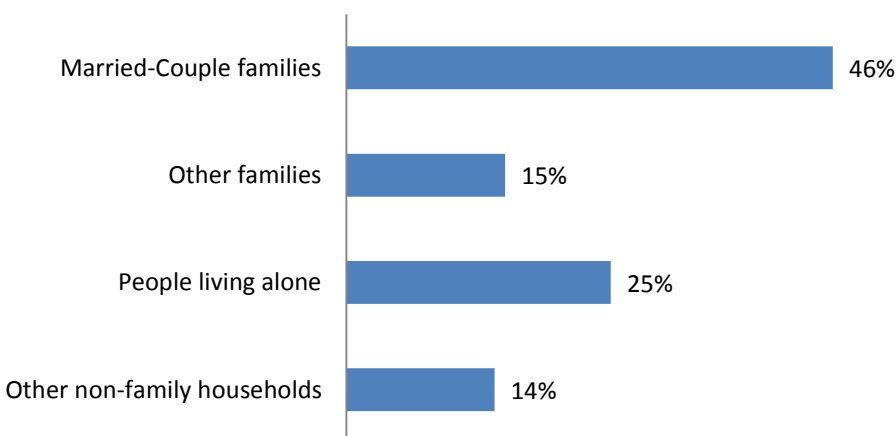
Of 68,000 households in Yolo county, 61 percent were families – 46 percent were married couple families and 15 percent were other families. Most non-family households were people living alone.

**Educational Attainment in Yolo County, 2005-2009**

| | |
|---|---|
| Graduate or professional degree | 17% |
| Bachelor's degree | 20% |
| Associate's degree | 7% |
| Some college, no degree | 19% |
| High school diploma or equivalent | 21% |
| Less than high school diploma | 16% |
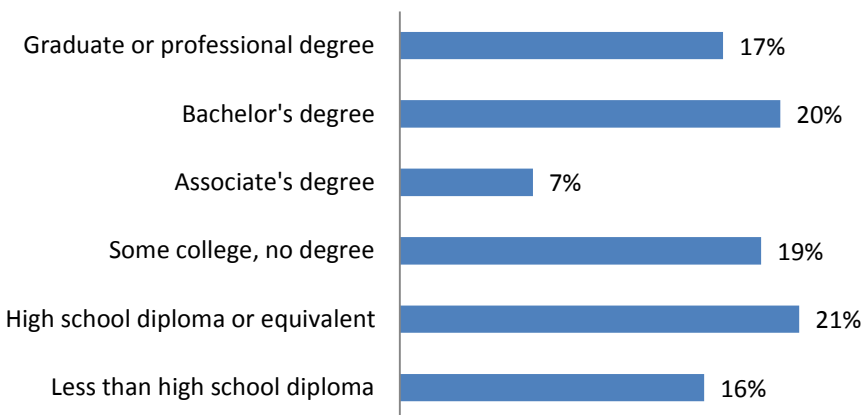
From 2005 to 2009 the total secondary enrollment was 31,000 children, and post-secondary enrollment was 36,000. Overall, 84 percent of people aged 25 years and older had at least a high school diploma or equivalency.

## Median Income in Yolo County 2005-2009

| Category | Amount |
|---|---|
| Median household income | $56,232 |
| Median family income | $72,173 |
| Median nonfamily income | $35,156 |
| Median female, full-time, year round income | $41,318 |
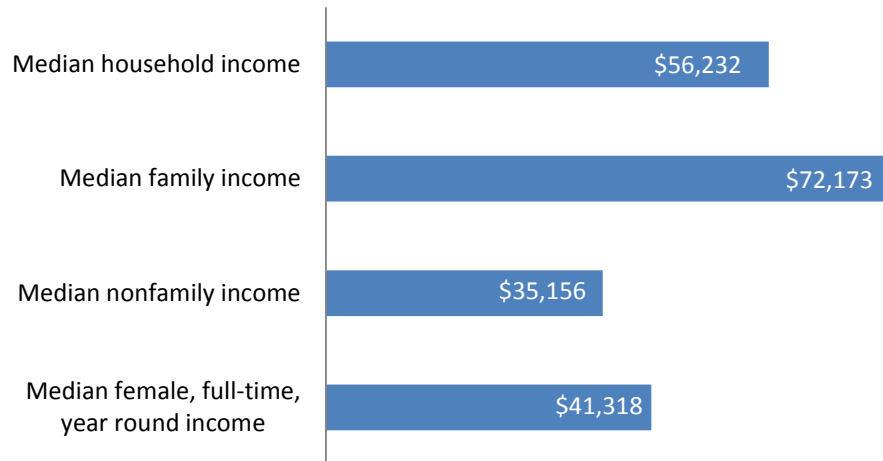
The median household income in Yolo County was $56,232 in 2005-2009, with higher median income seen for families ($72,173) and lower median income seen for nonfamily units ($35,156).

## Population Below Poverty in Yolo County, 2005-2009

| Category | Percent |
|---|---|
| People age 65 and over | 6% |
| Related children under 18 | 16% |
| All families | 9% |
| Female householder families | 24% |
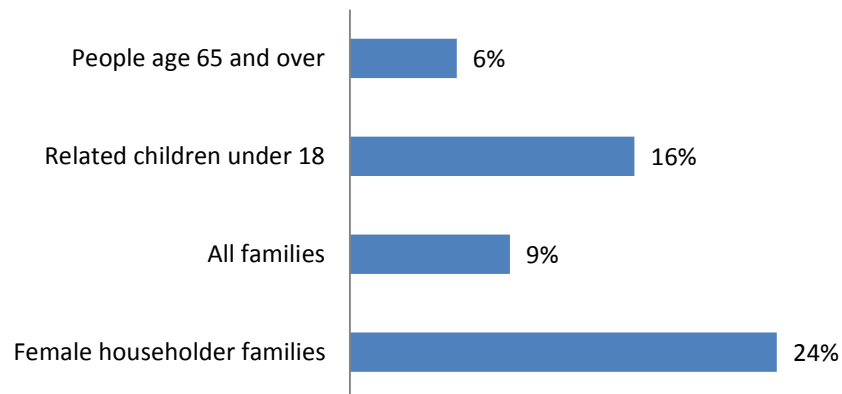
In 2005-2009, 17 percent of Yolo County population was in poverty, with the highest rate seen for female householder families.

**Housing Units in Yolo County, 2005-2009**

| Category | Percentage |
|---|---|
| Single-unit structures | 65% |
| Multi-unit structures | 31% |
| Mobile homes | 5% |

**Occupants with a Housing Cost Burden in Yolo County 2005-2009**

| Category | Percentage |
|---|---|
| Owners with mortgage | 45% |
| Owners without mortgage | 12% |
| Renters | 58% |
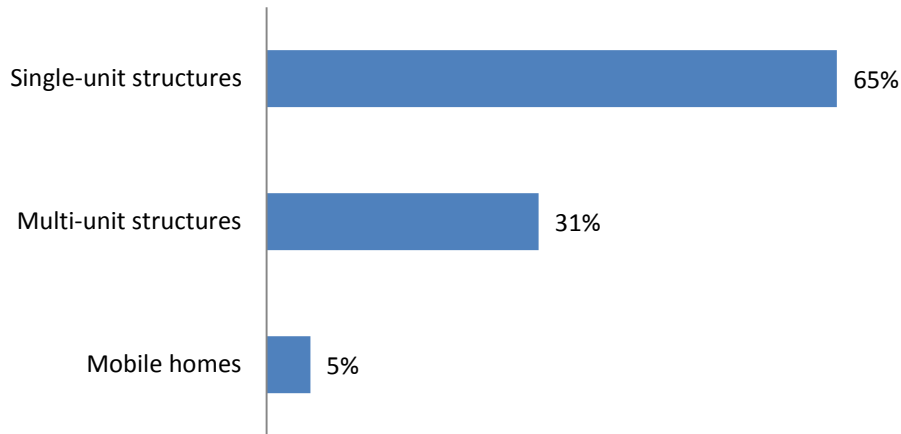
During 2005-2009, Yolo County reported 71,000 housing units and 5 percent vacancy rate. Single-unit structures made up the vast majority of housing units in Yolo County. Of the 68,000 occupied housing units, 55 percent were owner occupied and 45 percent were renter occupied.
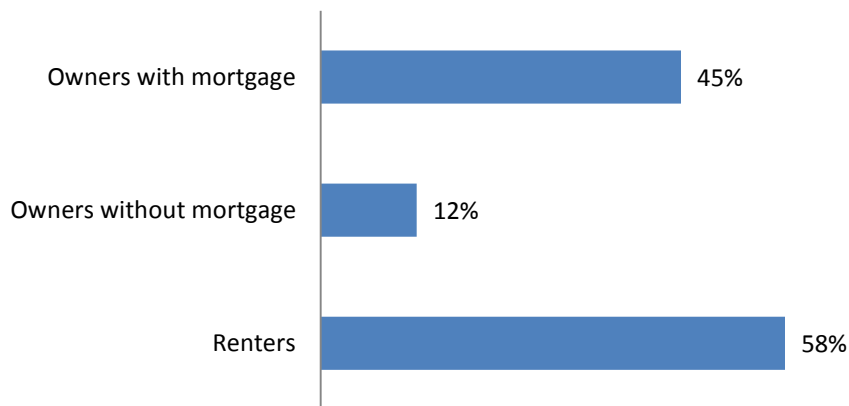
On average, 58 percent of renters and 45 percent of owners with mortgage spent 30 percent or more of household income on housing. The median cost of housing for renters was $1,027, owners without a mortgage $440 and owners with a mortgage was $2,112.

## Current And Projected K-12 Enrollment And High School Graduates

Given the projected population growth expected for Woodland Community College's youngest service area members, the expected increase in K-12 enrollment and graduates is unsurprising. From 2010 actual data to 2020's projections, WCC's service area will see almost 16 percent increase in K-12 enrollment (nearly quadruple the State-wide average of 4 percent) and an 8 percent increase in high school graduates (compared to the State-wide projection of -4.8 percent graduates within the same time period.) While Woodland Community College's primary feeder high schools in Yolo County have an average graduation rate of 80 percent, over 50 percent of it students are low-income (source: California Department of Education, Data Quest.)
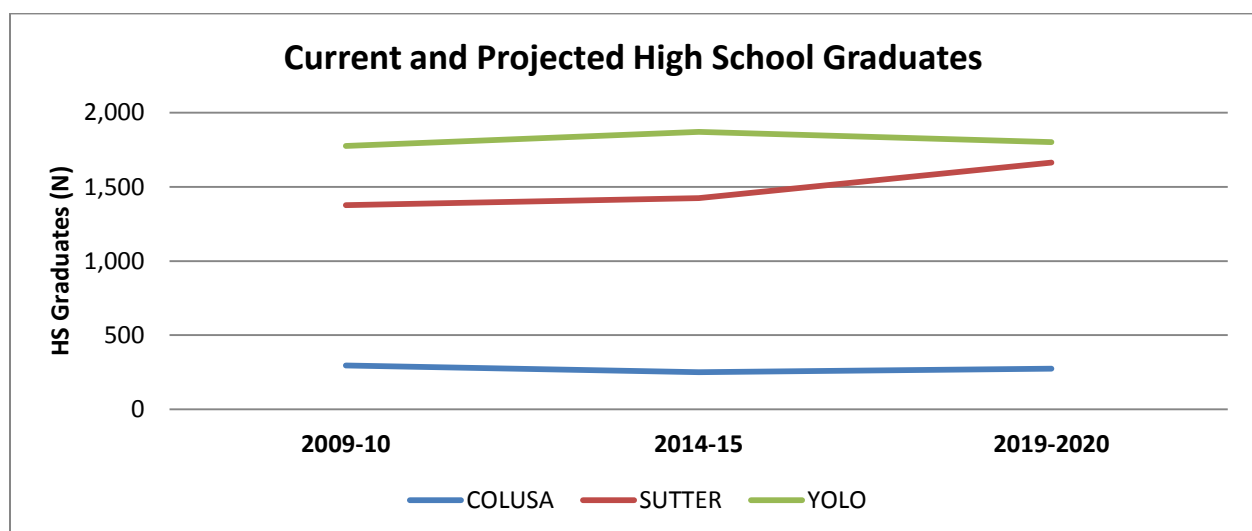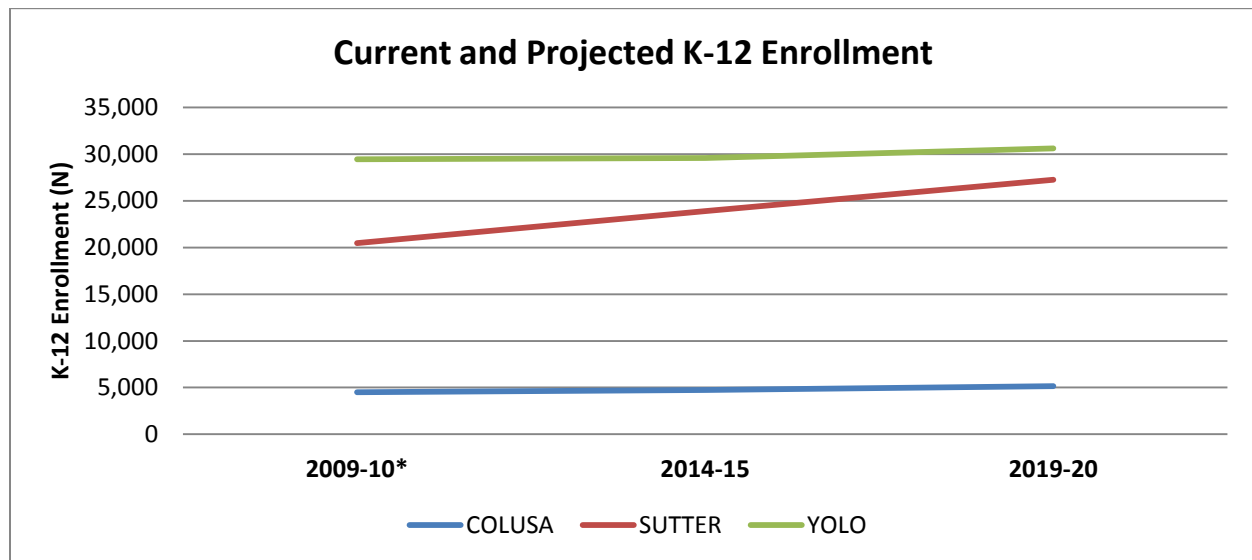




Source: California Public K-12 Graded Enrollment Projections Tables

The average college going rate for high school graduates from Colusa, Sutter or Yolo was approximately 40 percent for 2009, with the highest percentage of college goers attending California Community Colleges (nearly 19 percent.) Individual county college going data is presented below (source: CPEC, Enrollment – First-Time Students at Public Institutions / College Going Counts.)



College Going Rate for Colusa County High School Graduates (2009)

- University of California: 4.2%
- California State University: 11.1%
- California Community Colleges: 16.9%
- Overall: 32.2%



College Going Rate for Sutter County High School Graduates (2009)

- University of California: 4.7%
- California State University: 8.3%
- California Community Colleges: 8.5%
- Overall: 21.5%

**College Going Rate for Yolo County High School Graduates (2009)**



| Category | Rate |
|----------|------|
| University of California | 13.5% |
| California State University | 13.1% |
| California Community Colleges | 26.3% |
| Overall | 52.9% |

**Labor Market Data**

Colusa County is reliant on agriculture economic activities as one of their top sources of employment and income. Sutter County also has supported a vibrant agriculture economy in the past, however is projected to see a slight reduction in farm-related employment from 2008 to 2018. Yolo County, given its close proximity to Sacramento and Solano counties, has the benefit of leveraging agriculture, industrial and civil service occupations as sources of employment and income. Overall, Woodland Community College's service area is projected to see a 10.3 percent increase in employment (N= 111,050) from 2008 to 2018. Major employers in Yolo County are primarily within academic, government, medical and retail industries.

*Employment Projections 2008-2018*

| Employment Projections 2008-2018 | | Annual Average Employment | | Employment Change | |
|---|---|---|---|---|---|
| | | **2008** | **2018** | **Numerical** | **Percent** |
| Total Employment | Colusa | 41,440 | 44,590 | 3,150 | 7.6 |
| | Sutter | 51,300 | 55,800 | 4,500 | 8.8 |
| | Yolo | 985,100 | 1,088,500 | 103,400 | 10.5 |
| Agriculture Employment | Colusa | 5,480 | 5,800 | 320 | 5.8 |
| | Sutter | 4,400 | 4,300 | -100 | -2.3 |
| | Yolo | 8,200 | 8,300 | 100 | 1.2 |
| Government Employment (Federal, State and Local) | Colusa | 8,920 | 9,690 | 770 | 8.6 |
| | Sutter | 11,600 | 12,500 | 900 | 7.8 |
| | Yolo | 238,200 | 257,200 | 19,000 | 8.0 |

*Top 25 Employers in Yolo County* (Source: EDD, Labor Market Info, Major Employers by County)

| Employer Name | Location | Industry |
|---|---|---|
| BEL AIR MARKETS | Broderick | GROCERS-RETAIL |
| COVENTRY WORKERS COMP SVC | Broderick | HEALTH PLANS |
| DENNIS BLAZONA CONSTRUCTION | W. Sacramento | CONSTRUCTION COMPANIES |
| HOTEL AT CACHE CREEK RESORT | Brooks | CASINOS |
| MTS INC | W. Sacramento | RECORDS TAPES & COMPACT DISCS-RETAIL |
| NOR-CAL BEVERAGE CO | W. | BEVERAGES (WHLS) |

| | | |
|---|---|---|
| INC | Sacramento | |
| **NORCAL BEVERAGE CO** | W. Sacramento | VENDING MACHINES-MANUFACTURERS |
| **PACIFIC COAST PRODUCERS** | Woodland | CANNED SPECIALTIES (MFRS) |
| **PROCUREMENT OFFICE** | Broderick | STATE GOVERNMENT-GENERAL OFFICES |
| **RALEY'S INC** | Broderick | GROCERS-RETAIL |
| **RALEY'S PHARMACY** | Broderick | PHARMACIES |
| **RALEYS** | W. Sacramento | PHARMACIES |
| **RITE AID CUSTOMER SUPPORT CTR** | Woodland | WAREHOUSES-PRIVATE & PUBLIC |
| **SUTTER DAVIS HOSPITAL** | Davis | HOSPITALS |
| **TARGET DISTRIBUTION CTR** | Woodland | DISTRIBUTION SERVICES |
| **TONY'S FINE FOODS** | Broderick | DELICATESSENS-WHOLESALE |
| **UNIVERSITY OF CALIFORNIA-DAVIS** | Davis | SCHOOLS-UNIVERSITIES & COLLEGES ACADEMIC |
| **UPS CUSTOMER CTR** | W. Sacramento | MAILING & SHIPPING SERVICES |
| **VETERINARY MEDICAL TEACHING** | Davis | ANIMAL HOSPITALS |
| **WALMART SUPERCENTER** | Broderick | DEPARTMENT STORES |
| **W. SACRAMENTO CITY COUNCIL** | W. Sacramento | CITY GOVERNMENT-EXECUTIVE OFFICES |
| **WOODLAND HEALTHCARE** | Woodland | CLINICS |
| **WOODLAND HEALTHCARE** | Woodland | HOSPITALS |
| **XYRATEX INTERNATIONAL INC** | Broderick | MACHINERY-SPECIALLY DESIGNED & BUILT |
| **YOLO COUNTY DISTRICT ATTORNEY** | Woodland | COUNTY GOVERNMENT-LEGAL COUNSEL |

From 2004 to 2010, a decrease in employment led to an increase in the labor force (i.e. number of individuals able to work) and increase in unemployment rate for Woodland Community College's service area. While the average unemployment rate for the college's service area during 2010 was 15.4%, Sutter County's unemployment rate was 19.8% and Colusa's was a staggering 20.4% - compared to the California average unemployment rate of 12.4%.

*Historical Labor Force and Unemployment Data* (Source: [EDD, Labor Force and Unemployment Data](#))



**Labor Data for WCC Service Area (2004-2010)**
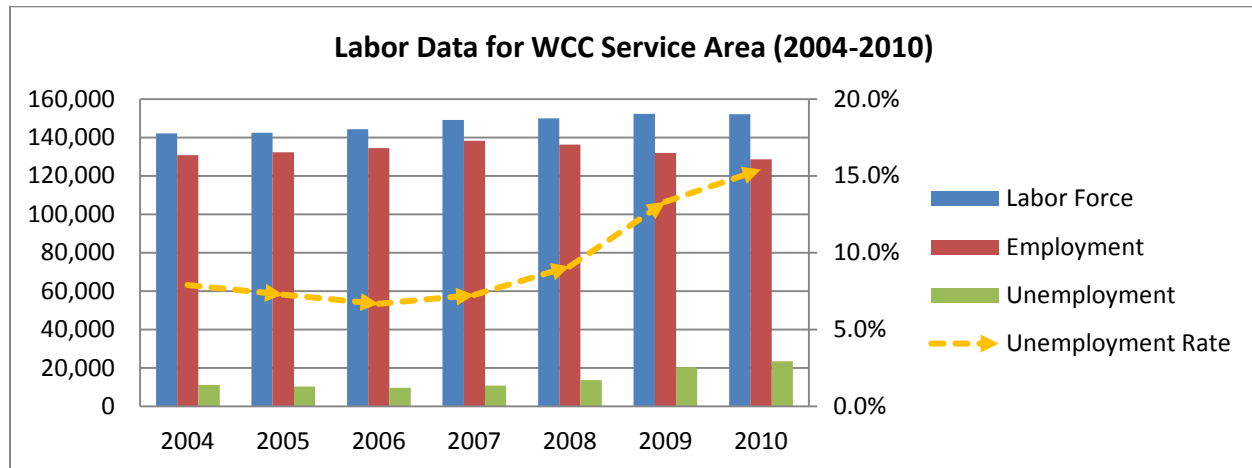
| Year | Period | Labor Force | Employment | Unemployment | Unemployment (%) |
|------|--------|-------------|------------|--------------|------------------|
| 2010 | Annual | 152,030 | 128,600 | 23,430 | 15.4% |
| 2009 | Annual | 152,340 | 131,960 | 20,270 | 13.3% |
| 2008 | Annual | 150,000 | 136,260 | 13,640 | 9.1% |
| 2007 | Annual | 149,030 | 138,230 | 10,800 | 7.2% |
| 2006 | Annual | 144,240 | 134,520 | 9,620 | 6.7% |
| 2005 | Annual | 142,500 | 132,240 | 10,360 | 7.3% |
| 2004 | Annual | 142,050 | 130,840 | 11,210 | 7.9% |

Occupational information for Sacramento, Placer, Yolo and El Dorado Counties is presented below since Yolo County is Woodland Community College's largest and primary service area which means students are likely to seek work in or near Yolo and Sacramento Counties where job opportunities are more plentiful compared to Colusa and Sutter counties. (Source: [EDD, Occupations in Demand](#).)

*Top 20 Occupations with the Most Job Openings in Sacramento, Placer, Yolo and El Dorado Counties*

| SOC Code | Occupational Title | Total Job Openings | 2010-1st Quarter Wages | |
|----------|--------------------|--------------------|------------------------|---|
| | | | Median Hourly | Median Annual |
| **39-9021** | Personal and Home Care Aides | 11,980 | $11.43 | $23,777 |

| | | | | |
|---|---|---|---|---|
| 41-2011 | Cashiers | 10,940 | $9.62 | $20,009 |
| 41-2031 | Retail Salespersons | 10,630 | $9.90 | $20,584 |
| 35-3031 | Waiters and Waitresses | 8,360 | $9.12 | $18,970 |
| 29-1111 | Registered Nurses | 6,540 | $44.55 | $92,678 |
| 43-4051 | Customer Service Representatives | 6,290 | $17.09 | $35,549 |
| 35-3021 | Combined Food Preparation and Serving Workers, Including Fast Food | 5,870 | $9.11 | $18,946 |
| 43-9061 | Office Clerks, General | 5,790 | $15.93 | $33,137 |
| 43-1011 | First-Line Supervisors/Managers of Office and Administrative Support Workers | 4,650 | $28.68 | $59,665 |
| 43-5081 | Stock Clerks and Order Fillers | 4,370 | $11.53 | $23,993 |
| 25-2021 | Elementary School Teachers, Except Special Education | 4,260 | [3] | $55,816 |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 4,060 | $12.64 | $26,303 |
| 25-2031 | Secondary School Teachers, Except Special and Vocational Education | 4,050 | [3] | $57,141 |
| 35-3022 | Counter Attendants, Cafeteria, Food Concession, and Coffee Shop | 4,020 | $9.17 | $19,089 |
| 11-1021 | General and Operations Managers | 3,720 | $49.05 | $102,027 |
| 25-9041 | Teacher Assistants | 3,160 | N/A | $28,073 |
| 35-2011 | Cooks, Fast Food | 3,030 | $9.03 | $18,778 |
| 41-1011 | First-Line Supervisors/Managers of Retail Sales Workers | 3,000 | $17.99 | $37,428 |
| 25-2022 | Middle School Teachers, Except Special and Vocational Education | 2,910 | [3] | $56,391 |
| 43-6011 | Executive Secretaries and Administrative Assistants | 2,790 | $21.20 | $44,091 |

*Top 20 Fastest Growing Occupations in Sacramento, Placer, Yolo and El Dorado Counties*

| SOC Code | Occupational Title | Annual Average Employment | | Percent Change | 2010-1st Quarter Wages | |
|---|---|---|---|---|---|---|
| | | 2008 | 2018 | | Median Hourly | Median Annual |
| 19-1042 | Medical Scientists, Except Epidemiologists | 1,650 | 2,420 | 46.7 | $42.20 | $87,787 |
| 39-9021 | Personal and Home Care Aides | 20,410 | 29,840 | 46.2 | $11.43 | $23,777 |
| 15-1081 | Network Systems and Data Communications Analysts | 1,590 | 2,290 | 44.0 | $34.86 | $72,505 |
| 31-1011 | Home Health Aides | 3,170 | 4,430 | 39.7 | $10.32 | $21,471 |
| 29-2021 | Dental Hygienists | 1,780 | 2,450 | 37.6 | $45.23 | $94,088 |
| 31-9091 | Dental Assistants | 2,690 | 3,690 | 37.2 | $18.43 | $38,335 |
| 25-3021 | Self-Enrichment Education Teachers | 1,060 | 1,450 | 36.8 | $19.60 | $40,773 |
| 31-9092 | Medical Assistants | 2,810 | 3,820 | 35.9 | $14.12 | $29,365 |
| 39-9031 | Fitness Trainers and Aerobics Instructors | 2,260 | 3,020 | 33.6 | $20.28 | $42,194 |
| 29-2055 | Surgical Technologists | 520 | 690 | 32.7 | $23.23 | $48,319 |
| 29-1123 | Physical Therapists | 1,010 | 1,340 | 32.7 | $41.61 | $86,545 |
| 29-2052 | Pharmacy Technicians | 1,420 | 1,870 | 31.7 | $18.69 | $38,867 |
| 29-2056 | Veterinary Technologists and Technicians | 790 | 1,040 | 31.6 | $20.54 | $42,733 |
| 29-1122 | Occupational Therapists | 530 | 690 | 30.2 | $42.38 | $88,138 |
| 15-1031 | Computer Software Engineers, Applications | 3,280 | 4,240 | 29.3 | $39.78 | $82,742 |
| 29- | Anesthesiologists | 480 | 620 | 29.2 | N/A | N/A |

| 1061 | | | | | | |
|---|---|---|---|---|---|---|
| **29-1131** | Veterinarians | 520 | 670 | 28.8 | $45.66 | $94,973 |
| **29-1062** | Family and General Practitioners | 870 | 1,120 | 28.7 | $79.58 | $165,516 |
| **43-6013** | Medical Secretaries | 5,650 | 7,260 | 28.5 | $16.94 | $35,226 |
| **13-1041** | Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation | 2,990 | 3,830 | 28.1 | $21.84 | $45,434 |

*Top 20 Highest Paying Occupations in Sacramento, Placer, Yolo and El Dorado Counties*

| SOC Code | Occupational Title | Annual Average Employment | | Percent Change | 2010-1st Quarter Wages | |
|---|---|---|---|---|---|---|
| | | 2008 | 2018 | | Median Hourly | Median Annual |
| **29-1062** | Family and General Practitioners | 870 | 1,120 | 28.7 | $79.58 | $165,516 |
| **29-1131** | Veterinarians | 520 | 670 | 28.8 | $45.66 | $94,973 |
| **29-2021** | Dental Hygienists | 1,780 | 2,450 | 37.6 | $45.23 | $94,088 |
| **29-1111** | Registered Nurses | 14,910 | 18,830 | 26.3 | $44.55 | $92,678 |
| **29-1122** | Occupational Therapists | 530 | 690 | 30.2 | $42.38 | $88,138 |
| **19-1042** | Medical Scientists, Except Epidemiologists | 1,650 | 2,420 | 46.7 | $42.20 | $87,787 |
| **29-1123** | Physical Therapists | 1,010 | 1,340 | 32.7 | $41.61 | $86,545 |
| **15-1031** | Computer Software Engineers, Applications | 3,280 | 4,240 | 29.3 | $39.78 | $82,742 |
| **17-2081** | Environmental Engineers | 470 | 580 | 23.4 | $38.69 | $80,485 |
| **25-9031** | Instructional Coordinators | 2,940 | 3,610 | 22.8 | $37.17 | $77,311 |
| **29-** | Speech-Language Pathologists | 730 | 890 | 21.9 | $36.42 | $75,765 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **1127** | | | | | | |
| **29-2034** | Radiologic Technologists and Technicians | 850 | 1,040 | 22.4 | $34.95 | $72,687 |
| **15-1081** | Network Systems and Data Communications Analysts | 1,590 | 2,290 | 44.0 | $34.86 | $72,505 |
| **27-3031** | Public Relations Specialists | 2,470 | 2,980 | 20.6 | $34.19 | $71,126 |
| **29-1126** | Respiratory Therapists | 720 | 910 | 26.4 | $33.66 | $70,015 |
| **29-1031** | Dietitians and Nutritionists | 530 | 650 | 22.6 | $32.65 | $67,901 |
| **25-2042** | Special Education Teachers, Middle School | 450 | 540 | 20.0 | [2] | $64,340 |
| **21-1022** | Medical and Public Health Social Workers | 510 | 630 | 23.5 | $29.85 | $62,106 |
| **51-8031** | Water and Liquid Waste Treatment Plant and System Operators | 610 | 750 | 23.0 | $29.79 | $61,964 |
| **13-1072** | Compensation, Benefits, and Job Analysis Specialists | 830 | 1,000 | 20.5 | $29.62 | $61,608 |

Woodland Community College (WCC) enrolled 3,363 unduplicated students in fall 2011, for a total course enrollment of 8,572. Enrollment at WCC's Colusa County Outreach Facility has demonstrated the largest percentage growth due to the opening of the new facility in spring 2010. Enrollment at the main campus in Woodland and within Distance Education (DE) remains stable, with slight growth noticed for DE; a trend consistent among community colleges throughout the state of California.

|  | Fall 2009 | Fall 2010 | Fall 2011 |
|---|---|---|---|
| **Unduplicated Headcount** | | | |
| **Woodland** | 2803 | 2899 | 2776 |
| **Colusa** | 182 | 133 | 297 |
| **Distance Education** | 414 | 609 | 615 |
| **WCC** | **3254** | **3427** | **3363** |
| **New Students** | | | |
| **Woodland** | 676 | 709 | 631 |
| **Colusa** | 50 | 49 | 78 |
| **Distance Education** | 65 | 80 | 77 |
| **WCC** | **765** | **805** | **713** |
| **Students with Disabilities** | | | |
| **Woodland** | 202 | 228 | 240 |
| **Colusa** | 4 | 4 | 5 |
| **Distance Education** | 29 | 42 | 45 |
| **WCC** | **225** | **259** | **268** |
| **Total Course Enrollment** | | | |
| **Woodland** | 6669 | 6768 | 7389 |
| **Colusa** | 209 | 165 | 535 |
| **Distance Education** | 493 | 753 | 769 |
| **WCC** | **7371** | **7686** | **8527** |

Forty-three percent of WCC's fall 2011 students report their educational goal is to obtain an associate's degree and transfer to a four-year college to obtain a bachelor's degree. Overall, sixty-four percent (24%) of students are pursuing an associate's degree at Woodland Community College, while twelve percent (12%) are pursuing a vocational certificate.

| Top 5 Educational Goals (Fall 2011) | |
|---|---|
| BA/BS after AA/AS | 43% |
| AA/AS w/o Transfer | 11% |
| BA/BS w/o AA/AS | 10% |
| Voc. AA/AS w/o Transfer | 8% |
| Voc. Cert. w/o Transfer | 4% |

Historically, the average Woodland Community College student attends college part-time (defined as enrolled in less than twelve units), however the percentage of students enrolled in twelve or more units is increasing. Between fall 2010 and fall 2011, the percentage of students taking twelve or more units increased from thirty to thirty-three percent.

**Full Time Students**

**Fall 2011: 33%**

*Increase of 3%*

**Fall 2010: 30%**

*Full Time Student is defined as a student enrolled in 12 or more units

The college continues to meet and exceed its full-time-equivalent-student (FTES) appropriations, an indicator of the strong demand by community members. Productivity (WSCH/FTEF) is progressing towards the district standard of efficiency (500) as FTES increases and full-time-equivalent-faculty (FTEF) remains stable.

| Academic Year | FTES | FTEF (Annualized) | WSCH/FTEF |
|---|---|---|---|
| 2007-2008 | 1551.00 | 56.86 | 409.17 |
| 2008-2009 | 1657.59 | 58.31 | 426.46 |
| 2009-2010 | 1779.12 | 54.44 | 490.19 |
| 2010-2011 | 1833.37 | 56.67 | 485.33 |
| 2011-2012 | 1357.80 | 51.76 | 393.53 |
| Average | 1635.78 | 55.61 | 452.62 |

As a Hispanic Serving Institution (HSI), the largest percentage of Woodland Community College students are Hispanic, with an enrollment of forty-four percent (44%) Hispanic students during 2010-211. Ethnic diversity is evident from the table below, demonstrating consistent enrollment of multi-ethnic and minority students.

| Ethnicity | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|---|---|
| American Indian | 1.2% | 1.2% | 1.1% | 0.9% | 0.8% |
| Asian | 8.6% | 8.5% | 9.4% | 9.0% | 8.8% |
| Black/African American | 2.3% | 2.2% | 2.8% | 2.6% | 2.9% |
| Hawaiian/Pacific Islander | 0.6% | 0.9% | 0.7% | 0.8% | 0.6% |
| Two or More Races | -- | 1.5% | 2.3% | 3.2% | 3.8% |
| Unknown/Non-Respondent | 3.4% | 10.7% | 5.3% | 4.9% | 4.7% |
| White | 36.0% | 35.5% | 38.5% | 36.6% | 36.5% |

The majority of students at WCC are between the ages of 18 and 29 years old, with less than 5 percent of students aged 50 or older. Nearly 30 percent of students are recent high school graduates who are attending WCC in order to transfer to a four-year college.

| Age Group | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|---|---|
| 19 or Less | 33.1% | 27.0% | 29.8% | 27.7% | 22.7% |
| 20 to 24 | 28.2% | 31.4% | 30.6% | 33.1% | 36.5% |
| 25 to 29 | 11.0% | 13.5% | 13.0% | 13.4% | 13.9% |
| 30 to 34 | 6.9% | 7.2% | 7.5% | 7.8% | 9.3% |
| 35 to 39 | 5.4% | 6.5% | 5.4% | 5.1% | 4.9% |
| 40 to 49 | 9.4% | 9.6% | 8.9% | 8.5% | 8.3% |
| 50 + | 5.9% | 4.5% | 4.4% | 4.2% | 4.3% |
| Unknown | -- | 0.2% | 0.3% | 0.2% | 0.2% |

Student gender distribution has been consistent over time, with 63 percent females and 37 percent males during 2010-2011.

| Gender | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|---|---|
| Female | 66.10% | 64.3% | 63.2% | 62.7% | 62.1% |
| Male | 33.80% | 35.7% | 36.4% | 36.9% | 37.5% |
| Unknown | 0.10% | -- | 0.4% | 0.4% | 0.4% |

Persistence, which is defined as students who are enrolled in the fall and return the subsequent fall or spring, is an indicator of whether students are retained at the campus and persisting in their academic studies. During 2010-2011, almost half of WCC's student persisted from fall-to-fall, and 67 percent (67%) persisted from fall to spring. The increase in persistence is an indicator that WCC's robust student services and new support services, funded by grants, are effectively assisting and retaining students.

| Persistence Rate | Fall-to-Fall | Fall-to-Spring |
|---|---|---|
| 2007-2008 | 43.3% | 64.4% |
| 2008-2009 | 44.0% | 63.6% |
| 2009-2010 | 41.1% | 61.6% |
| 2010-2011 | 48.0% | 67.0% |

Overall, WCC is demonstrating a gradual increase in retention and success rates, with spring 2011 resulting in the highest rates since fall 2007. The five-year average for retention is 83 percent (83%) and success is 66 percent (66%), which is comparable to other colleges' average (84% and 68%, respectively.)

| | Enrollment (N) | Sections (N) | FTES (Sum) | FTEF (Sum) | Retention Rate | Success Rate |
|---|---|---|---|---|---|---|
| 2007FA | 6368 | 293 | 739.86 | 53.96 | 81.3% | 65.8% |
| 2008SP | 6500 | 316 | 760.87 | 56.11 | 81.2% | 65.9% |
| 2008FA | 6410 | 306 | 793.64 | 59.03 | 81.5% | 66.1% |
| 2009SP | 7015 | 290 | 816.57 | 54.55 | 80.6% | 62.4% |
| 2009FA | 7276 | 281 | 868.78 | 55.48 | 84.1% | 64.6% |
| 2010SP | 7348 | 272 | 870.74 | 51.00 | 83.0% | 64.1% |
| 2010FA | 6937 | 260 | 819.61 | 49.03 | 85.7% | 67.1% |
| 2011SP | 7720 | 299 | 953.66 | 60.83 | 86.7% | 67.6% |
| 2011FA | 6815 | 270 | 837.38 | 51.30 | 86.6% | 69.1% |
| 2012SP | 7810 | 288 | 940.66 | 52.21 | 86.7 % | 68.7% |
| Five Year Average | | | | | **86.3%** | **66.1%** |

The California Community College Accountability Reporting for Community Colleges (ARCC) report of 2011 shows that WCC increased annual successful course completion rates for vocation and basic skills courses. Data for ESL and basic skills improvement rate was available for the first time, and reports the improvement rate between 2008-2009 to 2010-2011 as 31 percent and 62 percent, respectively. The low ESL improvement rate noted is a result of students taking ESL courses for non-credit (i.e. just taking an ESL course to improve their English without the intent of pursuing a certificate or award), and recoding of ESL course levels. The college is continuing to work to identify and develop strategies to increase ESL success rates.

Annual Successful Course Completion Rate for Vocational Courses

| 2008-2008 | 2009-2010 | 2010-2011 |
|-----------|-----------|-----------|
| 71.70% | 70.10% | 72.50% |

Annual Successful Course Completion Rate for Basic Skills Courses

| 2008-2008 | 2009-2010 | 2010-2011 |
|-----------|-----------|-----------|
| 57.20% | 56.00% | 58.60% |

| ESL Improvement Rate | 2008-2009 to 2010-2011 | 30.50% |
|----------------------|------------------------|--------|
| Basic Skills Improvement Rate | 2008-2009 to 2010-2011 | 61.50% |

The table below demonstrates the retention and success rates of WCC's students by ethnicity for 2010-2011. Asian and American/Indian ethnic groups demonstrate the highest retention and success rates. The two largest ethnic groups, Hispanics and White/Non-Hispanics, exhibit retention and success rates of 86%/64% and 84%/68% respectively. Efforts to increase success of Hispanic and minority students are evidenced by the work of the Basic Skills Action Plan and the Student Equity Plan.

| 2010-2011 | Enrolled | Retained | Retention Rate | Success | Success Rate |
|-----------|----------|----------|----------------|---------|--------------|
| **ETHNICITY** | | | | | |
| African-American | 440 | 349 | 79.3% | 247 | 56.1% |
| Amer. Indian/Alaskan | 157 | 136 | 86.6% | 114 | 72.6% |
| Asian | 1041 | 908 | 87.2% | 734 | 70.5% |
| Filipino | 131 | 113 | 86.3% | 90 | 68.7% |
| Hispanic | 7071 | 6082 | 86.0% | 4542 | 64.2% |
| Multi-Ethnicity | 274 | 243 | 88.7% | 169 | 61.7% |
| Pacific Islander | 109 | 90 | 82.6% | 67 | 61.5% |
| Unknown | 870 | 737 | 84.7% | 603 | 69.3% |
| White Non-Hispanic | 5484 | 4585 | 83.6% | 3711 | 67.7% |
| Grand Total | 15577 | 13243 | 85.0% | 10277 | 66.0% |

The retention and success rate by program for the past three academic years is displayed below. Prior data is not available, since WCC became a separate college in spring of 2008 and began offering degrees and programs under its own authority in fall of 2008.

| | 2008-2009 | | 2009-2010 | | 2010-2011 | |
|---|---|---|---|---|---|---|
| | Retention Rate | Success Rate | Retention Rate | Success Rate | Retention Rate | Success Rate |
| **Agriculture and Natural Resources** | 80.7% | 56.5% | 88.2% | 55.8% | 83.9% | 57.6% |
| **Biological Sciences** | 78.8% | 57.1% | 80.4% | 60.3% | 84.8% | 66.5% |
| **Business and Management** | 77.9% | 62.0% | 84.2% | 64.7% | 82.6% | 65.3% |
| **Education** | 85.4% | 76.5% | 85.6% | 71.6% | 88.0% | 78.7% |
| **Family&Consumer Sci.** | 86.7% | 76.1% | 89.0% | 77.7% | 89.2% | 77.6% |
| **Fine and Applied Arts** | 84.5% | 64.7% | 88.0% | 70.9% | 91.0% | 74.6% |
| **Foreign Language** | 67.4% | 56.5% | 84.7% | 74.3% | 65.5% | 60.7% |
| **Health** | 98.5% | 95.5% | 92.8% | 77.1% | 86.4% | 72.7% |
| **Humanities (Letters)** | 82.1% | 65.6% | 87.5% | 68.7% | 87.9% | 68.1% |
| **Information Tech.** | 55.6% | -- | -- | -- | -- | -- |
| **Interdisciplinary Studies** | 85.5% | 74.2% | 85.7% | 66.7% | 82.7% | 65.3% |
| **Library Science** | 72.7% | 36.4% | 76.5% | 23.5% | | |
| **Mathematics** | 76.4% | 51.4% | 79.9% | 51.9% | 79.9% | 54.8% |
| **Media and Comm.** | 85.7% | 85.7% | -- | -- | 92.8% | 72.3% |
| **Physical Sciences** | 72.6% | 47.8% | 78.2% | 54.6% | 75.5% | 52.2% |
| **Psychology** | 79.5% | 56.5% | 85.3% | 62.3% | 83.3% | 64.0% |
| **Public&Protective Svc** | 87.2% | 71.6% | 87.7% | 68.9% | 88.9% | 72.7% |
| **Social Sciences** | 81.9% | 68.3% | 86.6% | 68.2% | 86.9% | 67.5% |
| **Overall Average** | **81.1%** | **63.6%** | **85.0%** | **64.9%** | **85.0%** | **66.0%** |

During 2010-2011, Woodland Community College awarded 36 Associate of Arts, 145 Associate of Sciences, and 29 certificates. The largest number of degrees awarded was an Associate of Science, Interdisciplinary studies.

| Award Type | Program Type | 2010-2011 | 2009-2010 |
|---|---|---|---|
| **Associate of Arts (A.A.) degree** | Interdisciplinary Studies | 29 | 27 |
| **Associate of Arts (A.A.) degree** | Psychology | 2 | 1 |
| **Associate of Arts (A.A.) degree** | Social Sciences | 5 | 3 |
| **Associate of Sci. (A.S.) degree** | Business and Management | 21 | 23 |
| **Associate of Sci. (A.S.) degree** | Family and Consumer Sci. | 12 | 3 |
| **Associate of Sci. (A.S.) degree** | Interdisciplinary Studies | 45 | 52 |
| **Associate of Sci. (A.S.) degree** | Public & Protective Svc. | 23 | 10 |
| **Associate of Sci. (A.S.) degree** | Social Sciences | 44 | 23 |

| | | |
|---|---|---|
| Certificate requiring 12 to < 18 units | Business and Management | 1 | 1 |
| Certificate requiring 12 to < 18 units | Public and Protective Services | 9 | 6 |
| Certificate requiring 18 to < 30 units | Agriculture and Natural Res. | 2 | |
| Certificate requiring 18 to < 30 units | Family and Consumer Sci. | 11 | 2 |
| Certificate requiring 6 to < 18 units | Public and Protective Services | 6 | 4 |
| **Grand Total** | | **210** | **155** |

Below are tables specific to each campus site (Woodland, Colusa County Outreach Facility) and Distance Education.

Woodland Campus (Main Campus)

| | Enrollment (N) | Sections (N) | FTES (Sum) | FTEF (Sum) | Retention Rate | Success Rate |
|---|---|---|---|---|---|---|
| **2007FA** | 6181 | 281 | 722.25 | 51.62 | 81.5% | 65.8% |
| **2008SP** | 6255 | 300 | 734.58 | 53.23 | 81.2% | 65.6% |
| **2008FA** | 6149 | 279 | 745.41 | 54.31 | 81.5% | 66.4% |
| **2009SP** | 6271 | 254 | 749.80 | 48.33 | 80.7% | 63.7% |
| **2009FA** | 6574 | 248 | 807.39 | 50.14 | 84.9% | 66.3% |
| **2010SP** | 6541 | 241 | 797.68 | 45.74 | 83.8% | 65.6% |
| **2010FA** | 6297 | 232 | 763.71 | 44.67 | 86.7% | 69.0% |
| **2011SP** | 6784 | 262 | 862.32 | 54.48 | 87.8% | 69.0% |
| **2011FA** | 5977 | 230 | 745.09 | 44.99 | 87.5% | 71.1% |
| **2012SP** | 6605 | 244 | 794.31 | 44.57 | 88.1% | 71.3% |
| **Five Year Average** | | | | | **86.9%** | **67.9%** |

Colusa County Outreach Facility (CCOF)

| | Enrollment (N) | Sections (N) | FTES (Sum) | FTEF (Sum) | Retention Rate | Success Rate |
|---|---|---|---|---|---|---|
| **2007FA** | 187 | 12 | 17.61 | 2.33 | 73.8% | 66.8% |
| **2008SP** | 245 | 16 | 26.29 | 2.89 | 80.4% | 71.8% |
| **2008FA** | 164 | 13 | 16.57 | 2.60 | 87.0% | 73.3% |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2009SP** | 193 | 16 | 23.34 | 3.34 | 88.3% | 80.0% |
| **2009FA** | 209 | 13 | 23.42 | 2.53 | 86.4% | 65.2% |
| **2010SP** | 198 | 10 | 24.79 | 2.25 | 92.7%% | 65.5% |
| **2010FA** | 123 | 8 | 13.45 | 1.56 | 90.2% | 65.9% |
| **2011SP** | 415 | 17 | 47.95 | 3.40 | 90.4% | 71.9% |
| **2011FA** | 413 | 19 | 51.52 | 3.23 | 92.4% | 81.0% |
| **2012SP** | 716 | 20 | 99.48 | 4.09 | 88.7% | 66.2% |
| **Five Year Average** | | | | | **90.6%** | **71.9%** |

Distance Education

| | Enrollment (N) | Sections (N) | FTES (Sum) | FTEF (Sum) | Retention Rate | Success Rate |
|---|---|---|---|---|---|---|
| **2008FA** | 97 | 14 | 31.66 | 2.12 | 71.1% | 32.0% |
| **2009SP** | 551 | 20 | 43.43 | 2.88 | 78.6% | 34.3% |
| **2009FA** | 493 | 20 | 37.97 | 2.81 | 82.8% | 43.6% |
| **2010SP** | 609 | 21 | 48.27 | 3.01 | 79.3% | 47.9% |
| **2010FA** | 517 | 20 | 42.45 | 2.81 | 79.9% | 44.5% |
| **2011SP** | 521 | 20 | 43.39 | 2.95 | 77.9% | 45.6% |
| **2011FA** | 425 | 21 | 40.77 | 3.08 | 74.7% | 40.9% |
| **2012SP** | 462 | 23 | 46.87 | 3.48 | 70.4% | 46.0% |
| **Five Year Average** | | | | | **77.5%** | **43.0%** |

## Introduction

Woodland Community College is committed to systematic quality improvement for student access and success. Associated with that commitment is our responsibility to ensure that our campus fulfills its roles and responsibilities as delineated in the District Institutional Effectiveness Model, specifically:

*The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the colleges' community and is supported by institutional effectiveness research.* (BP 3250)

The Office of Institutional Effectiveness, under the Vice Chancellor Educational Planning and Services, is responsible for the implementation of the YCCD Institutional Effectiveness Model (IE Model) which is detailed in AP 3255 – Institutional Effectiveness. The IE Model (Appendix A) consists of five processes including Academic Program Review, Administrative Services Review, District Image/Marketing Review, Planning and Shared Decision Making Process Review, and Student Services Review. Each of the five IE Model processes is scheduled for review and assessment for continuous improvement per Student Learning Outcomes (SLO)/Administrative Services Outcomes (ASO) annually. Furthermore, each category is reviewed by the college and district services as appropriate. All reviewers use the same guidelines as established through the IE Model Handbook which is reviewed annually and updated during the review process as needed.

At Woodland Community College, planning and program reviews are conducted on a four-year cycle (a comprehensive, full self-study during the first year, followed by three years of annual updates). The program review process thus brings together four years worth of information and planning and provides the college with an opportunity to review data trends, consider long-term resource needs, and plan for improvement into the future.

Program Reviews includes four core areas: Curriculum/SLOs, Equipment/Technology, Staffing and Facilities. These reviews are combined into a matrix and serve as the backbone for the 5 year Educational Master Plan and other college planning documents, as well as driving the college resource allocation model

**The Review Process**
**Self-Evaluation and Annual Update**

## Self-Evaluation

For each of the five components of the IE Model, the self-evaluation review process entails several levels of review and analysis that are completed over an academic year. Critical components of this process include representative participants, defined roles and responsibilities, data collection and analysis, evidence-based recommendations to include alignment with planning, compiling the self-evaluation report, and the feedback loop, which includes the college/district's priorities and resource allocation.

## Annual Update

During the three years that follow a comprehensive self-evaluation, each unit

review is required to submit an annual update. The annual update follows a similar process of review. However, the focus is on reporting progress on or changes to the recommendations made in the self-evaluation specific to curriculum, staffing, equipment/technology, and facilities. SLOs/ASOs are also to be measured and reported on a regular schedule.

## Program/Unit Review Committee

The self-evaluation and annual updates are conducted with a representative team reflecting active members of the unit and members that the unit interacts with on a regular basis. This team approach ensures that all persons with areas of responsibility within the unit are represented, i.e. faculty, support staff and administrators..

## Roles and Responsibilities

The District: As a process within the IE Model, the Reviews are initiated by the District Office of Institutional Effectiveness. In the absence (vacancy) of the District Director of Institutional Effectiveness, the role and responsibility of the Vice Chancellor, Educational Planning and Services (VCEPS) is to work collaboratively with the colleges and the Chancellor's Executive Team (CHEX) members or their designees to implement this component of the IE Model. This includes: completing and updating the IE Model Review Handbook; detailing the review schedule and process flowcharts; recommending the self-evaluation methodology; submitting to the Board the IE Model Annual Report which includes an analysis of our progress on achieving sustainable continuous quality improvement.

## The College

The WCC Director of Planning, Research and Student Success provides all units with longitudinal enrollment, demographic, and student success data within TracDat. For instance, Academic Program Review teams receive five-year trend data on Weekly Student Contact Hours (WSCH), Full-time Equivalent Students (FTES), Full-time Equivalent Faculty (FTEF), retention, persistence, completion/success rates. The team roles and responsibilities are to access their unit's data within TracDat and conduct the review process according to the established timelines and submit a self-evaluation report to be reviewed and supported through their respective college/district processes. The final reports are accessible to internal constituents through the MyCampus portal or ImageNow.

## The Proposed Review Process Flowchart

The flowchart follows the timeline per the academic year and work that is conducted during that timeframe (ref: Program Review Process Flowchart below). In short, the colleges' VPs are responsible for working with their respective administrators/staff and senates to complete the following process: (The work of the Validation Committee in Stages III and IV was not incorporated in the 2012 review cycle as the Committee had not yet been formed.)

## Evidence-based Recommendations and Compiling the Report

The review team includes in their self-evaluation (and, as appropriate, Annual Update) report data-driven, evidence-based recommendations. These can include reference to surveys, demographic data, response time, focus group results, labor market research, etc. The important thing to note is that anecdotal recommendations are not considered data-driven. However, qualitative data is very relevant and should be sought and included when appropriate. The self-evaluation report serves as the basis for annual updates and allows the programs

to keep measures of improvement on noted areas and services.

**Feedback Loop**

Review teams receive feedback from their respective college administration (Vice President or Dean of Instruction) on the priorities that receive funding and are supported for the incoming year(s). In addition, the IE Model Annual Report is distributed to the colleges through the Vice Chancellor Educational Planning and Services. The purpose of the report is to highlight priorities for resource allocation and assess progress toward sustainable continuous quality improvement in regards to each unit's work and role in achievement of student learning. This report is scheduled to be in draft form in June to be reviewed by the District Communication and Consultation Council (DC3), the Chancellor's Executive Team (CHEX) and presented to the Board no later than the August Board meeting each year.

**STUDENT LEARNING OUTCOMES DEVELOPMENT AND ASSESSMENT CYCLE**

- Spring 2006, YCCD during a district-wide convocation identified 8 core competencies. All academic and student support service clusters identified connections with the established institutional SLOs (iSLOs). Each area connects with a minimum of two different competencies.
- Fall 2007, the District SLO project team expanded its membership to include faculty and administration from WCC. C. Kellogg, C. Howerton, and K. Nather joined the YCCD SLO project team.
- Fall 2009, WCC gains independent College Status, and established a WCC SLO Committee.
- December 3, 2008, C. Howerton met with the Student Services Division to discuss the development of and process of SLOs
- Spring 2009 began including course-level SLOs on syllabi.
- Spring 2009 start to document course-level SLOs on WCC Course Outlines for all new courses submitted to the WCC curriculum committee, and any course that is being updated/revised.
- **Program Reviews/Updates now ask for SLO data to support program request**

- August 2010 convocation. Instructed all programs to select 1 course-level SLO to assess both fall and spring semester using the SLO committee developed 5 column form for reporting. Additionally, the WCC SLO committee recognized that programs had not fully developed program-specific SLOs. Therefore, goal was to have all programs identify program specific SLOs that would be assessed during their program review cycle, and to be included in the college catalog with their respective programs.
- **TracDat** purchased by the Yuba Community College District in Spring 2011.
- Summer 2011 TracDat was populated with current information in anticipation of training starting during FLEX week Fall 2011
- Fall 2011, Faculty were instructed to have all raw data that was collected for the semester's SLO assessments to be uploaded into TracDat by the same date that grades are due for the semester. This is now a standing sustainable expectation, and has been communicated at Faculty meetings, Division meetings, and with the aid of the WCC College Council and Academic Senate

- Fall 2011 Program Reviews were also conducted with TracDat giving faculty direct autonomy with their program/course data to use in the program review/updates.

## INSTITUTIONAL STUDENT LEARNING OUTCOMES AND ASSESSMENT

- Eight institutional SLOs were developed and then adopted by the YCCD Board of Trustees (February 15, 2006). The eight competencies are: Communication, Computation, Critical Thinking, Global Awareness, Information Competency, Personal and Social Responsibility, Technological Awareness, and Scientific Awareness.
- Prior to individual college status (Fall 2007-Spring 2008), the YCCD SLO project Team identified assessment strategies and began assessing these iSLOs at a District level.
- Fall 2011 the WCC SLO committee developed an assessment schedule and plan to begin collecting and systematically assessing the institutional SLOs for WCC specifically.
- Fall 2011, Assessed two iSLOs (Communication and Informational Competency)
- Spring 2012, Assessed Computation and Personal and Social Responsibility.

## SLO SUPPORTING ACTIVITIES/ TRAININGS FOR FACULTY, STAFF, AND ADMINISTRATION

- February 2008, C. Howerton attended an SLO workshop at WSCA (Western States Communication Association) conference. Phoenix, AZ
- August 15, 2008, WCC Student Learning Outcomes Workshop (FLEX W508) presented by C. Howerton and offered an initial workbook as a reference for the College
- January 2009, Instructional SLO workshop and guest presentation by Marcy Alancraig
- May 4, 2009, R. Tornay attended the 32nd annual CACCRAO (California Community Colleges Registrars and Admissions Officers) Conference in San Diego. "Development of Meaningful Learning Outcomes"
- August 9, 2009, "Beyond SLOs and SAOs: The Importance of Rubrics and Completing the Assessment

Cycle" guest presentation by Juan Avalos (Cosumnes River College)

- Fall 2009, With the redesign of the WCC web site, access to WCC SLO materials and resources were increased.
- January 13, 2010, FLEX presentation "What's an SLO and Why are we doing this? Presentation for faculty and staff, presented by C. Howerton
- January 13, 2010, Separate FLEX presentation to help faculty develop course level SLOs
- January 14, 2010, Adjunct Faculty Meeting, WCC SLOs process was introduced.
- February 4-5, 2010, C. Howerton and B. Rhode attended the WASC Level 1 training focusing on Assessment and SLOs
- April 2010, M. Khatami attended a conference held by the RP group focusing on Assessment/BSI/SLO
- April 2010, C. Howerton requested and acquired (with the WCC Library) materials regarding assessment, SLOs, rubric creation, etc. to be housed in the library for reference.

- August 11, 2010, Convocation, SLO Presentation (PPT available on the website)
- August 12, 2010, Adjunct Faculty Dinner Meeting, SLOs presentation given
- April 1, 2011, C. Howerton attended the BRIC Regional Workshop "Assessment Strategies and Models that Help tell the story"
- December 10, 2010, FLEX presentation (W534) "Using SLOs and other Data in Program Reviews" (pt1)
- January 12, 2011, FLEX presentation (W537) "Using SLOs and other Data in Program Reviews" (pt2)
- August 11, 2011, Presentation for faculty and staff regarding SLO assessment scheduling
- August 11 & 12, 2011, FLEX presentation on TracDat Training for SLOs
- September 13, 2011, Two presentations regarding using TracDat for Program Review and using SLO data
- September 16, 2011, repeat presentation regarding using TracDat for Program Review and using SLO data.

### STANDING ONGOING DIALOGUE/REPORTING STRUCTURE

- Fall 2008, WCC SLO committee was designated/recognized as a "college-level committee" and designated to report to the WCC governing bodies.

- Semester reports to both the College Council and the WCC Academic Senate
- Standing item on Full Faculty meetings, Division meetings,

- Department meetings, and Advisory Committee meetings
- Report item for the WCC Curriculum Committee

- End of the year report with the Board Directed Strategic Goals as compiled by the College Council
- Other presentations as requested.

## WCC SLO COMMITTEE LEADERSHIP/COMMITTEE STRUCTURE

- Prior to WCC Initial Accreditation, Membership of the YCCD SLO Project team included WCC representatives (Dean of Instruction-*K. Nather*, WCC Curriculum Co-Chair *C. Kellogg*, and a FT WCC Faculty member – *C. Howerton).*
- Fall 2008, WCC SLO committee was formed and the MOU for the WCC Curriculum Co-chair (*C. Kellogg)* included co-leadership of the WCC SLO committee. Was decided by the SLO committee to split the co-leadership of SLO work with the curriculum chair and the other FT Faculty member (*C. Howerton).*
- In Fall 2008, VP was hired at WCC and was appointed as the "Administrative Sponsor*"(A. Konuwa)* for the WCC SLO Committee. **Still co-chaired by the WCC Curriculum faculty co-chair and FT Faculty Member** *(C. Kellogg & C. Howerton).*
- In Spring 2009 Membership expanded to include Student Service Faculty *(E. Spears),* and Classified Staff *(J. Hammitt),*

- In Fall 2009 to realize campus-level committee membership*:* Director of Admissions and Records *(R. Tornay),* Director of Research *(M. Khatami),* and another Instructional Faculty Member *(T. Chetra.); *Also, new WCC curriculum-co chair (*B. Rhode*) replaces C. Kellogg
- Fall 2010, WCC established a "Special Project Coordinator for SLOs" with .20 reassigned time *(C. Howerton).* Worked with the WCC Academic Senate and YCFA to establish an ongoing SLO coordinator position for WCC. With a Memorandum Of Understanding and clear outline of Coordinator responsibilities. Addition of Adjunct Faculty member to the committee. Also, new WCC Curriculum-co chair (*S. Ng*) joins the SLO committee.
- Spring 2011, advertised and successfully fill the ongoing WCC SLO Coordinator position *(C. Howerton).* Primary responsibility for leading campus SLO trainings, committee work, SLO development, and promoting campus-wide communication/ dialogue.

## ACCOMPLISHMENTS FROM PLANNING AGENDAS SINCE 2008 ACCREDITATION SELF STUDY

| Standard | Description | Status | Evidence |
| --- | --- | --- | --- |
| I-A1 | Woodland Community College should develop an *Educational Master Plan* in light of its mission, its priority statements, and the District's 2005 EMP. | **Completed.** The College organized an Educational Master Planning Committee in Fall 2009 to guide activities inherent in its vision and mission statements. The Committee completed work in Fall of 2010; the 2011 – 2015 Educational Master Plan was reviewed by the Board of Trustees in Spring 2011. Implementation of the Plan has begun with the adoption of a budget prioritization statement by the Planning and Budget Committee, the Management Team, Academic Senate and College Council. | WCC Educational Master Plan 2011-2016; Board Minutes, Spring 2011. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-A2 | 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. | **Completed.** As a component of the Board Strategic Directives 2007-2011, the College established a series of specific goals that continue to be monitored by the College Council. Reports on the implementation of these goals are presented to the Board of Trustees during its annual retreat. Additionally, College committees with functions related to these goals present status updates to the College Council each semester on progress and accomplishments. These goals are matched with programs and services in academic and student services. Implementation of these goals has also propelled the development of specific plans such as Student Equity, Matriculation and Basic Skills. These goals are also inherent in program reviews and the Educational Master Plan. Also, as part of its image marketing and continuous quality improvement, the Office of Institutional Research conducted a needs survey in 2008 to identify specific community needs which were matched with programs and services at the College. The Office of Research, Planning and Student Success has also conducted college wide surveys on student satisfaction, and the results have helped to shape programmatic goals that meet community needs. | WCC Annual Report on Board Strategic Initiatives; Educational Master Plan; Office of Institutional Research WCC Needs Survey; 2010 College Wide Satisfaction Survey; |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-A3 | 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. | **Completed.** The College Council developed and ratified the first Mission Statement in 2007, in preparation for Initial Accreditation. In November 2009, the Council adopted a five-year review schedule which aligns with planning cycles for Program Review, the EMP, and future Strategic Plans. The next comprehensive review commenced in 2011 and will be conducted under the aegis of the College Council through a process that will allow ample opportunity for stakeholder input. | Minutes of the College Council; the WCC Mission Statement. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-B1 | Dialogue will continue on an ongoing basis to ensure the continuous improvement of student learning and institutional processes. No formal planning agenda is proposed at this time. | **Ongoing.** The College established a Student Learning Outcomes Committee in 2009 and provided 20% release time to a faculty member who serves as the Chairperson. The Committee, in conjunction with the office of Research, Planning and Student Success, 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 College's long range planning model includes processes that belie continuous improvement of student learning, including program reviews with attendant curriculum reviews, student surveys, and annual review of the College's strategic goals emanating from the Board Strategic Directives. Additionally, the College continues to effect a shared governance process that anchor student learning and continuous improvement through committees such as the Basic Skills Committee, the Curriculum Committee, the Student Success Committee and the Diversity Committee. The College also responds to State and Chancellor's Office mandates associated with improvement of student learning, including the ARCC Report, Student Equity and Matriculation Reports, Transfer Report, and activities of categorical programs such as EOP&S, CalWORKs, and Student Support Services; and other instructional and student supports services such as the Writing and Math Center and the Tutoring Center. | Board Strategic Directives; Program Reviews; Educational Master Plan; TracDat; Minutes of Academic Senate; Minutes of SLO Committee; Minutes of Student Services; Counseling Meeting; Board of Trustees Minutes on SLO; WCC ARCC Report Presentation to the Board; Basic Skills Committee Minutes; Basic Skills Committee Implementation Plan; Diversity Committee Minutes; Diversity Plan; Transfer Report; DSPS Annual Program Plan; CalWorks Program Plan; EOPS Program Plan; SSS Program Plan/Report; Tutoring Center Report; WAM Report. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-B3 | 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. | **Not Completed**. As a first step towards establishing a research plan, the College created a position of Director of Research, Planning and Student Success in 2009. The position is an upgrade of a research analyst position that worked in concert with the District Office of Institutional Research. Although no formal research plan has been developed, the Office has conducted several campus wide research and surveys associated with institutional improvement. The Office continues to work with the District Office of Educational Planning and Services in the implementation of the Institutional Effectiveness Model that drives the College's long range planning model. | Office of Research, Planning and Student Services website; |

| Standard | Description | Status | Evidence |
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| I-B4 | "Under the prospective organizational system, an evaluation cycle will need to be built in to committee and council purpose statements and operating procedures." | **Completed.** A College Council has been established as the monitoring body for planning functions at WCC.   A College Handbook patterned after the former District Council Handbook template has been developed. All committees represented in the Handbook are currently in the process of updating purpose statements. Through the planning and shared decision making process, every committee includes an evaluation cycle. Meanwhile, as explained above, the College Council completed an evaluation of progress toward College goals in the Strategic Plan.  Each semester, committees with responsibilities for each College goal made presentations to the Council on accomplishments and assessments of strategic goals. | College Council Presentation Template; Committee reports to the College Council – 2009, 2010, 2011; President's (WCC) Annual Report to the Board of Trustees on Strategic Goals. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-B5 | As part of the implementation of the IE Administrative Procedure, assessment planning of programs, processes, plans need to be done to provide the information necessary for continuous improvement at WCC (and Yuba College)<br><br>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. | **Completed.** The establishment of the Office of Research, Planning and Student Success has facilitated efforts to provide data for the planning and assessment of programs and information necessary for continuous improvement. The College, through this Office, has implemented monitoring software for program review and SLO assessment, TracDat. An SLO template that evaluates program assessment plans over a five year period has been established. The Office also provides research data and information necessary to analyze student learning, including an annual WCC Snapshot.   The District's Office of Institutional Effectiveness has developed an Institutional Effectiveness Administrative Procedure which is included in the Program Review Handbook. The Handbook provides guidelines for planning and developing evaluation and assessment methods associated with Program Review, Marketing Research and Shared Decision-making. Assessment methodology for SLOs has also been developed through the SLO Committee.<br>The College continues to provide training for faculty and staff who utilize data base programs, including Datatel and TracDat. | Office of Research, Planning and Student Success website; TracDat; WCC Quick Facts; Program Review Data; SLO Assessment Template TracDat Training schedule and announcements; District Program Review Handbook. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| I-B6 | Implement, evaluate and revise Resource Allocation Model | **Ongoing.** The College, working in conjunction with the District Office of Administrative Services and the Academic Senate, has developed a Resource Allocation Model which will be utilized to facilitate budget appropriation in response to program reviews and planning in the District. The Resource Allocation Model is being piloted during the 2011/2012 budget year, and an assessment will be conducted at the end of this cycle to effect continuous improvement processes. | Resource Allocation Model documents; e-mails. |

| Standard | Description | Status | Evidence |
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| II-A1 | 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* .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. | **Completed**.  The College has developed an Educational Master Plan that includes goals to deliver programs and services in concert with its mission.  See I-A1 above. | Educational Master Plan; |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-A1a | 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. | **Ongoing.** The Student Equity Committee has been formed to replace the Academic Preparation and Retention Committee. Discussions to integrate its purposes with the Curriculum Committee have not yet started. | |
| | The needs assessment for the WCC service area should be updated and should focus on the curricular needs of the growing, evolving region. | **Not Completed.** A needs assessment for the WCC service area is underway for Public Safety programs. However, there are plans for a comprehensive assessment to incorporate the needs of all programs and services in the community. | |
| | As the College moves to develop and effect processes related to integrated planning, linkages are being established between the Student Success Committee and the Basic Skills Committee that supports curriculum initiatives in views. | | |

| Standard | Description | Status | Evidence |
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| IIA.1b | 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 system to meet student demand. | **Completed.** The College's Educational Master Plan includes a goal to develop processes and procedures for the implementation of distance education as an alternative instructional delivery system. The College, as part of this plan, has established a Distance Education Committee as a subcommittee of the Curriculum Committee to establish procedures for a distance education profile at the institution. | Educational Master Plan. |
| II-A1c | Continue Academic Program Review at WCC with an increasing look toward the inclusion of assessment of SLOs | **Completed**. Program Reviews are part of the planning and evaluation processes of the College. The College has implemented the TracDat software to monitor program reviews, which includes SLO assessment. | TracDat; Program Review; Program Review Assessment Plan Template. |
| | 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 | **Completed.** The College has developed program and course level SLO timelines that are now in full implementation and on target. | District SLO Timelines; WCC SLO Committee Timelines. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-A2 | 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. | **Completed.** The College's Educational Master Plan includes a goal to develop processes and procedures for the implementation of distance education as an alternative instructional delivery system. The College, as part of this plan, has established a Distance Education Committee as a subcommittee of the Curriculum Committee to establish procedures for a distance education profile at the institution. | Educational Master Plan; Distance Education Purpose Statement. |
| | Course Programs/Academic & Vocational Reviews: All program and course areas need to become outcomes based. | **Completed.** The College's Educational Master Plan includes a goal to develop processes and procedures for the implementation of distance education as an alternative instructional delivery system. A Distance Education Committee was established as a subcommittee of the Curriculum Committee to establish procedures for a distance education profile at the institution. The Program Reviews process, with the adoption of TracDat, has established procedures for assessment of student learning through program reviews. Also, regular surveys are conducted by Student Services departments, the Office of Research, Planning and Student Success. Career and Technical Education programs also respond to statewide mandates through Advisory Boards, Perkins IV core indicators, and curriculum updates that necessitate an outcomes emphasis of these programs. | TracDat; Perkins IV; CTE Program Reviews; Program Review. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-A2a | 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. | . **Completed.** See Above II-A1c; II-A2. | |
| II-A2b | Continued professional development is needed to continue orienting faculty and staff toward an SLO model. | **Ongoing.** The College continues to hold professional development activities to orient and build capacity in faculty and staff about the SLO model. These activities are part of flex activities, Convocation, and Division Meetings. Additionally, the College has funded faculty and staff participation in conferences related to SLOs across the state. | Academic Senate Agenda; College Council SLO presentations; SLO Committee website and Portal Page; Staff Development Report; Conference Travel document; |
| | A fourth counseling position was added in 2007-08 and a fifth is anticipated for 2008-09. These additions should help considerably. | **Completed.** The College currently has seven counseling positions. Four of these positions are categorically funded with some levels of College effort: EOP&S (1), CalWORKs (1), Student Support Services (2). Three others are District funded and includes a 1.0 General Counseling position, a split position for .60 General Counseling/.40 Tranfer Counseling, and another split position for .60 General Counseling and .40 Career Counseling. | Counseling Program Review; Human Resource Staffing Distribution Report |

| Standard | Description | Status | Evidence |
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| II-A2c | 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. | **Completed.** The District Office of Educational Planning and Services has developed the Program Review Handbook and updated the Institutional Effectiveness Model that guides planning processes at the District. The College Council has also developed and continues to monitor processes for evaluating institutional effectiveness at the College. | College Council Presentation Template; Program Review Handbook; TracDat. |
| II-A2d | Provide more professional development in WEB CT and other forms of distance/distributive education. | **Ongoing.** Faculty wishing to teach through the Distance Education modality and those who currently teach in this modality receive regular training and updates through the Office of the Dean of Distributive Education at Yuba College. | E-mails on Blackboard Training from Martha Mills; Blackboard/DE website. |
| II-A2e | As student learning outcomes are embraced by the institution, these will need to be incorporated into both program and course reviews. | . See II-A2 | |

| Standard | Description | Status | Evidence |
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| II-A2h | Course specific SLOs are expected to be completed and implemented as the next five-year cycle of course revision (through the curriculum committee) begins in the Fall 2008. | **Completed.** The SLO Committee and the Curriculum Committee have both established a process that mandates the development, implementation and assessment of course specific SLOs. Each course outline of record coming through the Curriculum Committee is required to include SLOs. Additionally, all course syllabi presented to the Office of Instruction and Learning Resource are required to have SLOs and their attendant assessment methods included. | SLO Committee minutes; Curriculum Committee minutes; sample of Course Outline of Record with SLOs; sample of course syllabi with SLOs; copy of course syllabi template adopted by the Curriculum Committee. |
| II-A3 | 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 | **Completed.** The College has developed its Curriculum Committee. The Committee has developed processes for reviewing general education petitions. A College Curriculum Handbook that defines these processes is being developed and scheduled to be completed by the end of 2011. SLOs are now introduced in the General Education curriculum as described in II-A1a above. | Curriculum Committee Workflow Timelines; Curriculum Committee agendas with General Education petition timelines. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-A4 | Woodland Community College (and Yuba Community College District) are currently converting non-compliant degrees (General Education) toward compliance | **Ongoing.** Woodland Community College, as part of the program and curriculum review process, continue to work on updating and revising courses and degrees for compliance with state mandates. | Curriculum Committee Minutes and Agendas. |
| II-A5 | In some vocational programs, measures external to the program need to be developed to ensure that competencies are met. | **Ongoing.** The Career and Technical Education program continues to adhere to industry, Chancellor Office and Federal Standards. The Agriculture program completed a statewide review of its operations in 2011; the EMT program was revamped to meet standards of the Sacramento/Sierra Emergency Management Systems; an Administration of Justice Advisory Board is in operations, and provides guidance on external competencies; the Human Services Program is developing documentation for CADAC certification; and the Early Childhood Education has revamped its curriculum to meet competency requirements of the State. | Program Reviews from Ag, AJ, Accounting, Human Services, Early Childhood Education. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-A6 | 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 student have accurate information. | **Completed.** The College has instituted several measures to improve communication of academic policies and campus wide information sharing. A Communication Resource Committee has been established, and this Committee has worked to identify guidelines and procedures for campus wide communication. Academic policies and other information are now disseminated through the WCC Portal, the WCC website, and websites and Portal sites established by committees such as the SLO and Curriculum committees, and governance bodies such as the Academic Senate and the Office of the President. | WCC Website; Curriculum Committee Website; WCC Portal; Academic Senate website; SLO Committee website; President's Portal Page. |
| | 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. | **Completed.** The WCC website was redesigned and launched in 2010 through collaborative efforts of the WCC Communication Resource Committee and the District IT Staff. The site and the Portal are used to convey timely information to faculty and staff about WCC activities. | WCC website; Portal. |

| Standard | Description | Status | Evidence |
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| II-A6c | 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. | **Completed**. Before the budget crisis necessitated its elimination, the Public Information Office established standards for the production of all publications which continue to guide the development of marketing materials at the College. | WCC Publication Standards (see Art) |
| II-A7 | 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 configurations of WCC (Academic Responsibility and Student Code of Conduct). | **Ongoing.** Policies on Academic Responsibility and Student Code of Conduct are reviewed by District Committees and vetted through the Academic Senates. In 2009, the Student Code of Conduct was reviewed and modified through the initiatives of the Presidents of Yuba College and Woodland Community College and approved by the Academic Senates of both Colleges. The Academic Handbook, which guides Academic Responsibility, is in the process of being reviewed by the District Communication and Consultative Council and will be vetted through governance groups such as the College Council and the Academic Senate at Woodland Community College. | 2008 Student Code of Conduct; Revised Student Code of Conduct; Any Revision to Academic Handbook. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-B1 | 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 | **Completed.** See II-B3a below. | |
| | Develop a plan to unify and direct career and job placement services at WCC and the Colusa Center | **Not Completed.** Although the Career Center services are components of student support services at the Colusa County Outreach Facility, no defined plan has been established to unify job placement services at WCC and the CCOF. However, the Career Center Program Review has identified strategies for expanding career services to CCOF. | CCOF Schedule; Career Center Program Review. |
| II-B2 | The Woodland Community College Catalog template will become the official catalog after the college becomes accredited. | **Completed.** Woodland Community College has adopted the 2008 Catalog template as its official catalog. Since 2008, the College has produced three additional catalogs in 2009, 2010 and 2011. The Catalog is produced through collaborative efforts among academic, student services and administration. | WCC Catalogs – 2008, 2009, 2010, 2011, 2012. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-B3 | Integrate an outcomes-base format into program review. | See Above. | |
| | Continue to follow-up on Enrollment Management and Student Equity initiatives by seeking grant support for further counseling support. | **Ongoing.** Enrollment management initiatives are considered through the Student Success Committee and, to some extent, the Scheduling Committee. As part of these efforts, the Student Success Committee has developed a Student Equity Plan as well as a Matriculation Plan. These plans identify grant resources as a means of supporting activities inherent in them, including counseling support. Additionally, the College has successfully competed for two Student Support Services grants that resulted in the hiring of two general counselors. Also, the College has included counseling support in unsuccessful efforts for Hispanic Serving Institution (HSI ) grants. | Student Equity Plan; Matriculation Plan; 2009 HSI Grant; 2011 STEM Grant; SSS ESL Grant; SSS WCC Grant. |
| | Review Tutoring Center Staffing Needs | **Ongoing.** Tutoring staffing needs are perennially reflected in Program Reviews and Program Review updates by the Tutoring Center. | Tutoring Center Program Review. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| II-B3a | Contract a healthcare provider for WCC based on the model currently utilized at the Yuba College campus in Marysville. | **Completed.** The College contracted with the Communicare Health Services in 2008 to provide health services for WCC students. The services include primary care, reproduction services, health education and mental health services. | Communicare website; Communicare annual contracts; |
| | Successfully complete advocacy efforts to hire a full –time career development /job placement counselor for students at WCC and Colusa. | **Completed.** The College has hired a counselor whose duties include 40% release time to provide career counseling to WCC students in Woodland and Colusa. | Career Center website. |
| | Develop a plan for ongoing support services once the new Colusa Center building is completed. | **Completed.** The College has established parallel student support services at the Colusa County Outreach Facility. All student support services are available at the CCOF where staff provides these services during the first week of each month. The services are also made available on a as need basis from such categorical programs such as DSPS and EOP&S. | First Week of the Month Student Support Services Calendar/Schedule. |

| Standard | Description | Status | Evidence |
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| II-B3b | 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. | **Ongoing.** Student life continues to be a challenge at the College, without a dedicated staff assigned to this function. A position was defined in the WCC Five Year Staffing Plan in 2008, but budget constraints have led to its low prioritization. As a result, student life activities continue to be sporadic, with occasional events organized by faculty and student groups. | Five Year Staffing Plan; Student Services Program Review; Campus Life Program Review 2009. |
| II-B3c | 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. | **Completed.** See II-A2b above. | Diversity Plan Hiring Procedures |
| II-B3e | 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. | **Completed.** WCC now has an Admissions and Records Office operated in accordance with state matriculation mandates and regulations. WCC also regularly evaluates this office via student surveys and program review. | Admissions and Records Program Review; Surveys |

| Standard | Description | Status | Evidence |
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| II-C1 | 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. | **Completed.** The WCC library currently has benefitted from a state appropriated library resource center 2 funds that supported these purchases for two years. The library has also benefitted from TTIP funding that expired in 2010. Additionally through the program review progress the library has made requests for funds to support the collection that are included in the budget allocation process. Funds have been delegated to upgrade the collections and periodicals. This line item is specific to WCC and its library and no longer under District purview. | Budget HandBook 2008-2011. LRC Budget 2008-2010 TTIP 2008-2010 |
| | 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. | **Partially Completed.** A 0.5 FTE librarian and a second full time Library Technical Assistant were hired to staff the growing library, however, due to budget constraints one of the library assistants was eliminated. | College Staffing List; Job Description Library Assistant |
| | 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 enhancement to maintain and/or phase in the upkeep costs. | **Completed.** The college recognizes the need for funding equipment maintenance and has appropriated funds on an annual basis to support this. These funds are included in the Dean of Instruction and Learning Resources budget as well as a specific line item for equipment in the Vice president's budget. Since 2008, equipment has been funded for the library in variety of ways. See paragraph above. | Library Budget TTIP Budget Handbook LRC Budget |

| Standard | Description | Status | Evidence |
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| II-C1a | 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 proportional spending emphases should be- and these should be tied to overall institutional curricular planning. | **Completed.** A onetime supplemental appropriation was used to increase the library collection. Collection needs are continually assessed by the librarians. Faculty members are encouraged to work with the library to develop a collection that reflects their curriculum on an ongoing information basis. All faculty members had the ability to participate in the collection development process which ties it to overall institutional curricular planning. This includes creating a package of information for all faculty members on District policies regarding collection development, flowchart of the request process, timeline, decision process, money available, how the process ties into program review, and other relevant information. The library certificated staff choose resources based on the needs presented to them through library instruction, reference instruction, interactions with faculty members. | Library Program Review; LRC Group II Budget. |

| Standard | Description | Status | Evidence |
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| II-C.1b | 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. | **Partially Completed.** The institution as part of the 8 district wide SLOs adopted for institutional improvement has information competency as one of these. Although no campus-wide definition of information competency or assessment mechanisms linked to library standards have been discussed to this date, the campus is allowing this to be met on an individual course by course basis through the SLOs. The essence of information competency is embodied in three of the institutional SLOs and fulfills the planning agenda: | Library Program Review; Institutional SLO list; College Wide SLOs Senate Faculty Orientation Series Faculty Workshops? |
| | Establish goals for teaching information competencies across the WCC curriculum. | Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives. Critically Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions. Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.<br><br>**Partially Completed.** We partially do the above. Many colleges have a library driven campus wide information competency plan to ensure students have the skills and we have no such activity completed. Various examples of SLOs can be used to show that information competency is addressed | COR Library Science 1 |

| Standard | Description | Status | Evidence |
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| | Introduce faculty flex workshops and faculty library orientation so that they may better integrate the LRC's resources into their teaching.<br><br>Provide library orientation as a component of new employee orientation. | **Partially Completed.** We attempted to address faculty flex workshops with the senate's new faculty orientation series as well as other workshops the library scheduled for faculty in addition to the workshops open to students. | |
| | 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. | **Completed.** The COR for Library Science 1 can be used as evidence to show expansion of library curriculum. No further developments have been made in this area due to reduced FTEF for classes and library staffing. Workshops have been offered as staffing allows. | |

| Standard | Description | Status | Evidence |
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| II-C1c | 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. | **Completed**. WCC DSPS evaluates accessibility for all students in all buildings on campus. Hours of operation are currently not sufficient due to budget constraints. All hours that the library is open are currently staffed accordingly. | DSPS Documents/ |
| | Services, for remote users should be evaluated in light of the needs and services associated with the opening of the new facility. | **Ongoing.** CCOF students are not covered under the library plan. An assessment is being done to fix this. | |
| II-C1d | 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. | **Completed.** The College has made efforts to provide appropriate level of staffing to carry out the security and customer functions of full service obligations of the library. An additional library assistant was hired after the College received accreditation. However, due to budget constraints library hours still need to be expanded. | Staffing Recall List; |
| II-C1e | Review the effectiveness of contracted services with the next library program review. | **Completed.** See The library has conducted a review of the library's last full program review for evidence of showing the results from review effectiveness from the of its most crucial contracted service the library uses –-- the Integrated Library System.  and included the analysis in its program review. | Library Program Review |

| Standard | Description | Status | Evidence |
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| II-C2 | Introduce SLOs format into Program Review process to measure information competency. | **Completed.** SLO format has been incorporated into Library Program Review and SLOs have been identified dealing with all matters dealt with in the library.SLOs are incorporated in the program review process. One of the eight identified institutional program reviews relate to information competency, and a process has been developed by the Student Learning Outcome Committee for assessing information competency. | Library Program Review; Library SLOs; Institutional SLOs. |
| III-A1b | 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. | **Completed.** Evaluations are administered with regularity to all employee groups. Midyear follow-ups are conducted on any "recommendations" stemming from fall evaluations. | Evaluation Handbook HR Union Contracts Data from Rudy's Office? |
| III-A1c | 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. | **Not Completed.** Faculty evaluation processes have not been negotiated to include progress toward or achievement of identified SLOs. The District has chosen not to include this in its bargaining agreements. | Faculty Contract |

| Standard | Description | Status | Evidence |
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| IIIA-2 | The district will follow the prioritized recommendations of the Faculty Staffing Committee and the Woodland (Provisional) Academic Senate in developing new academic positions at WCC .WCC will need annually review its four-year staffing plan and adapt this plan to changes in regional needs, funding, or related circumstances. | **Completed.** WCC now has its own Staffing Committee which serves the purpose of prioritizing Division recommendations in full time staffing. The WCC 4 year staffing plan is undergoing revision in 11/12 school year. A new staffing committee is being proposed that will deal with all levels of staffing including faculty, classified and administration. | Staffing Committee purpose statement<br>Staffing Committee minutes<br>College Council/Senate joint minutes September 30 2011 |
| III-4a | The *Educational Master Plan* adopted a staffing goal that directs the District to develop appropriate practices, procedures and timelines to ensure an opportunity to hire the best available employees from a diverse pool of applicants. Programs, practices and services must continue to support appropriately an increasingly diverse staff (See p. 201, Planning Agenda for Standard III A2). | **Completed.** WCC has taken control of its own staffing timelines and practices. The District HR department follows the direction of WCC when sending out job announcements. The District HR Department has diversified its announcement | Staffing Committee purpose statement<br>HR list of where they send jobs |
| III-A4b | 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. 201, Planning Agenda for Standard III A2). | **Ongoing.** WCC has instituted a Diversity Committee which has developed a Diversity Plan. Due to budget constraints the part of this plan addressing recruiting a diverse pool of applicants has not come to fruition as WCC has not hired. | Diversity Plan |

| Standard | Description | Status | Evidence |
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| III-A4c | 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. | **Completed.** Academic and administrative units have reviewed policies and statements regarding mutual respect, diversity and institutional ethics. | None |
| III-A5a | 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. | **Completed.** WCC has developed its own FLEX program and allocated funds for a full time faculty to run this program. The District-wide professional development funds have been divided between the two colleges and WCC has access to its own money. Via the WCC Flex Coordinator, information on activities and opportunities is widely disseminated. Opening day activities are better used for substantial staff development and all staff are encouraged to participate. | Flex Coordinator MOU Convocation agendas? |

| Standard | Description | Status | Evidence |
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| III-A5b | 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. | **Completed.** The program review processes at the administrative and academic levels include provisions for staffing requests. However, no direct requirement is included for articulating staff development needs. Staff development needs are under the purview of the Flex Coordinator and Committee who follow a separate process to consider professional development. This has been done, Ana. | Flex Program Review. |
| III-A6 | Ensure that the EMP (and subsequent revisions of the plan) and Program Review documents integrate institutional planning with the human resource planning. | **Completed.** WCC's inaugural EMP has integrated within it Program Reviews from all academic and student services programs. These results are forwarded to the staffing committee for HR planning. | EMP Staffing Committee Purpose |
|  | Ensure that the Administrative Program Review continues to develop, so as to progress in the evaluation of hiring processes and procedures. | **Completed.** Administrative Program Review has been developed and is progressing towards evaluation of hiring processes and procedures. | Administrative Program Review |

| Standard | Description | Status | Evidence |
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| IIIB-1b | Facilities development and staffing growth must (as much as possible) parallel one another to ensure that maintenance and security concerns are met. | **Completed.** WCC has developed an EMP with the assumption that the Plan will drive facilities, staffing, curriculum, equipment and resource allocation decision making. In this way, the college has established a process to link facilities development with not only staffing growth but other areas of integrated planning. Additionally, a planning and budget committee has been established to monitor all aspects of integrated planning. | EMP |
| | A Self-Evaluation and Transition Plan is needed to ensure continued proactive compliance with ADA/508 legislation. | **Completed.** A Transition Plan has been developed and vetted through a Transition Plan Advisory Committee and assessed to be compliant with ADA/508 regulations. | WCC Transition Plan. |
| | 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. | **Partially Completed.** An instructional equipment committee prioritizes equipment requests from each division and submits its prioritizations to the President. Non instructional equipment does not have such a process. | Instructional Equipment Purpose Statement. |

| Standard | Description | Status | Evidence |
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| IIIB-2 | Woodland Community College should develop an evaluation plan specific to its equipment prioritization and distribution process. | **Ongoing. Partially Completed.** An instructional equipment committee prioritizes equipment requests from each division and submits its prioritizations to the President? Non instructional equipment does not have such a process. | Instructional Equipment Purpose Statement |
| IIIB-2a | The District should phase in the concept of "total cost of ownership" where this relates to facilities and equipment. | **Ongoing.** WCC has incorporated this concept in its approach to integrated planning, where program reviews and their attendant resource requests reflect all factors that contribute to the effectiveness of the program. | Budget and Planning Minutes; Faculty, Staff and Administrative Committee Purpose Statement. |
| IIIB-2b | 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. | **Ongoing. Not Completed.** No long term maintenance and operations plans have been developed, although this has been considered in the new Resource Allocation Model to allow for budgetary set asides to meet the needs of deferred maintenance. Over the past three years, maintenance and operations challenges have been addressed through Measure J funds, and mechanical upgrades, building renovations and domestic water connections have been also completed. | Resource Allocation Model; Maintenance and Operations Program Review (Administrative Program Review); Facilities Master Plan. |

| Standard | Description | Status | Evidence |
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| III-C1a | 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. Increased on-site IT staffing for Woodland Community College | **Partially Completed.** WCC has gotten Group II funds for IT. Wireless technology has been integrated into WCC infrastructure of all new and renovated buildings. Increased on site IT staffing is budget sensitive and thus has not occurred. | LRC Group II Budget. |
| | Support to replace aging equipment in areas not benefiting from Group II funding. | **Completed**. The College has an identified process to meet equipment needs through it Instructional Equipment Committee. Non-instructional equipment needs are also met through | Instructional Equipment Procedures; EMP Equipment Matrix. |
| | Include wireless Internet technology in the site-specific WCC Technology Plan and implement this goal within the next two academic years. | **Completed.** Wireless internet technology is firmly ensconced in WCC infrastructure. | Technology Plan. |

| Standard | Description | Status | Evidence |
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| IIIC-1b | 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. | **Not Completed.** Although there have been discussions about the development of a training plan to include a trainer and documents to include multiple aspects technology, this has not yet happened. The position of a trainer will be considered in a future five year staffing plan. Meanwhile, District IT staff and Distance Education staff have conducted ad hoc training workshops at WCC. | |
| | 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. | See above. | |

| Standard | Description | Status | Evidence |
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| IIIC-1c | 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 give to Help Desk staffing at the District level. | **Completed.** The District currently serves WCC's IT staffing needs via its IT department. IT needs are requested via online form and forwarded to WCC IT staff. | District Technology Plan |
| | 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. | **Ongoing.** Currently, all faculty computers are on a replacement cycle for replacement every 4 years. WCC also has an instructional equipment committee which separates out IT requests and forwards a prioritized list to the president. | District Technology Plan Instructional Equipment Purpose |
| | WCC will need to develop campus-specific Technology Plan. This plan should benefit from a needs assessment and local input. | **Ongoing.**WCC currently still operates under the District technology plan. WCC does have membership on the district technology committee as faculty co-chair and also a classified member. | District Technology Plan |

| Standard | Description | Status | Evidence |
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| IIIC-2 | Review Distributive/Distance Education programming to assess further investments in human and material resources, utilizing program review process. | **Completed.**WCC has implemented a DE subcommittee of its curriculum committee to review DE programming and assess further investments in this mode of delivery. | DE purpose statement |
| | 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 | **Completed.** The District Technology committee conducts an annual assessment of the Technology Plan to evaluate progress, review changing circumstances, and adjust priorities to meet them. This Plan is reported yearly to the Board. | Board Minutes Technology Plan and updates |
| IIID-1a | Woodland Community College needs to further develop its internal planning documents, integrating each with budgetary considerations. | **Completed.** Planning and Budget committee has been working on a timeline that integrates planning and committee structures. | Planning and Budget Purpose |
| IIID-1b | 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. | **Completed.** Senate and CC had a joint meeting to determine committee reporting structure. Budget Committee followed and integrated into this structure. | Planning and Budget Purpose Minutes Joint meeting |

| Standard | Description | Status | Evidence |
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| IIID-1c | 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. | **Completed.** WCC has implemented its own budget committee to tie the needs of its EMP to best serve its students. | Budget Committee Purpose EMP |
| III-D1d | Define relationship of WCC college committees and their respective roles in budgetary process and development | **Completed.** WCC has its own College Handbook which has purpose statements of all campus committees. The committee reporting structure was worked out in a joint Senate/College Council meeting in early 2010. WCC has also implemented its scheduling and budget committees to tie budgetary process to the schedule and equipment needs of the campus. | Handbook Minutes Senate/CC Meeting Scheduling purpose Budget purpose |
| | Encourage committees to immediately determine means through which the budgetary processes and procedures have shared input from all WCC constituencies | **Completed**. WCC has its own College Handbook which has purpose statements of all campus committees. The committee reporting structure was worked out in a joint Senate/College Council meeting in early 2010. WCC has also implemented its scheduling and budget committees to tie budgetary process to the schedule and equipment needs of the campus. | Handbook Minutes Senate/CC Meeting Scheduling purpose Budget purpose |

| Standard | Description | Status | Evidence |
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| III-D2 | The District, Yuba College and Woodland Community College are currently re-aligning the management function 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. | **Ongoing.** Resource Allocation subcommittee of the District's DC3 committee has been working on a model that will be implemented in 2012-2013 for its first iteration. This model will help in ensuring that budget follows function as WCC grows and serves its community. | Resource Allocation Model subcommittee minutes |
| III-D2a | The president's Assistant (Woodland Community College) and the Fiscal Analyst (WCC) should be given the depth training in Datatel Colleague's budget management module. | **Partially Completed.** The president's Assistant has been trained in Datatel but due to budgetary considerations, WCC's fiscal analyst position has remained unfilled. As of 12/13 budget year, a reorganization has resulted in the appointment of a District Fiscal Analyst that will serve both colleges. | Reorganization Chart |
| III-D2b | 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. | **Completed.** All pertinent WCC employees have had training in Datatel Colleague system. | |
| III-D2c | The District and the Colleges currently meet the spirit and intent of this standard. | | |

| Standard | Description | Status | Evidence |
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| III-D2f | 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. | **Completed.** A new Contract Review and Monitoring process is administered through the office of the Vice Chancellor of Administrative Services. | |
| III-D2g | 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. | **Completed.** The Administrative Services Review Process has been revamped as part of the institutional program review processes in the Institutional Effectiveness Model and the College's Long-Range Planning Model. This process has been included in the TracDat program review software. Administrative services in the Office of the President and Vice President for Academic and Student Services are considered under this process, and forms the basis for analyzing information about the overall planning and other administrative functions at the College. | Program Review Handbook; TracDat Administrative Services Review. |

| Standard | Description | Status | Evidence |
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| III-D3 | Develop a plan to systematically assess the effective use of WCC's financial resources. | **Completed.** The College has developed and Institutional Effectiveness Model, which includes a Budget Planning and Implementation Flow Chart. Additionally, the College has established a Planning and Budget Committee which is charged with monitoring the effectiveness of the budget process, and as such, the effective use of WCC's financial resources. In concert with the Academic Senate and the College Council, this Committee reviews the budget planning and allocation processes inherent in the flow chart and makes recommendations to the President. The College has also incorporated a District Resource Allocation Model which is another means by which it assesses the use of its financial resources. This is under purview of Budget Committee and President. | Budget and Planning Committee Purpose Statement; Budget Planning Flow Chart; Resource Allocation Model. |
| IV-A1 | 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. | **Completed.** The College has focused on establishing a committee structure with full representation from constituents groups. A College Handbook, as such, has been developed and it describes the roles, responsibilities, expectations and participation processes of each committee. | WCC College Handbook. |

| Standard | Description | Status | Evidence |
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| IV-A2 | 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. | **Completed.** Committees have received formal training in shared decision making in addition to information in the College Handbook. In Spring 2009, then Chancellor Nicki Harrington provided a workshop for all shared governance committees. In the Spring of 2010, the Academic Senate of the California Community College, in association with the League of California Community Colleges, presented a training workshop for college committees. | Planning e-mails; agendas for the workshops. |
| IV-A2a | Through continued discussion with student groups, other avenues need to be sought for meaningful student participation (and retention) in the governance process. | **Ongoing.** Students are continuously recruited for participation in governance processes through announcements in classrooms and other faculty/student interactions. The WCC Agriculture Leadership class serves as a venue for student recruitment to campus committees, including the Associated Students of Woodland Community College. The College President also makes presentations at the ASWCC leadership training workshop on their role in shared decision making. The Student Trustee also takes an active role in getting students engaged in shared governance. | Ag Leadership syllabus; agenda for ASWCC Leadership Workshop; personal interview with Student Trustee. |
| | 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. | **Completed.** Faculty leadership through the Academic Senate has a designated spot on the Board of Trustee agenda for sharing information with the Board. Board members also have access to the WCC Portal, which includes information on faculty activities. | Board of Trustees agendas; WCC Academic Senate Portal. |

| Standard | Description | Status | Evidence |
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| IV-A2b | 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. | **Completed.** See Above III-D2g; II-A1a; II-A1c; II-A2; | |
| IV-A5 | The College should ensure that methodologies are established on a college-wide basis for the evaluation and assessment of evaluation processes. | **Completed.** The College has an established and functioning evaluation process for full time and adjunct faculty, a tenure review process for faculty, and a regular process for evaluating classified staff. These processes are regularly reviewed for their effectiveness. | Evaluation timelines; YCFA Contract; Part-Time faculty contract. |
| | 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. | **Completed.** The College has worked with the District to develop a Planning and Evaluation process for Administrators. | Evaluation template for administrators. |
| IV-B1 | An administrative procedure will be developed to govern the presidential hiring process. | **Completed.** The Chancellor's Executive Council, CHEX, completed a draft of the president hiring process in September, 2011. A Board and Administrative Procedure will be developed in the Fall of 2011. | Draft Policy; Board and Administrative Policy. |

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| IV-B1e | 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. | **Completed**. All Board and Administrative Policies are now on the District website. Through the shared governance committees, updates to these policies are made available to College constituencies. Also, District Committees such as the District College Academic Senates and the District Communication and Consultative Council include representatives from governance groups at WCC. | District website; agendas and minutes from DCAS; DCCC. |
| IV-B1j | Procedures for hiring college presidents need to be established and approved by the Board of Trustees | **Completed.** See IV-B1 above. | |
| IV-B2 | 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. | **Completed.** See IV-B1 above. | |

| Standard | Description | Status | Evidence |
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| IV-B2a | 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. | **Completed.** Shortly before its initial accreditation, the College developed a comprehensive Five Year Staffing Plan to guide staffing decisions beginning in 2008/2009. The plan has continued to be pursued and monitored for faculty hiring in spite of budget realities. The College has expanded the monitoring of the faculty hiring process under this plan to include processes and procedures for an integrated faculty, staffing and administrative staffing plan. | Five Year Staffing Plan 2008/2009; Faculty, Staff and Administrative Staffing Purpose Statement. |
| IV-B2b | Develop District and College Research Standards and Guidelines | **Ongoing.** The District has developed an Institutional Effectiveness Model that guides the reporting of College success indicators. However, research standards and guidelines have not been established. | Institutional Effectiveness Model. |
| | Further develop Provisional Academic Senate<br>Complete the formation and training of a Curriculum Committee | **Completed.** Following WCC's initial accreditation, the YCCD Board of Trustees recognized the WCC Academic Senate, which propelled a formal recognition by the Academic Senate of the California Community Colleges. | Board Agenda; letter of recognition from the State Academic Senate. |

| Standard | Description | Status | Evidence |
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| IV-B2c | 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 | **Ongoing.** The College continues to provide professional development for employees at all levels. Opportunities are offered through flex and staff development activities and attendance at workshops and conferences across the State. In addition, Convocations and committee meetings have addressed adherence to matters relating to the College Mission as well as information on statutes and regulations that lend to the efficient and effective performance of staff functions. | Convocation agenda; Flex and Staff Development reports. |
| IV-B2d | 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. | **Ongoing.** The College has established a Budget and Planning Committee to implement this function. See Above. IIID-1b; IIID-3. | |
| IV-B3 | 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. | **Ongoing.** The Chancellor has committed to visit the WCC campus on a regular basis to participate in meetings and events. These have included speeches at the Convocation, workshops, Academic Senate and College Council meetings, and a monthly scheduled "Coffee with the Chancellor." | Academic Senate Minutes; Convocation agenda; president's campus wide email on chancellor's visit. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| IV-B3a | Continue the transition processes outlined in both the Multi-College Council and Committee Structure and in the Functional Transition Process chart. | **Completed.** A Multi-College Transition Committee has been formed and meets regularly to consider issues related to the transition. | See Functional Transition Matrix on page _____; Functional Transition Plan. |
| IV-B3c | 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. | **Completed.** A Resource Allocation Model has been developed (See Above). In addition to the Multi-College Transition Committee, a District Academic and Student Services group consisting of the College Presidents and Vice Presidents and the Vice Chancellor for Educational Planning and Services meet weekly to discuss issues related to the multi-college transition. Also, program reviews developed at the College forms the basis for budget planning and resource allocation. | MCT agendas and minutes; MCT Workplan; DASS minutes and agendas. |
| IV-B3d | Provide ongoing budgetary updates to the College Councils of both colleges to ensure that stakeholders are current in their understanding of budgetary trends. | **Completed/Ongoing.** The President, as Sponsor of the College Council, makes bi-monthly budgetary updates to the College Council. The President also has a Portal page where information to the campus, including budget updates, is disseminated. | College Council meeting minutes and agendas; President's Portal page. |

| Standard | Description | Status | Evidence |
|---|---|---|---|
| IV-B3g | 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. | **Ongoing.** See IV-B3c above. An assessment of the transition process through the MCT process, review of the allocation model and discussions at other levels in the District, has led to the development of a new Resource Allocation Model. A District Curriculum Committee and the District College and Academic Senates (DCAS) are all avenues through which the short term assessments are continuing. | MCT minutes; DCAS minutes; Resource Allocation Model. |

Abstracts

# ABSTRACTS

## STANDARD IA: MISSION

Woodland Community College is committed to its Mission Statement, which was updated in spring 2012 is and visible across campus. This Mission commits the college community to emphasizing student learning through a variety of programs on campus. The College's purpose and character are reflected in its mission, which supports students becoming productive, literate, and responsible members of a diverse society. Revision of the mission statement, approved by the Board of Trustees in June 2012, involved multiple stakeholders via WCC's College Council, and will continue to be evaluated and assessed in a 5 year cycle.

## STANDARD IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

WCC's Mission guides its Institutional Effectiveness process. This mission determines the priorities and goals of the college and is assessed and evaluated by the College Council on a regular basis.

Institutional effectiveness aligns WCC and its processes with its Shared Governance structure and ensures that there is a linkage between planning, evaluation, and resources. The Program Review process begins the cycle of institutional effectiveness. From these yearly reviews, the college determines staffing, equipment, curriculum and facilities priorities. Shared Governance committees receive this information and align it with budget allocations from the District.

Through the Office of Research, Planning and Student Success, data are collected and used during all components of institutional effectiveness.

Since Fall 2008, the college's process for determining Student Learning Outcomes (SLOs) has evolved. Using District wide institutional SLOs and a dialogue among faculty as the primary basis for defining SLOs, WCC faculty has determined outcomes for all academic and student service programs and the majority of courses. Assessment of course and program SLOs is sustainable, although the College is currently piloting the assessment tool(s) for the eight institutional SLOs. Priorities for resource allocation are established during the Program Review process. Guiding the prioritization are the college's 4 strategic initiatives, developed through an inclusive, collaborative process which began in December 2011 and completed in April 2012.

The college has made progress in achieving its goals, due to its changing strategic directions and because WCC's Institutional Effectiveness process, provides clear steps in an articulated format.

## STANDARD II A: INSTRUCTIONAL PROGRAMS

Commitment to excellence in teaching is reflected in WCC's diverse instructional programs which support the college's mission. A comprehensive general education philosophy accompanied by student learning outcomes also epitomizes this commitment. WCC has a strong curriculum review process that ensures high quality, rigorous instruction designed to meet the needs of our varied college population. This is accompanied by an on-going dialogue about the nature of courses and their delivery as the College responds to the changes evolving from a global society.

WCC's offerings include innovative programs in basic skills, rigorous transfer-level courses and exacting career technical programs. Both instructional and student support programs serve the differing preparation levels and learning needs of students who attend our college.

At the heart of WCC's instructional and student support programs are talented faculty and staff, chosen for their commitments to student learning, the currency in their individual disciplines, and the mission of the college.

WCC's primary instructional focus for the last 4 years has been on developing program and course level Student Learning Outcomes. The College is continuing to develop and revise assessments for these SLOs with the end result being improvements in teaching and learning.

Systematic evaluation and integrated planning are clearly reflected in WCC's Program Review process.

Program Review and the related matrix shown in the Educational Master Plan are at the core of institutional planning, resource allocation, and program development.

## STANDARD II B: STUDENT SUPPORT SERVICES

To promote student learning and instruction, student support services guide students on pathways to success in support of WCC's mission. Using the Program Review process, assessment of established program area SLOs, and various student surveys to evaluate comprehensive services for students, the College provides support at its main campus and \outreach site, through various modalities, to ensure equitable

student access to programs and information. Student support services are integrated in campus-wide programs and activities such as the Diversity Committee, Student Success Committee, Basic Skills Committee and numerous programs for underrepresented students such as EOP&S, DSPS and MESA. Student Services departments also have created relevant Student Learning Outcomes.

# STANDARD II C: LIBRARY AND LEARNING SUPPORT SERVICES

Library and Learning Support Services consist of the Library and Media Services, the Tutoring Center, the Writing and Math (WAM) Center, and Open Media Lab (OML) computer lab. The Library provides information resources for teaching, learning, and research. Resources include a print collection, and databases which include electronic periodicals. The Tutoring Center provides tutoring in a variety of subject.

Tutoring is available at no cost to all students. The WAM Center gives students instructional skills and strategies to help students become independent and active learners to achieve academic success through Reading and Writing Workshops and Math Tutoring. There is an open media lab for student use. In addition, some academic departments have computer lab components embedded in their courses.

## STANDARD III A: HUMAN RESOURCES

Woodland Community College employees are the heart of the institution and collectively work to put students and their learning first. The college is committed to hiring and supporting excellent and qualified faculty and classified personnel. Human Resources, although a District department, works diligently to see that faculty and staff recruitment is the result of accurate job descriptions and correct process, so candidates selected support institutional effectiveness and the college's mission.

There is an established four year evaluation process for tenure track full time faculty. Tenured faculty are evaluated every 3 years and adjunct faculty are evaluated every third semester after the first 3 semesters of teaching at WCC. This cycle of evaluations help to ensure institutional effectiveness and support student learning. Having sufficient qualified faculty with full-time responsibility to the institution remains an issue, especially in lean budget times. The college is committed to diversity. It demonstrates this commitment through its hiring processes, with programs such as Multicultural Presentations, and through the recent completion of the Diversity Plan by its Diversity Committee. WCC has a FLEX/Staff Development program committed to ongoing professional development of its employees.

## STANDARD III B: PHYSICAL RESOURCES

Institutional effectiveness is obvious at WCC in the form of new and upgraded facilities. Since the College's initial accreditation, four buildings have been renovated and upgraded via a facilities bond paid for and voted for by the taxpayers in WCC's service area.

Physical resource planning is becoming integrated with long range institutional planning. Ongoing requirements to support the new facilities are identified through Program Review and resourced through the Budget Committee and its recommendations. Building project completions have improved the flow of the campus spearheaded by the one stop 700 building.

Facilities upgrades actively support the college's sustainability initiative which can be seen by the solar panels occupying the south side of the campus.

## STANDARD III C: TECHNOLOGY RESOURCES

Technology sustains student learning and institutional services. The Technology Master Plan has identified strategies for that support student learning and institutional services and it is integrated with campus and District planning. YCCD has a Technology Committee that reviews institutional technology priorities. Technology and Media support at WCC are provided. The College has recently provided wireless service at several campus locations. to ensure availability of adequate technology support, the college uses both the Instructional Equipment process and the District's replacement process to replace and upgrade technology and equipment and to maintain its infrastructure.

## STANDARD III D: FINANCIAL RESOURCES

Although lean budget times have been the reality at WCC since its initial accreditation in 2008, its financial resources strive to support and improve its existing learning programs and services. Despite enrollment declines and increased fixed costs, the College has successfully managed a balanced budget and at the District level, a healthy reserve, reflecting the District's commitment to fiscal responsibility.

There is a close link between college resources and budget prioritization, with resource allocation tied to Program Review. The Planning and Budget Committee represents all college constituencies and monitors the budget process, including augmentation and reduction recommendations to the President.

The District is aware of its long term financial obligations, particularly retiree health care benefits, and works to control costs as much as possible. Resources are used to support the college's mission.

## STANDARD IV : LEADERSHIP AND GOVERNANCE
## A DECISION-MAKING ROLES AND PROCESSES

Woodland Community College has established effective shared governance and works to engage the college's constituencies in decision-making. This occurs through both institutional practice – committee structures, timelines, sequences of analysis and review, constituent representation, shared leadership of all committees and processes – and institutional culture. Decisions are transparent, information is broadly shared and readily available to all, and leadership in all groups is supported and encouraged. Furthermore, the college's leadership seeks broad understanding of college issues, including the budget, and uses multiple methods of dialogue and engaging with the college. These include College Council reports, regular public meetings of all committees and online communication. The integrity of shared governance at Woodland Community College is such that there is not a sense of governance as an abstraction but a daily reality.

## STANDARD IVB: BOARD AND ADMINISTRATIVE ORGANIZATION

The Yuba Community College District Board of Trustees works cohesively to ensure the financial and institutional integrity of the district. The board has established comprehensive policies regarding all aspects of district operations, and has appropriately delegated authority to the district chancellor, and through him to the college presidents, for the operation of the two colleges. The board approves the policies and administrative practices by which the colleges are governed, and reviews and approves the district budget. The Chancellor works through board policy to ensure both fiscal and programmatic integrity, and district staff provide critical leadership and efficiency in the areas of human resources, finance, and technology. The College President is responsible for the operational work of the college and its institutional effectiveness. She delegates appropriate authority to her administrative team, who lead their respective administrative areas yet work across formal lines delineating college programs to facilitate effective collaboration in operations and shared governance. Woodland Community College is one of two distinct colleges in a unified district. Both policy and administrative practices ensure that the colleges work collaboratively, yet maintain their unique cultures and distinctive student learning offerings.

Organization

# ORGANIZATION OF ACCREDITATION SELF-STUDY
## 2010 – 2012

| COLLEGE COUNCIL | 2011 -2012 MEMBERS |
|---|---|
| **Co-Chairs (2)**<br>Vice President for Academic & Student Services*<br>Faculty Representative* | <br>Dr. Al Konuwa<br>Jennifer McCabe |
| **Sponsor (1)**<br>**President** | <br>Dr. Angela Fairchilds |
| **Management (3)**<br>Vice President for Academic and Student Services<br>Dean of Instruction and Learning Resources<br>Dean of Student Services | <br>Dr. Al Konuwa<br>Dr. Rudy Besikof<br>Vacant |
| **Faculty (3)**<br>Faculty Representative<br>Faculty Representative<br>Faculty Representative | <br>Jesse Ortiz<br>Julie Brown<br>Jennifer McCabe |
| **Classified (2)**<br>Classified Representative<br>Classified Representative | <br>Neli Gonzalez-Diaz<br>Kristen VanSambeek |
| **Adjunct Faculty (1)**<br>Adjunct Faculty Representative | <br>Jim Schulte |
| **Student (1)**<br>ASWCC Representative | <br>Vacant |
| **Recorder** | Ana Villagrana |
| **\*Also serves as a constituent representative** | |

The Accreditation Steering Committee was first constituted in 2006 to lead campus wide efforts to prepare the Woodland Community College (WCC) self-study for Candidacy and Initial Accreditation. Following its successful accreditation in June, 2008, the Committee has remained generally intact, albeit attritions of several members due to resignations or retirements and the addition of others following institutional reorganization. The 2008 self study identified 111 self-imposed planning agendas for WCC. The planning agendas formed the basis for the development of a comprehensive college and established systems and processes to operate a functional and integrated institution. Essentially all of the planning agendas have been completed in an abbreviated timeframe due to the realignment of the accreditation schedule with our sister college, Yuba College, in the Yuba Community College District. The ACCJC advanced by two years the accreditation schedule of WCC and extended Yuba College's by one year, providing a four-year planning timeframe for WCC as opposed to the regular six year planning cycle for ACCJC accreditation.

**Purpose Statement**

The WCC Accreditation Steering Committee is responsible for overseeing the planning, coordination, documentation, authorship of the Accreditation Self-Study, Progress Reports, the Mid-Term Report and Annual Report required by the Accrediting Commission for Community and Junior Colleges (ACCJC) and to ensure that institutional activities adhere to standards of the ACCJC.

In specific, the Committee serves the following purposes:
- Develops an action plan to address the recommendations of the ACCJC.
- Selects and coordinates the work of the Standards Committees and their sub-committees.
- Develops, distributes, and evaluates employee surveys.
- Plans, monitors, and interprets results of Accreditation hearings.
- Oversees authorship, approval process, and distribution of the Self-Study report.
- Coordinates plans for and hosts the ACCJC Accreditation Team visit.

## Accreditation Steering Committee Membership

**Dr. Alfred Konuwa**, Administrative Chair and Accreditation Liaison Officer, Co-Chair Standard IIB/IIID

**Professor Julie Brown,** Faculty Chair, Chair Standard IIIA; Co-Chair Standard IIID

**Dr. Angela Fairchilds,** President, Chair Standard I

**Professor Monica Chahal,** Academic Senate President/One-Voice Editor

**Molly Khatami,** Director of Planning, Research and Student Success

**Dr. Rudy Besikof,** Dean of Instruction and Learning Resources, Co-Chair Standard IIA

**Professor Christopher Howerton,** SLO Coordinator, Co-Chair Standard IIA

**Professor Dena Martin,** Librarian, Chair Standard IIC

**Loretta Richard,** Tutoring Center Specialist/Adjunct Faculty

**Devin Rodriguez,** Classified Staff

**Professor Jesse Ortiz,** Counselor, Co-Chair Standard IIB

**Myron Hord,** Director of Maintenance and Operations, Chair Standard IIIB

**Professor Kevin Ferns,** English, Chair Standard IIIC

**Professor Matt Clark,** Academic Senate Vice President & Chair Standard IVB

## SLO Committee

**Professor** Christopher Howerton, SLO Coordinator and Co-Chair

**Professor** Sharon Ng, Curriculum Committee Coordinator and Co-Chair

**Dr. Al Konuwa,** Vice President and Committee Sponsor

**Dr. Rudi Besikof,** Dean of Instruction and Learning Resources, Member

**Molly Khatami,** Director of Research, Planning and Student Success, Member

**Professor Estelita Spears,** Coordinator of Career Center, Member

**Robyn Tornay,** Director of Admissions and Records, Member

**Jayah Shah,** Instructor of Biology, Member

### Accreditation Standard Committee Members:
### Spring 2012

**Standard I  Mission and Effectiveness:  CHAIR:  Angela Fairchilds**, Cay Strode, Molly Khatami, George Galamba, student representative, Ana Villagrana

**Standard IIA  Student Learning Programs and Services:  CHAIR:  Rudy Besikof,** Christopher Howerton, student representative, Jaya Shah, Estelita Spears, Zulema Zermeno, Rosalinda Martinez

**Standard IIB  Student Services:  CHAIR:  Al Konuwa**, Jesse Ortiz, Robyn Tornay, student representative, Melissa Dean, Liz Medrano, Todd Sasano

**Standard IIC  Library Services:  CHAIR:  Dena Martin**, Rudy Besikof, Sarah Ivey, Brandi Asmus, Loretta Richard, student representative

**Standard IIIA  Human Resources:  CHAIR:  Julie Brown,** Melissa Moreno, Donna McGill, Joan Penning, Jose Vallejo, student representative, Monica Chahal, Leslie Deniz

**Standard IIIB  Physical Resources:  CHAIR:  Myron Hord,** Jim Day, Greg Gassman, Marisa Bautista, student representative, Paul Contini, Jerry Bahneman

**Standard IIIC Technology:  CHAIR:  Kevin Ferns**, Karen Trimble, Chris Mejia, student representative, Bill Heidbreder, Julie Brown

**Standard IIID  Financial Resources:  CHAIR: Al Konuwa,** Angela Fairchilds, Monica Chahal, Jim Day, Matt Clark, Ana Villagrana,  Eric Reynolds, Al Konuwa

**Standard IV Governance and Leadership:  CHAIR:  Matt Clark**, Monica Chahal,  ASWCC president, Neli Gonzalez-Diaz, Jennifer McCabe, Angela Fairchilds

## Preparation of the Self-Study Report
**Editors**
**Professor Monica Chahal,** Academic Senate President, One Voice Editor
**Professor Julie Brown,** Professor of Chemistry and Faculty Chair, Accreditation Self-Study
**Dr. Al Konuwa,** Vice President for Academic and Student Services, ALO

**Graphic Design and Evidence Compilation**
**Ana Villagrana,** Administrative Secretary to the President

**Printing Services**
**Mike Wieber,** Yuba Community College District Printing Services

**Web Support**
**Peter Skillman,** Yuba Community College Instructional Technology/Webmaster

**Research and Data Support**
**Molly Khatami,** Director of Research, Planning and Student Success

| TIMELINES<br>January, 2010 – August 2012 | |
|---|---|
| **January, 2010** | • Flex Workshop on January 13th<br>• Review Timelines<br>• Overview of Response to Standards<br>• Updates on planning agendas |
| **January thru December, 2010** | • Continue evidence collection and updates<br>• Review preliminary drafts of planning agendas<br>• Research and begin gathering supporting evidence<br>• Administer surveys and incorporate results<br>• Standards teams meet on their own<br>• Section writing of drafts continue throughout the year<br>• Regular communication with campus community through website and campus-wide e-mail<br>• Regular updates to College Council and Academic Senate; CHEX;DC3 |
| **February 26, 2010** | • Steering Committee Meeting, Room 114<br>• Follow-up on Flex Activity<br>• Deadline for first written drafts of planning agendas |
| **March 26, 2010** | • Steering Committee Meeting, Room 114<br>• Update on responses to standards<br>• Review outlines<br>• Website up and running |
| **April 30, 2010** | Steering Committee Meeting<br>• Update on responses to standards<br>• Update on preliminary drafts<br>• Outline Fall workplan |
| **May** | • No meeting |
| **June/July** | Summer break |
| **August, 2010** | • Flex Activity |
| **September 24, 2010** | Steering Committee Meeting, Room 114 |

| | |
|---|---|
| | • Review of First Drafts<br>• Standard #IA/IB<br>• Standard # IIA/IIB |
| **October 15th** | Steering Committee Meeting, Room 114<br>• ACCJC Training |
| **October 22nd** | • Review of First Drafts<br>• Standards IIC<br>• Standards IIA |
| **November 19th**<br>**8:00-10:00 a.m.** | Steering Committee Meeting, Room 114<br><br>• Debrief ACCJC Training<br>• Review of First Drafts<br>• Standards IIIB<br>• Standard III C<br>• Standard III D |
| **December 10th**<br>**3:00-5:00 p.m.** | Steering Committee Meeting<br><br>• Review of First Drafts<br>• Standard #IV A&B |
| **2011** | |
| **January (Flex week)**<br>**January 14th**<br>**4:00-7:00 p.m.**<br><br><br><br><br><br>**January thru December** | Steering Committee Meeting/Party<br><br>• Review Drafts #1<br>• Draft #1 electronically disseminated to college community<br>• Surveys administered to faculty, staff and students<br>• Standards teams continue to meet on their own throughout the year |
| **February 25** | • Campus Forum on Accreditation |
| **March 25**<br>**12:00-1:00 p.m.** | • Steering Committee Meeting<br>• Incorporate campus input on Draft #1<br>• Review responses to Recommendations |

| | |
|---|---|
| | • Review eligibility requirements<br>• Decide on formats |
| **April 22** | Steering Committee Meeting<br><br>• Draft #2 and Rewrites due for review |
| **May 13th**<br>**12:00-2:00 p.m.** | Steering Committee Meeting<br><br>• Identify one voice editor<br>• Review responses to recommendations from last evaluation and planning agenda |
| **June/July** | • One Voice editor reviews and rewrite of completed Drafts<br>• Incorporate responses to recommendations and eligibility standards |
| **August  (flex week)**<br><br><br>**August 26** | Steering Committee Meeting<br><br>•  Review edits completed by One Voice editor<br>• Draft #3 reviewed (by other Standards teams)<br>• Agreement of formatting |
| **September 30** | Steering Committee Meeting<br><br>• Review completed Drafts<br>• Standards teams provide updates: Standards IA/IB |
| **October 28** | Steering Committee Meeting<br><br>• Standards teams updates: Standards IIA/IIB/IIC |
| **November 18** | Steering Committee Meeting<br><br>• Discuss update to Board<br>• Standards teams updates: Standard IIIA/IIIB/IIIC/IIID<br>• Standards teams updates: Standard IVA/IVB |

| | |
|---|---|
| **December** | • Update on Self-Study Progress to Board |
| **2012** | |
| **January (flex week)** | • Meeting of Academic Senate and College Council to discuss Draft |
| **February**<br>**February 24** | • Campus Forum/Workshops<br>• Steering Committee Meeting<br>• Drafts of Standard IIA/IIB/IIC reviewed<br>• Survey results |
| **March 23** | Steering Committee Meeting<br><br>• Drafts of Standard IA/IB reviewed<br>• Survey results<br>• Review co-chairs' drafts of section on Organization of Self-Study and Timeline reviewed |
| **April**<br>**April 27** | Student Forum on Accreditation Self Study<br>Faculty Meeting/Forum on Accreditation Self Study<br><br>  Steering Committee Meeting<br><br>• Drafts of Standards IIIA/IIIB/IIIC/IIID reviewed |
| **May 13th** | Steering Committee Meeting<br><br>• Drafts of Standards IVA/IVB reviewed<br>• Presentation to Board (final draft)<br>• Final draft shared with campus community |
| **June** | • Presentation of Final Draft to Board<br>• One Voice Editing & Formatting<br>• Changes and Edits<br>• Final Draft with Board input completed and disseminated to campus community |

| | |
|---|---|
| **July** | • Self-Study Completed and Printing |
| **August** | • Self-Study Submitted to ACCJC/Site Team Members<br>• Sub-Committee on Logistics/Site Team Visit<br>Begin work with ALO/Faculty Chair on Team Visit |
| **October 22-25** | **SITE TEAM VISIT** |

# Organizational
# Information

**WCC Organizational Chart**

Wednesday, August 22, 2012

BOARD OF TRUSTEES
YCCD

CHANCELLOR
Houston

PRESIDENT
Fairchilds

Secretary to the President
Villagrana

Director, Planning Research & Student Success
Khatami

Vice President Academic and Student Services
Konuwa

Secretary to the Vice President
Zermeno

Director, Maintenance & Operations
Hord

Building Maintenance

Gounds Maintenance

Custodians

Dean Instruction & Learning Resources
Besikof

Dean of Student Services

Fine Arts, Language Arts & Humanities

Social Sciences

Math & Sciences

CTE

Director Admissions & Enrollment Services

Art
English
ESL
Foreign Languages
Humanities
Library
Reading
Speech

Anthropology
Ethnic Studies
History
Philosophy
Psychology

Biology
Chemistry
Geography
Geology
Math
Physics
Statistics

Accounting
Agriculture
Admin. Of Justice
Business
Digital Media
ECE
Economics
Human Services

CalWORKS
Counseling
Career Center
Transfer Center
EOP&S/CARE
DSPS

Director Financial Aid/VA
Smart

Veteran's Affairs

TRiO Programs
Pimentel

DISCIPLINES

# Yuba Community College District
## District Organizational Structure 2010-2011

As of October 28, 2011

**Board of Trustees YCCD**

**Chancellor YCCD** — Houston

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**Interim President Yuba College** — Beilby

- **Executive Dean Clear Lake Campus** — Bell
- **Vice President Academic and Student Services** — Jensen-Martin
- **PIO/Director Community Ed** — Root
- **Director Maintenance and Operations** — Joslin

Under Vice President Academic and Student Services:
- **Director of Admissions & Enrollment Svcs**
- **Director of Planning, Research & Student Success** — Cooper

Deans:
- **Dean Bus/Social Science** — Davis
  - **Director CD/FKCE** — Scheuermann
- **Dean HPER/Athletics/Pub. Safety**
  - **Director Pub Safety** — Appel
- **Dean Fine Arts/Lang. Arts** — Masuda
- **Dean Math/Eng/Sci/Health Occs.** — Vacant
  - **Director Nursing** — Scroggins
  - **Director MESA** — Vacant
- **Dean Distrib. Ed/Media Srvcs.** — Mills
- **Dean Student Development** — Vacant
- **Dean FA/EOPS/TRIO** — Arce
  - **Director DSPS/CalWORKS** — Ponticelli
  - **Upward Bound Supervisor**
  - **Director Talent Search** — Vacant

**PROGRAMS** (Bus/Social Science)
- Social Sci/History
- Early Childhood Education
- Humanities/Philosophy
- Political Science
- Cosmetology
- Beale AFB
- Business/BCA
- Office Administration
- Information Technology
- Work Experience
- Internships
- Welding/Manufacturing
- Automotive/Auto Body
- Culinary Arts
- Child Development Center
- Foster Care AmeriCorps/ILP

**PROGRAMS** (HPER/Athletics)
- Athletics
- Health
- Physical Ed
- Adaptive PE
- Public Safety
- Admin Justice
- Fire Technology
- EMT

**PROGRAMS** (Fine Arts/Lang. Arts)
- Art/Ceramics
- Photography
- Music
- Theater
- Language Arts
- English
- ESL
- Spanish
- Speech
- Writing Language Development Center

**PROGRAMS** (Math/Eng/Sci/Health)
- Registered Nursing
- Mathematics
- Engineering
- Chemistry
- Computer Science
- Physics
- Biology
- Psychiatric Technician
- Radiologic Technology
- Science
- Veterinary Technician
- MESA
- Hard Math Café
- Health Services
- Agriculture

**PROGRAMS** (Distrib. Ed)
- Distributive Ed.
- Media Services
- Library/Learning Resources
- Audio/Visual
- Mass Comm

**PROGRAMS** (FA/EOPS/TRIO)
- DSPS
- Counseling
- Job Placement
- CalWORKS
- Career/Transfer Center
- Veterans
- Financial Aid
- EOPS/CARE
- Upward Bound
- Talent Search

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**Vice Chancellor Administrative Services** — Vacant

- **Director Human Resources Devel. & Personnel Services** — Whitfield
- **Director Facilities Planning** — Parker
- **Chief Business Officer** — Kaur
- **Chief of Police** — Osbourn
- **Printing Supervisor** — Wieber

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**Interim Vice Chancellor Ed Planning & Services** — Carbajal

- **Director Information Technologies** — Trimble
  - **Info Systems Admin Apps Supervisor** — Plant
  - **Computer/Network Services Supervisor** — Snelgrove
- **Director Institutional Effectiveness** — Vacant
- **Director Institutional Development/YCCD Foundation** — Krebs
- **Director SBDC/Economic Development** — Lopez
  - Academic Services
  - Articulation
  - Flex
  - Matriculation
  - Perkins
  - SB70
  - Tech Prep

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**President Woodland Community College** — Fairchilds

- **Director Planning Research & Student Success** — Khatami
- **Manager Maintenance & Operations** — Hord
- **Vice President Academic and Student Services** — Konuwa

**PROGRAMS**
- Basic Skills
- CTE

**PROGRAMS**
- CalWORKS
- Career Center
- Counseling
- DSPS
- EOPS/CARE
- Transfer Center
- Veterans Affairs

- **Director Admissions & Enrollment Services** — Vacant
- **Director Financial Aid** — Smart
- **Director TRIO Programs** — Pimentel

- **Dean Instruction & Learning Resources** — Besikof

**PROGRAMS**
- Art, Humanities & Language Arts
- Behavioral & Social Sciences
- Math & Sciences
- Library/Learning Resources

The Yuba Community College District (YCCD) was founded in1927 on a 160 acre site outside of Marysville. In December 1965 the college district was reorganized to include Colusa, Sutter and Yuba counties and in 1975 expanded further to include large portions of Glen, Lake, and Yolo counties. The District now stretches across the board central valley of California from high in the foothills of the Sierra Nevada to the Coast Range and covers 4,192 square miles.

Along with the expansion in service area, YCCD expanded higher educational opportunities by becoming a multi-college district. YCCD received initial accreditation for Woodland Community College in 2008; WCC had been an educational site/center since 1975. Currently YCCD's service area of 4192 square miles supports educational programs and services at Yuba College and Woodland Community College along with the college's respective outreach sites

- Yuba College - Clear Lake Campus, Beale Air Force Base, and Sutter County Campus.
- Woodland Community College – Colusa County Outreach Facility

As YCCD transitioned from a single college district to a multi-college district, it was the District's intention to align programs and services to meet the diverse needs of its service area communities. YCCD has one elected Governing Board of seven members that represent four service areas within our 4,192 square miles. As outlined in the Guide for Evaluating Institutions, the Board has the responsibility of setting policy and hiring/evaluating the Chancellor for the effective operation of the institution. Along the same governance structure, the Colleges have a President who serves as the college chief executive officer and is responsible for the college's institutional effectiveness and operation. As a multi-college district, YCCD is organized to have the shared decision-making processes occur at the college level and then coordinated with the district level for those processes that require alignment and district-wide implementation. These processes are outlined through our planning and shared decision-making model that has college specific committees, council and management/leadership groups and across-colleges and district committees, councils, and management/leadership groups. These processes are outlined in the college and district handbooks that include purpose statements, membership, communication and process flow charts, and are updated annually.

The following chart reflects the delineation of roles, responsibilities, and authority between the college and the district relative to the ACCJC Standards.

Key:  P = Primary; S = Secondary; SH = Shared

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| **Standard I: Institutional Mission and Effectiveness**<br>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 in 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. | | | |
| A.  Mission<br>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. | | | |
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| 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.<br>Evidence: Agenda's/Minutes - College based Academic Senates, Curriculum Committees, Reports to Board on Programs and Services; District Services to maintain the program master file including submitting approvals to the Governing Board on behalf of the colleges; Governing Board has established policy for Academic Affairs and Student Services, series 4000 and 5000 respectively. | | P | S |
| 2. The mission statement is approved by the governing board and published.<br>Evidence: College conduct work of | | P | S |

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| review and updating through shared governance and submit for Governing Board approval; agenda/minutes reflect the practice of action by the Board to approve the college's mission statement; the statement is in the catalog, schedule, Ed Master Plan, website, etc. | | |
| 3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.<br><br>Evidence: Colleges' internal process develops the College Mission Statement (agendas/minutes from college council, etc.) and submits action item on agenda for Governing Board, College Mission Statements are included in the catalog, schedule, Ed Master Plan, website; District Governing Board has BP 1200 – Mission Statement and has minutes to reflect its role in the process (agenda/minutes). | P | S |
| 4. The institution's mission is central to institutional planning and decision making.<br><br>Evidence: BP 3250 – Institutional planning does account for the ongoing review and evaluation of the college's mission and planning documents that support its implementation. BP 1200- District Mission is also aligned with an review and evaluation process. | P | S |

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| B. **Improving Institutional Effectiveness** <br><br> The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its 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. | | |
| 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. <br> Evidence:  BP 3250 – Institutional Planning, AP 3255 – Institutional Effectiveness; Board Minutes. | P | S |
| 2. 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 so 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. <br> Evidence: YCCD EMP (Goal Achievement Report 2004-2009), YC/WCC EMPs 2011-2016, Board Strategic Directions (planning activity, biannual updates) 2007-2011/12, Annual College Fact Sheets and/or Fact Book; Institutional Level SLOs ->Program/Unit -> Course; FTEF/FTES Productivity Report; ARCC Report (annual Board dialogue), Program Review Data – WSCH/FTES/FTEF/Retention/Persistence/Completion at the Program and College levels. | P | S |
| 3. 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. <br> Evidence: IE Model 5 components (annual updates 2008-2011) handbook, process flowcharts, and reports; resource allocation based on Program and Service Reviews in staffing, | P | S |

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| equipment/technology, and facilities. Budget Development Processes starts at college level with recommendations and approvals at the College and District levels as appropriate. State categorical allocations are distributed to the colleges on a formula and evaluation is at the College and/or District level. IE Model Reviews are conducted within each program/service area and evaluate progress toward achievement. | | |
| 4. 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.<br><br>Evidence: BP 3250 includes plans at the college and District levels that are developed with input from diverse constituents, these plans are implemented, evaluated and updated/revised on a scheduled basis. E.G., of plans supported with resources are the Matriculation/Student Equity Plan, Facilities Master Plan (Measure J/user groups), EMP for programs and services through various funds, EEO Plan, Technology Plan. | P | S |
| 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.<br><br>Evidence: Program and service unit reviews, SLOs, and requests for resource allocation are based on evidence; reports on reviews/SLOs/IE are communicated at various levels throughout the colleges and district, including to the Governing Board. IE Model annual reports are posted on the portal, website, Board packet, and widely distributed/presented. TracDat is a new tool used for tracking assessment results and Business Objects is another tool being used to create reports for effectiveness measures and to establish dashboards for KPIs. | P | S |
| 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.<br><br>Evidence: Development of various processes that align with state (funding source) information – annual FTES targets/FTEF allocations and quarterly reports to Governing Board, Program Reviews align with Perkins application processes; Budget Development Process is aligned with state reporting dates; Academic Calendar Committee and CC work toward the new | P | S |

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| catalog timeline, etc. | | |
| 7. 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.<br><br>Evidence: Program and Student Service reviews 2006-2011; handbooks and process flowcharts; integration of TracDat and annual reporting to Governing Board; ARCC reports 2008-2011; updates to databases and transition in services; faculty coordinator roles for WLDC, WAM, CC, SLOs, English, etc. | P | S |

> **Standard II: Student Learning Programs and 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 and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. 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.

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| 1. 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. <br> Evidence: District Curriculum Guide; College Guides; BP/AP 4025 Philosophy Criteria for      Associate Degree and GE; BP/AP 4020 Curriculum Development; AP 4105 Distance Education. | P | S |
| a. 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. | P | S |
| b. 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. | P | S |

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| c. 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.<br><br>Evidence: Academic Program Reviews, Course Outlines, Catalog; assessment per TracDat; annual report to Board on progress, updated curriculum per results. | P | | S |
| 2. 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. | P | | S |
| Evidence: BP/AP 4060 – Delineation of Functions Agreements – Vocational and Adult Ed Programs; 4237 Assessment/Course Placement Policy; 4260 Pre-requisites and Co-requisites; APs 4101-Independent Study, 4102 Occupational/Voc Tech Programs, 4103 Work Experience, 4104 Contract Education, 4105 Distance Ed.<br><br>IE Model Review Process – 4 year cycle of review and update for each program area; Handbook; Process Flowcharts; Annual Report; TracDat<br><br>State (CCCCO) manual requirements for course/program approval and review – 5 years for general education courses and 2 years for CTE | | | |
| a. 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 establishing quality and improving | P | | S |

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| b. The institution relies on faculty expertise and the 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 towards achieving those outcomes. | P | S |
| c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. | P | S |
| d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. | P | S |
| e. 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. | P | S |
| f. 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. | P | S |

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| g. | If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases. | P | S |
| h. | 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.<br><br>Evidence: BP/AP 4230 Grading Symbols; Course Outline Template; course SLO measures for each class/student. | P | S |
| i. | The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. | SH | SH |
| 3. | 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.<br><br>Evidence: BP/AP 4025 Philosophy/Criteria for Associate Degree and GE; 4020 – Program and Curriculum Development; AP 4022 Course Approval; District Handbook has process flow chart for curriculum approval – steps and responsible parties (starts with expertise of faculty to lead and evaluate courses and programs that go through) according to specified deadlines that coincide with Curriculum Guides and development of the incoming catalog year. Catalogs list iSLO, pSLO, and course outlines have cSLO, | P | S |
| a. | 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 the social sciences. | P | S |

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| b. 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. <br><br> Evidence: over last 7 years – Institutional SLOs (iSLOs) were established first and approved by the Board. Board Minutes support this direction. Program SLOs (pSLOs) followed and course level SLOs (cSLOs) are being completed. Definitions, measures and percentages evaluated are Primary at the College Level. | | P | S |
| c. 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. | | P | S |
| 4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. | | P | S |

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| 5. | 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.<br><br>Evidence: AP 4530 – Academic Program Specific Handbooks; BP/AP 4106 Nursing Program.<br><br>Reported in Annual Program Reviews on 4yr cycle and annual basis of pass rates. | P | S |
| 6. | 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 outcomes consistent with those in the institution's officially approved course outline.<br><br>Evidence: District Handbooks (2010-11, 2011-12 and being updated for 2012-13) has process flow charts for academic programs and the articulation process (shows faculty as lead); IGETC and GE Breadth are reviewed and updated annually and included in the catalogs; courses in catalogs show CSU/UC transfer. Counseling offices have articulation agreements for colleges – UC/CSU/Independent-Private. | P | S –( role of Educational Services Analyst responsible for articulation is centralized at the District). |
| a. | 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 | P | S |

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| | 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.4 | | |
| b. | 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.3<br><br>Evidence: BP/AP 4021 Program Discontinuance. | P | S |
| c. | 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.7<br><br>Evidence: Contracted services with California Community College League for new or updates to legally advised or required changes in Board Policy and Administrative Procedures. Receive 2 times per year and the Board has a policy (BP 2410)/practice to review its policies on a schedule. | P | S |
| 7. | 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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.<br><br>Evidence: Policies/Procedures – 4030 – Academic Freedom and Responsibility; 5500 – Student Code of Conduct; BP/AP 1300 Diversity; | SH | SH |

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| BP 2345 Public Participation at Board Meetings; BP/AP Prohibition of Harassment, BP/AP 3900. | | |
| a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. | P | S |
| b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.<br><br>Evidence: Catalogs have language; AP 5520 – Student Discipline Procedures; 5530 Student Rights to Grievances. | P | S |
| c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. | SH | SH |
| 8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.<br><br>Evidence: None The District does not offer courses in foreign locations, but this function will be shared between the College and District if decisions are made to pursue this direction. | SH | SH |
| B. Student Support Services<br>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 | P | S |

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| student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.<br><br>Evidence: BP/AP 5010 – Admissions; AP 5011 – High School and Other Young Students; 5012 Foreign Students; 5013 Military; 5052 Open Enrollment; 5140 DSPS, 5150 EOP&S.<br>IE Model - Student Service Reviews are on a 4 year cycle –they have SLOs defined with measures and assessment and improvement; list is in handbooks, process flowcharts; included in Annual Report to Board. | | |
| 1. 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. | P | S |
| 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:<br><br>a. General Information<br>❑Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution<br>❑Educational Mission<br>❑Course, Program, and Degree Offerings<br>❑Academic Calendar and Program Length<br>❑Academic Freedom Statement<br>❑Available Student Financial Aid<br>❑Available Learning Resources<br>❑Names and Degrees of Administrators and Faculty<br>❑Names of Governing Board Members | P | S |

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| b. Requirements<br>❏ Admissions<br>❏ Student Fees and Other Financial Obligations<br>❏ Degree, Certificates, Graduation and Transfer | P | S |
| c. Major Policies Affecting Students<br>❏ Academic Regulations, including Academic Honesty<br>❏ Nondiscrimination<br>❏ Acceptance of Transfer Credits<br>❏ Grievance and Complaint Procedures<br>❏ Sexual Harassment<br>❏ Refund of Fees | P | S |
| d. Locations or publications where other policies may be found. | P | S |
| 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.<br><br>Evidence: Surveys in Program Reviews; IE Model Review Process; | P | S |
| a. 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.1 | P | S |
| b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. | P | S |

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| c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. | P | S |
| d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. | P | S |
| e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | P | S |
| f. The institution maintains student records permanently, securely, and confidentially, 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. | P | S |
| 4. The institution evaluates student 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.<br><br>Evidence: IE Model, Annual Reports to Board 3 years-this will be year 4 of the first 4yr cycle | P | S |
| C. Library and Learning Support Services<br>Library and other learning support services for students are sufficient to 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 library and other learning support services may be used effectively and efficiently. The | P | S. |

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| institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services. Evidence: BP/AP 4040 – Library and Learning Support Services; IE Model Reviews for evaluation, review, analysis and improvement; IT's Tech Plan has information on updates and changes in technology for Library &Learning Resources; also schedule of classes that go to L&LR for orientation/services. | | |
| 1. 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.1 | P | S |
| a. 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. | P | S |
| b. 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. | P | S |
| c. 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. | P | S |
| d. The institution provides effective maintenance and security for its library and other learning support services. | P | S |
| e. 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 | P | S |

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| accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement. | | |
| 2. 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. | P | S |

<table>
<tr><td colspan="3">Standard III: Resources<br>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.</td></tr>
<tr><td colspan="3">A. Human Resources<br>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 such diversity. Human resource planning is integrated with institutional planning.</td></tr>
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<tr><td>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly 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. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions</td><td>SH</td><td>SH</td></tr>
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| accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.4 | | |
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| b. 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. | | SH | SH |
| c. 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. | | P | S |
| d. The institution upholds a written code of professional ethics for all of its personnel. | | SH | SH |
| 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 experience to provide the administrative services necessary to support the institution's mission and purposes. | | P | S |
| 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. | | SH | SH |
| a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures. | | SH | SH |
| b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. | | SH | SH |
| 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. | | SH | SH |
| a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. | | P | S |

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| b. The institution regularly assesses its record in employment equity and diversity consistent with its mission. | P | S |
| c. c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. | P | S |

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| 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. | P | S |
| a. The institution plans professional development activities to meet the needs of its personnel. | P | S |
| b. b. With the assistance of the participants, the institution systematically evaluates professional development programs | P | S |
| 6. 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. | SH | SH |

B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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| 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. | P | S |
| a. 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. | P | S |
| b.  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 a healthful learning and working environment. | P | S |
| 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 | P | S |

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| utilization and other relevant data into account. | | |
| a.  Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | SH | SH |
| b.  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. | P | S |

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| C. Technology Resources<br><br>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. | | |
| 1. 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.<br><br>Evidence: 2007-2012 Telecommunications and Technology Plan, updated annually and presented to the Board. | SH | SH |
| a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. | SH | SH |
| b. The institution provides quality training in the effective application of its information technology to students and personnel. | SH | SH |
| c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. | SH | SH |
| d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services. | SH | SH |
| 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.<br><br>Evidence: Coordination of services with Researchers and other offices; IT Program Review. | P | S |
| D. Financial Resources<br><br>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 resources planning is integrated with institutional planning.

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| 1. The institution relies upon its mission and goals as the foundation for financial planning. | P | S |
| a. Financial planning is integrated with and supports all institutional planning. | P | S |
| b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | P | S |
| c. 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. | SH | SH |
| d. 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. | P | S |
| 2. 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. | SH | SH |
| a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | SH | SH |
| b. Appropriate financial information is provided throughout the institution. | P | S |
| c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk | S | P |

| | | | |
|---|---|---|---|
| | management, and realistic plans to meet financial emergencies and unforeseen occurrences. | | |
| d. | 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. | SH | SH |
| e. | All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution. | SH | SH |
| f. | 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.5 | SH | SH |
| g. | The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems. | SH | SH |
| 3. | The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. | SH | SH |

A. Decision-Making Roles and Processes
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.

| | College | District |
|---|---|---|
| 1. 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. | P | S |
| 2. 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. | P | S |
| a. 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. | P | S |
| b. The institution relies on faculty, its academic senate or | P | S |

| | | |
|---|---|---|
| other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services. | | |
| 3. 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. | SH | SH |
| 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and 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. | SH | SH |
| 5. 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. | SH | SH |

B. Board and Administrative Organization
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 organizational roles of the district/system and the colleges.

| | College | District |
|---|---|---|
| 1. 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 for selecting and evaluating the chief administrator for the college or the district/system. | S | P |

| | | |
|---|---|---|
| a. 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. | S | P |
| b. 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. | S | P |
| c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity. | S | P |
| d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. | S | P |
| e. 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. | S | P |
| f. 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. | S | P |
| g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws. | S | P |
| h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code. | S | P |
| i. The governing board is informed about and involved in the accreditation process. | S | P |
| j. 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 | S | P |

| | | | |
|---|---|---|---|
| | 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.<br><br>In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. | | |
| 2. | 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. | P | S |
| a. | 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. | P | S |
| b. | The president guides institutional improvement of the teaching and learning environment by the following:<br>❑ Establishing a collegial process that sets values, goals, and priorities.<br>❑ Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.<br>❑ Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.<br>❑ Establishing procedures to evaluate overall institutional planning and implementation efforts. | P | S |
| c. | The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. | P | S |
| d. | The president effectively controls budget and expenditures. | P | S |
| e. | The president works and communicates effectively with the communities served by the institution. | P | S |

| | | | |
|---|---|---|---|
| 3. 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. | S | P |
| a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. | S | P |
| b. The district/system provides effective services that support the colleges in their missions and functions. | S | P |
| c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges. | S | P |
| d. The district/system effectively controls its expenditures. | S | P |
| e. 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. | S | P |
| f. 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. | S | P |
| g. 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. | S | P |

# Responses

## to 2008 Self-Evaluation Recommendations

## RESPONSE TO 2008 VISITING TEAM RECOMMENDATIONS

## INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), in granting candidacy and initial accreditation to Woodland Community College (WCC) in June 2008, requested that the College, by March 1, 2009, demonstrate its resolution of five recommendations identified by the accreditation team that visited WCC.

The College has adopted several processes and procedures to ensure that it is making progress towards the resolution of these recommendations. A SLO committee and Diversity Committee became part of the WCC culture as of December 2008. An independent Academic Senate became functional at the beginning of the fall 2008 semester, and standing committees are reviewing and revising purpose statements in the College Council Handbook to support shared governance principles. The following represent specific actions undertaken by the college to address the recommendations:

### Recommendation 1

*In order to meet the standards and strengthen effectiveness, the team recommends that the College provide evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. When fully implemented, this cycle of planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the College's decision-making processes. (Standards I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.1, II.A.2, II.B.3, II.B.4, II.C.2, III.A.6, III.B.1, III.B.2, III.C.2, III.D.1, III.D.2g, and III.D.3)*

Institutional effectiveness at the College is guided by the Yuba Community College's (YCCD) Long Range Planning Model (R1.1) , which provides a mechanism to integrate planning initiatives across the College and District. The model also incorporates means of assessing institutional effectiveness through variables that define outcomes assessment including grades, graduation rates, retention rates, persistence, etc. The Long Range Planning Model is, in turn, tied to the District's Institutional Effectiveness Model (IEM) and the Continuous Improvement Cycle (R1.2; R1.3).

The IEM serves as an avenue for evaluations of College programs and services in each of its five areas (Academic Program Review, Student Services Program Review, Student Services Review, Administrative Services Review, District Image/Marketing Review). These evaluations, then, drive recommendations for resource allocation, curriculum development and change, staffing, facilities, equipment and technology. The Continuous Improvement Cycle Model shows how the evaluations of these areas are integrated to support improvement in program outcomes and the effectiveness of decision-making at the College.

The establishment of the College's planning goals is driven by student and community needs assessments that reflect the College Mission and Vision Statements.

Using this integrative model, the College is continuing to make progress to demonstrate that its goals and attendant decision making related to them are implemented to improve institutional effectiveness; and is done in an ongoing cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation, consistent with the dictates of the Continuous Improvement Cycle (R1.3). Evidence of this assessment of progress towards goal achievement is reflected in several College-wide processes and initiatives:

- **Woodland Community College Strategic Plan, 2007-2011**:
  The College developed a Four Year Strategic Plan in response to the Board of Trustees District Strategic Goals. The plan identifies a strategic roadmap

for implementing eight strategic goals over the four years from 2007 – 2011 (The sunset timeline was extended to 2012):
  o Student Retention and Success, Student Learning Outcomes and Institutional Accountability
  o Basic Skills Initiative
  o Transformative Change & Innovation
  o Resource Development and Alignment
  o Student Access and Response to Changing Needs
  o Community Engagement, Institutional Heritage and Multicultural Awareness
  o Campus Safety and Security
  o Accreditation for Woodland College

Woodland College, through the College Council, has instituted a process for assessing the progress of each of the goals. In 2007, the Council, working through the then Center's Committee structure, identified specific objectives for each of the four years in the strategic plan. In fall 2008, the Council received progress reports from various committees and responsible parties across campus; these reports were incorporated in a document, The Woodland Strategic Plan Update (R1.9), which establishes the basis for evaluation, implementation and improvement of institutional effectiveness. While many objectives established for 2007

through 2011, including accreditation of the College, were accomplished and are being implemented, this cycle of evaluation informed the Council about the need for further research and analysis in the pursuit of other goals and objectives. As a direct result of this initial evaluation, the College Council now gets twice yearly updates from each college committee that reports to it. Updated reports on the strategic plan are used as a means of furthering this cycle of evaluation and implementation. A direct result of this cycle of evaluation is that the College has been propelled to hold three strategic planning forums in January, February and March 2012. These discussions led to an update of the 2007-2011 Plan with a new set of strategic goals that are consistent with the College's mission and provided a vision for the 2012-2017 planning years. These goals are:

1. Student Success and Matriculation
2. Communication
3. Campus Growth and Development
4. Community Engagement

Also, the implementation of these plans are designed to parallel those of the second iteration of the Board's Vision statement goals which are Stewardship of Resources, World Class Learning Environment, Building Trust, Developing and Maintaining Facilities, Providing Leadership for Communities we serve.

- **Budget Process Timeline**
  The budget process is another model for annual evaluation of institutional effectiveness. The College Council was originally designated as the oversight body for the budget. A Budget and Planning Committee has been enacted which gives twice yearly reports to the College Council. One of the first accomplishments of this committee was establishing and adopting a budget timeline. The timeline in the budget process provides for annual evaluations of the allocations to programs. This system of evaluation also allows the College to link program planning, including program reviews, staffing and equipment requests, to budget allocations and review the effectiveness in the decision-making process.

- **Program Review**
  In 2006 and 2007, in contemplation of a multi-college District, Woodland Center and Yuba College began separate activities at developing program reviews. All academic and student services programs at Woodland College are in the first or second cycle of developing and monitoring their programs in this process. Each program is required to develop annual updates to their program reviews; these updates assess progress and recommendations inherent in their Program Review document. (WCC has currently invested in TracDat to ease this

process and incorporate SLOs into the program review process.) This allows both the administration and the program another mechanism for evaluation and continuous improvement. The recommendations in the program review were incorporated in the development of the current Educational Master Plan (EMP) and will be in subsequent updates to the EMP.

- **Basic Skills Initiative**
The Basic Skills Initiative (BSI), as a component of the College's strategic directions, is part of the overall assessment of college-wide progress in specific areas related to these goals. A Basic Skills Committee is fully operational, and has developed a five-year plan to address the under preparedness of Woodland College students. One major aspect of this plan is the continuous assessment of areas of teaching and learning in basic skills. Through these reports, assessment activities and discussions in the Committee, the College's BSI has identified several strategies for improvement and data gathering in student learning:

  o Expanding tutorial service
  o Implemented supplemental instruction
  o Developing learning communities
  o Providing mini-grants to support instructional innovations

  o Providing support for staff development activities in teaching and learning for basic skills

- **Faculty Staffing & Instructional Equipment Process**
Both the faculty staffing and instructional equipment process are tied to the program review and budget allocation system. Recommendations for staffing and equipment requests from all College programs are reviewed by separate committees. Each committee requires programs to relate staffing and equipment requests to their program reviews. This provides the committee an opportunity to assess how these requests will lend to program improvement and overall effectiveness. In turn, programs, in subsequent cycles of the program review and updates, will provide an assessment of how the response to their requests affected their service delivery.

# Recommendation 2

*In order to meet the standards and strengthen effectiveness, the team recommends the College extend program review to all areas of the Institutional Effectiveness Model to ensure that strategic actions are integrated into planning and resource allocation. (Standard I.B.3, I.B.6, I.B.7, II.A.2.e, and II.A.2.f)*

The College is extending program reviews in all areas of the Institutional Effectiveness Model (IEM) to ensure that strategic actions are integrated into planning and resource allocation. The Institutional Effectiveness Model includes the Student Learning Outcomes, Academic and Student Services Program Reviews, Administrative Services Review, District Image and Marketing, and Planning Processes. All Program Reviews are well-developed and fully operational. The College has taken steps to expand a process of annual program review updates in these other areas of the IEM:

o **Student Learning Outcomes –**

Student Learning Outcome and its role in annual reviews have been incorporated in the research and planning function of the College. A WCC Student Learning Outcome Committee was established at the beginning of the fall 2008 semester, and it is charged with oversight of the planning and implementation of SLOs at the College. As part of this charge, the Committee is working to meet its timeline, which includes an assessment plan to evaluate the achievement of

SLOs and how SLO information is utilized to effect changes at the institutional, program and course level by Fall 2012. This plan will be part of an annual review of the program and activities of the Committee. See Recommendation 3 below for more details.

o **Administrative Services Review**
Efforts at developing a systematic Administrative Services Review cycle began in 2011, and activities towards this end are being spearheaded by the Office of the President.

o **Image and Marketing**

Image and marketing is established, defined and implemented at the District level. The Office of Institutional Effectiveness periodically conducts surveys and focus group analysis that is used in decision-making. WCC, working with this Office, conducted focus group study in Colusa County. The result of this study (Ref 1.10) informed the College's decision to incorporate changes in its course

scheduling and services to the residents of Colusa County. Image and Marketing analysis is a part of the functions of the College's Office of Planning, Research, and Student Success, and will be periodically reviewed in concert with District efforts.

o **Planning Processes –**

The College, as a result of its accreditation in June of 2008, reorganized several processes, procedures and governance structures for effective administration and achievement of its goals. One of these is a reconstituted WCC College Council, which is charged, (along with the Budget and Planning Committee), with oversight of budget development, College governance and decision-making, and the effectiveness of team and committee structures.

The College utilizes its adopted Budget and Planning Committee Timeline (Ref. 1.1) which incorporates an annual evaluation of budget processes and provides avenues for recommendations for subsequent budget cycle. This annual review will be overseen by the Budget and Planning Committee and reported to the College Council.

The College Council, as a part of the strategic planning process, review reports from all constituents twice per year on the progress of strategic goals that were included in the Strategic Plan Update 2008 (see Ref 1.9).

# Recommendation 3

*In order to meet the standards and strengthen effectiveness, the team recommends the College initiate meaningful, timely, and inclusive dialogue to identify, develop, and implement student learning outcomes for all courses, programs, and services. The results of this dialogue should link student learning outcomes to planning, resource allocation, and systematic assessment to ensure institutional effectiveness.* (Standards IB,IIA,IIB,IIC,IIIA,IVA,IVB)

The College initiated efforts to ensure continuous and timely and inclusive dialogue aimed at developing and implementing student learning outcomes for all courses, programs and services. The College's plans follow a district-wide strategy to incorporate student learning outcomes as a component of its Institutional Effectiveness, Continuous Improvement and Long Range Planning Models (See Ref 1.1, Ref 1.2 and Ref 1.3). Student learning outcomes (SLOs) play a salient role in the effectuation of feedback for continuous improvement that characterizes each of these models. As such, the College's SLO strategies have been consistent with the overall strategic approach and attendant dialogue that began at the District level with the appointment of a Student Learning Outcomes Project Team in June 2005, following the adoption of an SLO statement by the Yuba College Academic Senate. The statement established processes for developing SLOs. The Project Team decided to approach SLOs from the institutional level, with a strategy to incorporate these SLOs at the program and course levels in subsequent iterations of the process. The Team identified eight core institutional SLOs:

- Communication
- Computation
- Critical Thinking
- Global Awareness
- Information Competency
- Personal and Social Responsibility
- Scientific Awareness
- Technology Awareness

Program level SLOs were incorporated into Academic and Student Services Programs and adopted by the Board of Trustees in 2006 (See Ref 3. 12 "Program Level SLOs"). Since then, District-wide dialogue has continued with a goal of implementing SLOs based on the following timelines:

| Timetable | Action |
|-----------|--------|
| 2007 -2008 | • Develop an assessment plan for institutional program SLOs<br>• Implement institutional SLO Assessment |
| 2008-2009 | • Program SLOs developed by a few programs and services<br>• Develop assessment plan for other program SLOs<br>• Start developing course SLOs |
| 2009-2010 | • Identify administrative areas needing SLOs<br>• Start developing administrative SLOs<br>• Course level SLO development continues<br>• Program assessment used for program improvement |
| 2010-2011 | • Program specific SLOs developed by programs and services<br>• All new and revised courses mandated to have SLOs<br>• Program-level SLOs in WCC Catalog, and<br>• Institutional/Degree level SLOs in schedule of classes and Catalog<br>• Began course level assessment with at least one course SLO in most programs<br>• Began to establish individual assessment schedules |
| 2011-2012 | • SLO coordinator granted 20% release time<br>• Full assessment schedules for most programs and services completed<br>• One year-long assessment cycle completed for most programs<br>• All SLOs uploaded to Trac Dat online data tracking system<br>• College wide SLO sustainability |

The end result of this dialogue anchors the establishment of a link among SLOs, assessment and institutional effectiveness that ensure continuous improvement through feedback in the District and at College. As part of this plan, the District Project Team completed a pilot assessment survey of graduates and an assessment of the Communication SLO at the institutional level (see Ref. 3.11 and 3.13).

**SLO Dialogue at WCC** from 2008 to present
The campus-wide SLO dialogue at the College is led by a standing committee, The SLO Committee, which is charged with the responsibility of developing and implementing SLO strategies and processes at the College (see Ref 3.2, "2008-2009 SLO Committee Purpose Statement"). The Committee transitioned from the District SLO Project Team in December, 2008. The Committee includes faculty, administrators, and staff members, including the institutional researcher. Three members of the Committee had served on the District SLO Project Team, and two of them currently serve as Committee co-chairs. One of the co-chairs also serves as the chair of the Curriculum Committee. The other co-chair receives 20% release time to lead the SLO commitment of the College. These arrangements ensure that dialogue on SLOs is transmitted to all academic, student service and operational constituencies at the College.

The dialogue on SLOs at the College is reflected in several activities, some of which were effected before SLO activities fully transitioned from the District Project Team. These have been reflected in the following:

- SLO Workshops    Multiple Flex activities including workshops on developing, assessing and uploading SLOs have been presented by the co-chair of the SLO Committee (see Ref 3.3 "Woodland Community College SLO Workshop). Faculty received information on the rudiments of SLOs and the College's strategic direction in SLO implementation and assessment.
- College Council The College Council is comprised representatives of all constituent groups at the College. The Council is apprised of activities of the SLO Committee, the status of the implementation of the timeline for SLO development and implementation, as well as the strategic directions of SLOs in the overall college planning process at its twice yearly presentations. Moreover, each member of the College Council is required to relay reports and discussions at the Council and extend these discussions to department or staff meetings.
- The Incorporation of SLO in the Strategic Plan   SLO is included as one of eight goals in the College's 2007-2011 Strategic Plan (see Ref. 1.2). This allows for continuous dialogue on SLO at the College Council and other levels of college planning. As reflected in the planning models (Ref 1 thru 3), SLOs, in addition to academic

program reviews, student services review, administrative services review, image marketing and planning processes, are part of a holistic set of variables that lend themselves to outcomes assessment which underlie continuous improvement in a strategic planning process. As such, the College's approach to dialogue, through the governance process and the implementation of its strategic goals allows a seamless coordination among planning and budget priorities.

- Program Review Process  Program review, as part of the planning process, also includes SLOs. Each department or program is required to prepare a full program review every four (for student services) or five years (for academic programs). The program reviews are a department or program-wide responsibility, and include a discussion of SLOs. Each program also submits annual updates of its program review. This process, then, ensures a series of dialogue that relates to program assessment through SLOs and other measures, budget and resource allocation and continuous improvement.
- Academic Senate  As the arbiters of academic programs, the Academic Senate meets bi-weekly and includes representatives of each of the five divisions that constitute academic and student services programs at the College. The Senate is periodically apprised of SLO activities (see Ref

3.6 "Minutes of the Academic Senate"). Each representative of the Academic Senate is required to report on discussions at department or division meetings; and these discussions invariably include a dialogue on SLOs.
- Faculty Meetings – The SLO Committee has made presentations on its plans during at least one of the monthly faculty meetings held in each semester since Fall 2008. At these meetings, a representative of the Committee has indicated the availability of committee members to make presentations on SLOs at division or department meetings or assist with technical constructs on an individual basis.
- Curriculum Committee  The Curriculum Committee (CC) oversees the curriculum process at the College. The CC has enacted a policy to incorporate course level SLOs in all courses new and revised. (Ref. 3.13 "Sample Course Outline with SLO"). This has generated dialogue among faculty at all levels. To strengthen the ties between curriculum and SLOs the Curriculum Committee chair, as part of the position description, also co-chairs the SLO committee.
- SLO Committee Presentations at Division Meetings  The SLO Committee makes periodic presentations to the all Divisions on strategies for incorporating SLOs in their programs.

- SLO FLEX Workshops The SLO Committee sponsors workshops during flex weeks on a variety of occasions during the period since 2008 Accreditation. One workshop emphasized strategies for identifying and incorporating SLOs in programs and courses. This workshop was followed by another on strategies for assessing SLOs in a continuous improvement model ([see Ref 3.8 and Ref 3.9](#))
- Bi-Monthly SLO Committee Meetings – The SLO Committee meets bi-monthly and archives the minutes of its discussions. These minutes are posted on the College website. (see [Ref 3.14](#)).
- TracDat FLEX Workshops – The SLO co-chair has taken the lead along with the Director of Planning, Research and Student Success in instructing faculty in uploading all program review reports and SLO identification and assessment reports.

These activities demonstrate that the College is making strides in effectuating meaningful and timely dialogue in its identification, development and implementation of SLOs in the planning, assessment and budgeting processes. The strategies employed have included an adherence to professional development (human resources), an inclusion of academic and student services programs (e.g. student learning programs, student services, library and learning support programs) shared governance process (Board and administrative organizational oversight) and principles of institutional effectiveness inherent in SLOs as variables of outcomes assessment as well as their inclusions in program reviews.

Once WCC gained its initial accreditation (2008) the District SLO Project team transitioned to college-level committees. During Fall 2008 the WCC SLO Committee was formed, developed a revised purpose statement, and expanded membership to include a student-service representative and classified staff members, the new WCC Vice-President, and additional faculty and managers. Working with the Academic Senate and College Council the newly initiated WCC SLO Committee was identified as a "college-wide" committee that would report to both governing bodies.

During this time the Memorandum of Understanding for the WCC Curriculum Faculty Co-chair also stipulated that theindividual would serve as a co-chair to the newly formed WCC SLO Committee. The SLO Committee became responsible for: increasing campus dialogue regarding Student Learning Outcomes; continual development of SLOs; acquiring campus resources (such as library materials) regarding assessment; and continued to standardize processes that would guide these activities and be sustainable with the current staffing available at WCC. Multiple informational trainings and sessions were provided by C. Howerton on behalf of the committee.( **FLEX.)**

Fall 2010 the SLO committee worked with all academic and student services areas to establish program specific SLOs that were not just a copy from the Institutional level

SLOs. Inclusion of SLOs on new course submissions and course revisions through the Curriculum Committee became a requirement. In Spring 2010 Program-level SLOs became a new inclusion to the WCC Catalog, and Institutional/Degree level SLOs were placed prominently in the schedule of classes and Catalog. During Fall 2010 all programs were instructed to begin course level assessment with at least one course SLO to establish individual assessment schedules. Additionally, the College gained approval to establish an SLO Special Project Coordinator for Fall 2010-Spring 2011 that offered a 20% reassigned time, demonstrating strong institutional commitment and investment for this activity. A Memorandum of Understanding was created outlining the responsibilities and deliverables for this new official position.

The College further codified its commitment to outcomes assessment by securing a regular on-going SLO Coordinator position with 20% reassigned time. A formal interview was conducted to fill this position, to commence in Fall 2011.

In Spring 2011, all programs were instructed to create full assessment schedules for ALL course-level SLOs. The SLO Committee provided examples, guidelines, and templates to help advance this creation. (**see resources on the wcc slo web page**) Additionally, during the Spring 2011 semester the decision to acquire TracDat was made by the District. TracDat trainings have been offered during FLEX week prior to the start of Fall 2011 semester and additional trainings throughout the Fall 2011 semester.

## Recommendation 4

*In order to meet the standards and strengthen effectiveness, the team recommends the College make a concerted effort to increase the overall knowledge and skills necessary for developing and implementing shared decision-making processes (e.g. planning, resource allocation models, assessment, and institutional effectiveness) through targeted professional development activities, along with increased communication throughout the College community. (Standards I.B.1, I.B.2, I.B.3,I.B.4,I.B.6,I.B.7, II.A.1.a,II.A.1.C, II.A.2.a, II.A.2.b, II.A.2.c, II.A.2e, II.A.2.f, II.B.3.d, II.B.4, II.C.2, III.A.1.c, II.A.5, III.A.5.b, III.A.6, III.B.2, III.B.2.b, III.C.1.c, III.C.2, III.D.1.a, III.D.1.c, III.D.1.d, III.D.2.b, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)*

The College has implemented several measures to increase the overall skills and knowledge necessary for developing shared decision processes. These measures have been undertaken through joint activities that have involved stakeholders in the College's governance process, including the Chancellor of the Yuba Community College District. Staff development activities aimed at enhancing a college wide understanding

of shared decision making has been buttressed by ongoing efforts to institutionalize communications processes at the College. **These past efforts have included the following**:

- *Chancellor's Meeting with College Council and WCC Management Team* – In early fall 2008, the then Chancellor met informally with members of the College Council and senior managers of WCC to discuss their respective roles in the shared decision-making processes at two separate meetings. The meetings, although informal, allowed the then Chancellor, a management specialist, to share information on approaches to shared decision-making and useful literary resources for effective leadership.
- *Chancellor's Workshop for WCC Academic Senate, Faculty and Staff* - Also in the fall of 2008, the then Chancellor facilitated a two hour staff development workshop aimed at explaining shared decision-making processes and their relationship to the institutional effectiveness process. (See Ref 4.1 through 4.5 ).
- *Joint Academic Senate/WCC Administration Shared Governance Workshop* – The Academic Senate, and the WCC President's Office, jointly sponsored a staff development Flex workshop in January, 2009 for faculty, staff and stakeholders in the shared decision-making process. This targeted workshop was facilitated by representatives of the Community

College League of California and the Woodland Community College Academic Senate (see Ref. 4.7).

**Recent Efforts include the following:**

- As of Fall 2011, the Chancellor has concentrated the District Management Council Meetings on issues of Shared Governance and Leadership, including his expectations of managers and supervisors.
- *Communication Processes in College Council -* The College has implemented procedures for ensuring communication of decision-making at WCC. The College's primary shared decision-making body is the College Council, which includes representatives from each of the college stakeholder groups. These representatives are responsible for communicating Council issues and gathering inputs from their constituents.
- *Other Committee Communications -* Representatives from each stakeholder group are required to serve on college wide committees and communicate committee issues with their constituents. The College has also instituted several activities and processes to communicate decisions across the college. A Communication Resource Committee is charged with the responsibility of establishing and ensuring effective methods for college wide communication.

- *Presidential Communication -* In an effort to keep the lines of communication between the District and the College, the WCC President sends out monthly email updates which are also posted on her Portal site. The President also has a standing item on the College Council agenda.
- *Instructional Dean Communication –* The Dean of Instruction has opened improved lines of communication between the administration and faculty. The Dean sends weekly email notes of the meetings and that will take place that particular week and other important information.
- *Support for Academic Senate Participation in Statewide Staff Development Activities* – The WCC leadership, through budgetary appropriations, supports the Academic Senate's participation in statewide meetings and staff development activities that also contribute to building capacity in the Senate's membership relative to shared decision-making.

## Recommendation 5

*In order to meet the standards and strengthen effectiveness, the team recommends the College and the District work cooperatively to develop and implement strategies that will lead to increasing the diversity of the faculty (Standards III.A.4, III.A.4a, and III.A.4.b)*

The College and District have worked cooperatively through a District Diversity Project Team since 2006 to establish and implement plans related to multiple facets of diversity, including the recruitment and retention of faculty, staff, administrators and students of diverse backgrounds. Woodland Community College (WCC) formally transitioned to a separate WCC Diversity Committee as of December, 2008, although this committee has been meeting since October 2008. The Diversity Project Team included faculty and staff representatives from WCC and Yuba College.

The District Diversity Project Team developed a Diversity Framework for Institutional Transformation and Cultural Competency, also referred to as the Diversity Plan (Ref. 5.1), which is aligned to the District's Board of Trustees 2007-2011 Strategic Directions (Ref. 1.4) and the College's Strategic Plan for 2007-2011 (Ref 1.2). This diversity document, has been approved by shared governance groups and adopted by the Board of Trustees Fall 2010, serves as the District's and WCC plan for implementing a culture of diversity in its operations, including human resources. Goal #4 of this document specifically deals with strategies for recruitment and retention of faculty, staff and administrators. This segment of the report identifies 19 action strategies that will enable the District and the College to achieve goals of diversifying its faculty. Among these are:

- Establishment of an employment recruiter position in the District;
- Improvement of recruitment efforts by developing and utilizing expanded databases of print media, recruitment firms, and web sources;
- Contacting other postsecondary institutions and community based organizations;
- Forming partnerships with community-based groups to recruit diverse candidates;
- Reporting, on an annual basis, demographics of qualified applicants and new employees;
- Broadening the faculty internship program for graduate students to allow interns to be placed with a faculty mentor.

To further ensure the accomplishment of these strategies, the document also identifies goals for developing and implementing an Equal Employment Opportunity (EEO) Plan which recommends actions to improve employment participation rates of underrepresented groups in the District, based on local and state demographics.

During the fall 2008 semester, and again in Fall 2011 members of the District Diversity Project Team met with stakeholders and constituent groups to gather input and ideas for implementing strategies related to the plan. These meetings included a forum with students (Ref. 3.14), where discussions also considered student viewpoints on faculty hiring and diversity. A result of these meetings is the inclusion of activities necessary for achieving goals and timelines inherent in the document. Members of the

Diversity Project team have made presentations on The Diversity Framework for Institutional Transformation and Cultural Competency to the Academic Senate, College Council and the Curriculum Committee.

Human resource functions for the College are managed at the District level. The Human Resource (HR) Department advertises vacancies in major publications and electronic sites, including some diversity publications (See Ref. 5.2). As a result of the recommendation from the ACCJC accreditation team, some members of the WCC staff, including the WCC President, have communicated with the HR to recommend media outlets that improves recruitment efforts of diverse applicants (Ref 5.3 – email communication between President and HR).

Since the accreditation site visit in March 2008, the College has increased its faculty ranks by seven, from 27 to 35 in fall 2011. This includes a non-teaching faculty making a lateral transfer from Yuba College. Three of these faculty members represent African-American, Hispanic and Asian ethnicities. The College, which has a 48% Hispanic enrollment, also hired its first full-time Hispanic instructor who teaches in the Ethnic Studies program. (See Table 1)

| Full-Time Faculty by Ethnicity | | | | | | | | | | | | | Five-Year % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ETHNICITY** | 2006FA | | 2007FA | | 2008FA | | 2009FA | | 2010FA | | 2011FA | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| **African American** | 1 | 3.8% | 1 | 3.7% | 1 | 3.1% | 1 | 2.9% | 1 | 2.9% | 1 | 2.9% | N/A |
| **Asian** | 3 | 11.5% | 3 | 11.1% | 4 | 12.5% | 4 | 11.8% | 4 | 11.8% | 4 | 11.4% | 33.3% |
| **Caucasian** | 19 | 73.1% | 20 | 74.1% | 23 | 71.9% | 24 | 70.6% | 24 | 70.6% | 24 | 68.6% | 26.3% |
| **Hispanic** | 3 | 11.5% | 3 | 11.1% | 4 | 12.5% | 5 | 14.7% | 5 | 14.7% | 6 | 17.1% | 100.0% |
| **Native-American** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **Other, Non-White** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **Undeclared** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **TOTAL** | 26 | 100% | 27 | 100% | 32 | 100% | 34 | 100% | 34 | 100% | 35 | 100% | 34.6% |

Although there has been an increase in the absolute number of ethnically diverse full-time faculty as a result of the faculty hiring since WCC's initial accreditation, the percentage of faculty representation from various demographic groupings remain stable at WCC. Part-time faculty employment, as a result of the increase in full-time hiring, has decreased; this also affected the representation of various demographics groupings in the part-time faculty ranks (See Table 2).

| Part-Time Faculty by Ethnicity | | | | | | | | | | | | | Five-Year % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ETHNICITY** | 2006FA | | 2007FA | | 2008FA | | 2009FA | | 2010FA | | 2011FA | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| **African American** | 2 | 2.2% | 2 | 2.0% | 1 | 1.1% | 2 | 2.4% | 2 | 2.6% | 1 | 1.3% | -50.0% |
| **Asian** | 3 | 3.3% | 4 | 4.0% | 4 | 4.3% | 2 | 2.4% | 2 | 2.6% | 4 | 5.3% | 33.3% |
| **Caucasian** | 74 | 81.3% | 77 | 77.8% | 72 | 77.4% | 64 | 75.3% | 56 | 73.7% | 50 | 65.8% | -32.4% |
| **Hispanic** | 7 | 7.7% | 12 | 12.1% | 10 | 10.8% | 9 | 10.6% | 7 | 9.2% | 8 | 10.5% | 14.3% |
| **Native-American** | 3 | 3.3% | 2 | 2.0% | 3 | 3.2% | 2 | 2.4% | 2 | 2.6% | 2 | 2.6% | -33.3% |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Other, Non-White** | 1 | 1.1% | 1 | 1.0% | 1 | 1.1% | 1 | 1.2% | 1 | 1.3% | 1 | 1.3% | 0.0% |
| **Undeclared** | 1 | 1.1% | 1 | 1.0% | 2 | 2.2% | 5 | 5.9% | 6 | 7.9% | 10 | 13.2% | 900.0% |
| **TOTAL** | 91 | 100% | 99 | 100% | 93 | 100% | 85 | 100% | 76 | 100% | 76 | 100% | -16.5% |

Both the District and WCC recognize the need for diversity in its faculty ranks. The District's strategic directions have emphasized multicultural awareness as a major goal, and diversity is salient to this goal. At WCC, a Diversity Committee, which transitioned from the District's Diversity Project Team, has included faculty diversity as a standing agenda item during its meetings. The Committee meets bi-monthly and it has plans to ensure that WCC implements strategies inherent in the District Diversity Plan.

A District-wide EEO standing committee has completed a draft plan that will guide, among others, "job announcements, interview protocols, and other aspects of hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff." (See Ref 5.4 – 2008-2009 Equal Employment Opportunity Purpose Statement).

Also, the WCC President has established networks among organizations that and individuals with connection to professionals of diverse backgrounds, including the Latina Leadership Network. The President corresponds with them whenever employment opportunities exist at the College.

These cooperative efforts at the District and College levels form the basis of establishing strategies to expand the applicant pool of diverse candidates, which will increase the potential for hiring and retaining qualified individuals from diverse backgrounds.

In addition to District strategies and actions, WCC has developed initiatives designed to encourage diverse applicant pools for faculty positions. Below is a list of the strategies and recommended and implemented actions.

1. Strategy - Introduce a broader community to the College and what it offers.

   - Recommended Action: Annual Open House that invites the community, members of professional associations, UC and CSU graduate advisors, UC and CSU department chairs (targeted toward specific disciplines for which we are recruiting), alumni associations, etc. Refer to attachments (See Ref. 5.5 and 5.6, President's letter and Open House Agenda).

2. Strategy - Demystify and simplify the application and interviewing processes so applicants are successful.

   - Action: Implement Applicant Workshops that explain the application and interviewing processes.

3. Strategy - Portray the College as a good working environment that welcomes and supports diversity.

   - Action: Develop promotional materials that reflect diversity and invite people to apply for faculty positions.

District Human Resource (HR) Staff has done the following since 2008 to develop and implement strategies that lead to increasing the diversity of the faculty:

1. Offered 19 EEO Trainings to district-wide staff.
2. Using Keenan Safe Colleges Program and currently developing an on-line EEO training program.
3. Using guidelines set forth by the CCC Chancellor's Office and adopted by the YCCD Board May, 2009, the District EEO Committee completed work on EEO Plan.
4. HR follows a practice for recruitment advertising as outlined in Reference 6—Evidence that hiring procedures are written and consistently applied. YCCD uses jobelephant.com as a vendor to place recruitment ads in a number of media

outlets focusing on recruiting diverse applicants.
5. HR has offered recruitment workshops and attended Job Fairs:
   a. Career Development for Classified Staff- November, 2010
   b. Making the YCCD Connection- February 8, 2011
   c. CCC Registry Job Fair, San Francisco- January, 2011
   d. Sutter County One-Stop-CalWORKs Employment Services Job Fair- October, 2011
6. Collaboratively worked with WCC to recruit for Ethnic Studies Instructor (New WCC discipline for fall, 2008).
7. YCCD Diversity Project Team replaced by WCC and YC Diversity Committees
8. In cooperation with the Equal Employment Opportunity Commission (EEOC) offered district-wide training entitled "Finding the Facts: Disciplinary and Harassment Investigations"
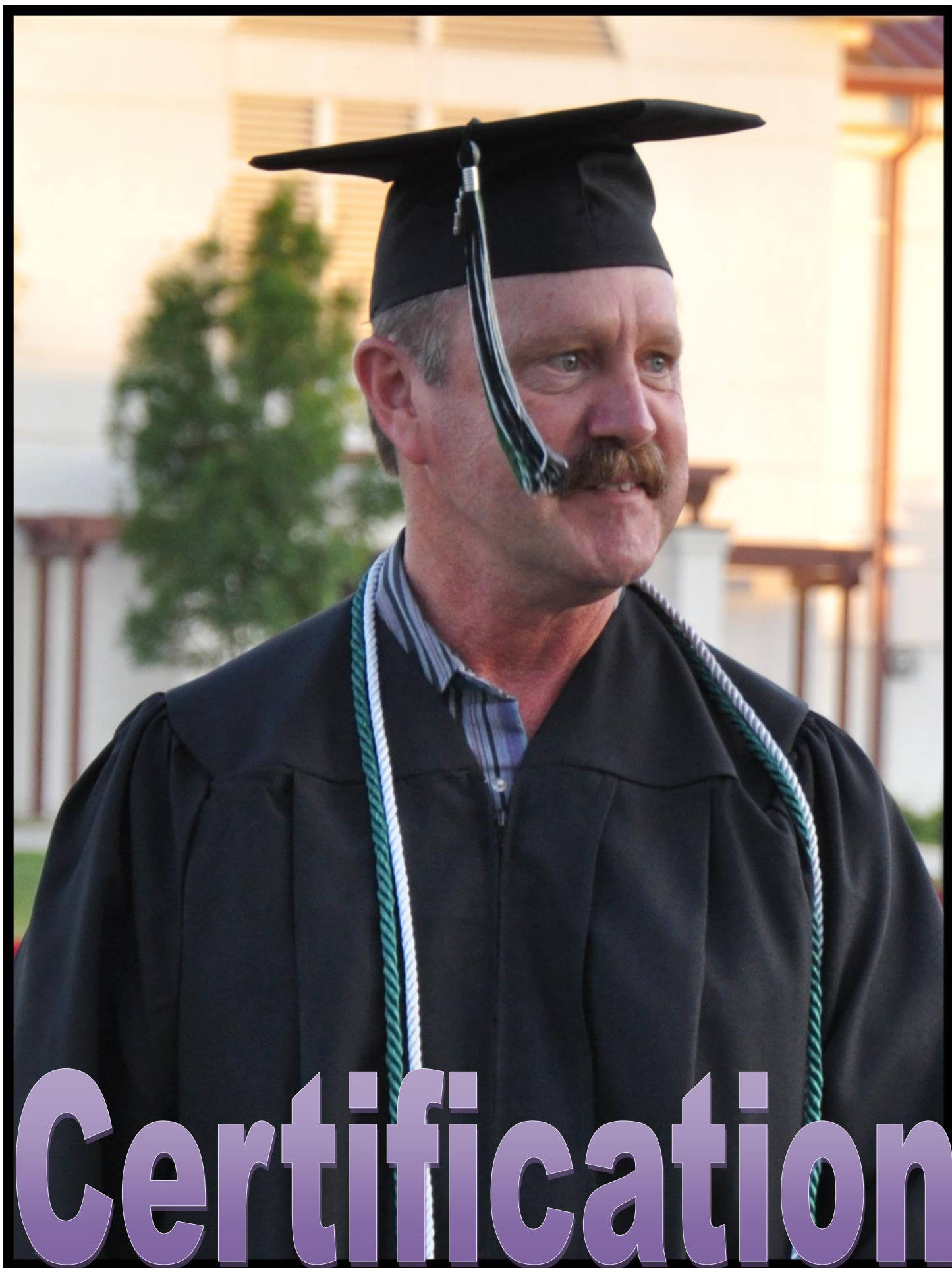
Certification

1. **Authority**

   Woodland Community College was accredited in 2008 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. It is approved by the California Community College Board of Governors, and equivalent college level courses are accepted by the University of California and the California State University Systems **(CER1)**

2. The Woodland Community College Mission Statement was approved by the Board of Trustees in 2009, following collegial dialogue that involved representatives of all constituency groups at the College. In Spring, 2012, the Mission Statement was revised and approved by the Board. It states:

   *The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.*

   The mission statement appears in the College Catalog, student handbook, schedule of classes, on the College web site, and is posted at various campus locations, such as in the President's Office, and meeting room **(CER2)**.

3. **Governing Board**

   Woodland Community College is part of the 4,200 square-mile area served by the Yuba Community College District. The District is represented by a seven member Board of Trustees elected by voters in its service area of Yolo, Colusa, Yuba and Sutter Counties. In addition, a student trustee elected by the student body also serves on the Board. The Board membership is sufficient in size and composition to fulfill all Board responsibilities. The Board is guided by a set of written policies and procedures in The *Board Policy Manual* that ensure its responsibilities to represent the public interest, assure fiscal health and stability, monitor institutional performance and educational quality and ensure the quality, integrity and effectiveness of student learning. Board Policies 2710 and 2715 ensure a code of conduct and guide against conflict of interest. No Board member has ownership or other financial interest in the college **(CER 3).**

4. **Chief Executive Officer**

   Woodland Community College has a President who serves as the Chief Executive Officer (CEO) and who is

appointed by the Board of Trustees. The CEO's fulltime responsibility is dedicated to the College and has the requisite authority to administer Board policies as well as develop programs and services for the operations of the College. The CEO does not serve as the Chair of the governing board of the College**. (CER4).**

5. **Administrative Capacity**

Woodland Community College has sufficient administrative staff (8) with appropriate preparation and experience to provide services required to support its mission. All administrators are selected through District processes highlighted in Administrative Policy 7250 and statewide minimum qualifications that ensure they meet the education and experience standards to effectively perform their assigned duties. **(CER5); (CER6)**

6. **Operational Status**

Woodland Community College enrolls 4,800 unduplicated students in classes held on weekdays, evenings and, on many occasions, weekends. Classes are held at it main campus in Woodland and its Colusa County Outreach Facility in Williams, California. Students actively pursue degrees, certificates or coursework that lead to transfer to a four-year university, personal and career development or basic skills remediation. **(CER6) ; (CER7)**

7. **Degrees**
Woodland Community College offers a substantial portion of its educational programs that lead to degrees and certificates. The College offers Associate of Arts and Associate of Science degrees as well as Certificates of Achievement, Certificate of Completion and Certificate of Training. The College Catalog provides a listing of all degrees and certificates and their course and unit requirements. **(CER1)**; **(CER7)**

8. **Educational Programs**

Woodland Community College offers programs of study that are consistent with its mission and the mission of the California Community College System. All degree programs are sufficient in content and length and are consistent with state and nationwide standards of quality and rigor. The Woodland Community College Curriculum Committee assures that the approval of courses meet standards of rigor and quality. The Student Learning Outcomes Committee, through Division Deans, ensures that all course syllabi contain measurable student learning outcomes. All new course outline of record presented to the Curriculum Committee must also contain student learning outcomes. All associate degree programs are at least two years in length and must be achieved through the completion of a minimum of 60 units. **(CER1); (CER8); (CER9)**

9. **Academic Credit**

Woodland Community College awards academic credits based on accepted practices in higher education and which complements the California Education Code, Title 5. Information on academic credit for courses is provided in the Woodland Community College Catalog and the Woodland Curriculum Committee Handbook. **(CER1); (CER8)**

10. **Student Learning and Achievement**

Woodland Community College has defined and published student learning outcomes for *all* its programs and most of its courses. These programs and courses have undergone at least one iteration of assessment to demonstrate that students who complete programs are achieving the defined outcomes and that assessment results are utilized to improve student learning. All course syllabi and new course outlines of record approved by the Curriculum Committee are required to include student learning outcomes. In the College's institutional effectiveness model, all programs are required to report student learning outcomes and their attendant assessments in annual program review updates or comprehensive program reviews that span five years. **(CER10) ; (CER11)**

11. **General Education**

Woodland Community College has defined and incorporated general education requirements for the associate degree and for students with goals of transferring to the California State University and the University of California systems. A District General Education Philosophy Statement recognizes the student's need to pursue a course of study designed to effect lifelong learning processes in which the interrelationships of human knowledge and experience are recognized. The general education component includes competency areas in reading, writing, and mathematics. Students also receive instruction that provides an introduction to major areas of knowledge in Natural Science, Social Science, Humanities, and Language and Rationality. The College's general education requirements are consistent with Title 5 regulations and Board and Administrative Policy 4100. Degree credits for general education programs are also consistent with levels of quality and rigor appropriate to higher education. General education courses have student learning outcomes for students who complete them. **(CER12) ; (CER1)**

12. **Academic Freedom**

Board Policy 4030 guarantees academic freedom for all academic employees and students. It encourages academic employees and students to have access to the full range of ideas, materials and options and holds academic employees responsible 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 Academic Freedom Policy is also reflected in the College Catalog and Student Handbook. **(CER 12)**; **(CER 1)**

### 13. Faculty

Woodland Community College employs a core of well-qualified full-time faculty. The names and degrees of all full-time faculty are listed in the College Catalog as per Title 5 requirements. Faculty responsibilities, which include the development and review of curriculum and the assessment of learning, are stated in Governing Board policies, the YCFA Contract and the Academic Employee Handbook.

**(CER 13)**; **(CER 1)**; **(CER 14)**.

### 14. Student Services

Woodland Community College provides a full range of appropriate student support services that supports student learning and development within the context of the College's mission. Student support services meet the educational needs of the college's increasingly diverse student body. These services include placement testing, orientation, academic advising, registration, career planning, individual and group tutorial support, financial aid, student health services, work experience, and work study programs. Additionally, special programs are provided for students with disadvantages (EOP&S, DSP&S, CARE, CalWORKs), students transitioning from K-12, and students who have previously served in the armed forces (Veterans Affairs).
**(CER 14)** ; **(CER 3).**

### 15. Admissions

WCC also adheres to an admissions policy that is consistent with its mission, Title 5 requirements and Board Policy 5010. The policies are published in the College catalog and identify the qualifications of students for admission to the college and its programs.
**(CER 15)** ; **(CER 1)**

### 16. **Information and Learning Resources**:

Woodland Community College provides a wide range of information and learning resources to support student learning and the College's educational programs. The College has a Learning Resource Center that includes a library that houses materials pertinent to the curriculum offered at the College. Learning resources in this Center are also available through Writing and Math Center, Tutoring Center and an Open Media Lab. All instructional programs have access to these resources.
**(CER 16)**

### 17. Financial Resources

Woodland Community College's documents its funding base, financial resources and other plans for financial development that are adequate to support student learning programs and services.

This documentation is presented in the District's Annual Budget which is reflective of the College's Institutional Effectiveness Model that is driven by program reviews and the Educational Master Plan. Funding is based on state apportionment. The College also receives renewable and one-time grants to support vocational programs, student services and other aspects of student learning. The College budget is developed through a planning process that involves a budget planning committee representing college constituencies. The budget is approved by the Board of Trustees.
**(CER 17)**

18. **Financial Accountability:**

Woodland Community College undergoes an annual external audit by a certified public accounting firm. The audit report is presented to the Board of Trustees. Copies of the budget and audit reports for the last two years are included with this eligibility application report. The college does not show an operating deficit during this eligibility application process.
**(CER 17)**

19. **Institutional Planning and Evaluation**:

Woodland Community College has adopted a planning process that is guided by its mission statement and the Board Strategic Directives that encompass eight planning goals. This integrative process is based on its Institutional

Effectiveness Model that incorporates program reviews, the Educational Master Plan, other master plans including technology, equipment, staffing and facilities plans and outcomes assessment. This allows for planning to drive budget allocation decisions while assessment drives all planning decisions. All plans are assessed and evaluated through a continuous improvement model that is inherent in program reviews and includes a review of outcomes on student success, persistence rates, degrees, certificates, retention, and student demographics. The College is also utilizing student learning outcomes and their assessment as part of its continuous improvement plans. The College has adopted TracDat, a program review and SLO management system, to evaluate and track the achievement of student learning outcomes in program reviews. An SLO Coordinator has also be assigned to monitor the development and assessment of SLOs at the College.

20. **Public Information**

The college provides a catalog that is available both in print and on the web. It includes the following entries with precise, accurate, and current information:

- The Official Name, Address, Telephone Numbers and Web Site Address of the Institution
- Educational Mission

- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Financial Aid Information
- Learning Resources Available
- Names and Degrees of Administration and Full-Time Faculty
- Names of Governing Board Members
- Admission Policies
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance Procedures
- Student Right to Know
- Enrollment Policies and Procedures
- Student Services and Resources
- Academic Standards

All of these requirements are also accessible in different modalities which fully comply with
regulations of the Americans with Disabilities Act.

21. **Relations with the Accrediting Commission**

Woodland Community College adheres to the eligibility requirements and accreditation standards and policies of the Commission and describes itself in identical terms to all its accrediting agencies. It communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

## List of Evidence

| | |
|---|---|
| CER1 | **WCC 2011/2012 Catalog** |
| CER2 | **WCC Mission Statement** |
| CER3 | **Board Policy Manual** |
| CER4 | **Board Policy 2010** |
| CER5 | **AP 7250** |
| CER6 | **Organization Chart** |
| CER7 | **Fast Facts** |
| CER8 | **Curriculum Handbook** |
| CER9 | **YCFA Contract** |
| CER10 | **TracDat** |
| CER11 | **Program Review Handbook** |
| CER12 | **Board Policy 4100** |
| CER 13 | **Board Policy 4030** |
| CER 14 | **Academic Handbook** |
| CER15 | **Board Policy 5010** |
| CER16 | **Student Learning Resources** |
| CER17 | **Budget** |

Standard I

# STANDARD I: INSTITUTIONAL MISSION AND 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 in 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.*

### 1.A. 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.*

## Descriptive Summary

Woodland Community College has a mission statement that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. The Mission statement was first adopted by the Board in 2007. The College Council reviews the Mission statement every five years. The second iteration of the WCC Mission statement was adopted by the Board in June, 2012 and reads as follows:

*"The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas."*

WCC's mission is accomplished through programs and services that are appropriate to an institution of higher learning and meet the broader purposes of the California Community College mission:

- Degree and transfer programs;
- Career, technical, and certificate programs; and

- Basic Skills programs.

The mission also includes educational purposes that incorporate:

- English as a Second Language (ESL)
- Student support services that promote student access and achievement; and
- Student Financial Aid opportunities.

The mission statement is also specific about a learning environment that appreciates diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas. Programs and processes developed at the College reflect these values and are also the basis of all institutional planning and decision-making.

As an "open access" institution, WCC admits any student who is a high school graduate or any person over 18 years of age who can demonstrate the ability to benefit from a community college education. In addition, high school students who have completed their sophomore year at 16 years of age may be admitted to a limited program upon recommendation of their school's principal 1A.6.

While the College's primary enrollment base is defined by the local service area,

international and out-of-state applicants can apply and be accepted. For students unable to gain admission to the California State University (CSU), University of California (UC), or out-of-state systems because of academic or financial considerations, the community college's "open access" policy provides an opportunity to gain a post-secondary education 1A.6.

The mission statement defines the College's intended students through a commitment as an open access institution serving a diverse population reflective of the broader Woodland community. The College's intended students are any individuals seeking an education in order to transfer to 4-year colleges or universities, develop skills needed for career advancement, improve basic skills, or pursue personal enrichment.

WCC was granted Hispanic Serving Institution (HSI) status in 2009 with 42% Hispanic student enrollment (1A.7). The broader Woodland Community has a Hispanic population of 47%. WCC belongs to the Hispanic Association of Colleges and Universities. This organization provides updated information on resources available to Hispanic students, staff development opportunities, mentorship and scholarships for WCC students.

Overall, the intended population of WCC's enrollment is a reasonable match of the diversity of its service area, resources, and role in higher education.

The College uses several processes to foster college-wide commitment to student learning. "Institutional effectiveness" measures, which include student surveys and other institutional data, are conducted regularly in order to help to evaluate programs and services above. Program reviews are conducted every five years, with

annual updates occurring each year after the completion of a comprehensive review. A new monitoring system, TracDat, is utilized to document program reviews, their evaluation, and their role in improving student learning (1A.2). These reviews provide a current status of curriculum, facilities, staffing, and equipment in the respective program, as well as a needs-assessment in each of these areas. Student learning outcomes are also an inherent part of the program reviews, and each college area – instruction, student services, and administration – provides an overview of its student learning outcomes, assessment methods, results of assessments, and an analysis of how these results are being used to meet the mission of the College, i.e. improving student learning. Assessment of student learning is done through direct input of faculty and staff and is overseen by the Office of Research, Planning and Student Success.

Other processes used to foster college-wide commitment to student learning include the 2007-2011 College Strategic Goals that emanated from eight Board directed strategic goals:

1. Accreditation of the College
2. Basic Skills Initiative
3. Student Retention and Success, Student Learning Outcomes and Institutional Accountability
4. Transformative Change and Innovation
5. Resource Development and Alignment
6. Student Access and Response to Changing Needs
7. Community Engagement and Institutional Change
8. Safety and Security

These goals were periodically assessed through the College Council, with twice

yearly presentations from college committees with purposes that were consistent with these goals. As a follow-up to the 2007-2011 Strategic Goal, faculty, staff, and other college constituencies met in January of 2012 to develop another iteration of the Strategic directions of WCC (1A.14). The essence of the planning session was to reflect on two questions that were relevant to the College's mission:

- *What does it mean to be an HSI?*
- *Were do we see ourselves in the next five years?*

This commitment is also evident in planning documents generated by the college. The Educational Master Plan (1A. 3), Student Equity Plan (1A.4), Matriculation Plan (1A.5), and the Basic Skills Initiative Plan (1A.33 ) all contribute to WCC's mission to student centered educational opportunities.

WCC's first mission statement was approved by the Board in June 2007. The College Council determined that the Mission would be reviewed every five years. WCC has reviewed and slightly edited its Mission statement for Board adoption in June 2012 (1A.1).

## Self Evaluation

Woodland Community College meets this standard. According to a Fall 2011 Survey of the campus community, 68.1 percent agreed with the question (1A.9): *In your opinion, is the college fulfilling its mission statement?*

Additionally, to ensure that WCC is meeting its broad educational purposes for its intended student population and its commitment to achieving student learning, the Student Services Division administers annual surveys (1A.10). A survey of all staff showed familiarity with the mission (1A. 11). The mission statement is also in booklets, handbooks, catalogs, the schedule of classes, staff offices, and strategic locations on campus.

## Planning Agenda

WCC will continue to evaluate and monitor program reviews to ensure that all units are using results to meet the mission of the college

**Standard 1.A.1** *-The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

## Descriptive Summary
Student learning programs and services are aligned with the College's mission and purpose. The mission statement serves as the backbone of WCC's Educational Master Plan (1A.3) and is the driving force for all planning at the college.

All student learning programs and services are aligned with the College's purpose, character, and its student population. All

academic programs and student support services are developed to promote student learning in transfer, basic skills, and career and technical education. Students are provided the instructional and service tools to meet their educational needs.

Discussions which have relevance to the mission statement and student learning are held at several levels in the college governance structure. The Academic Senate,

which provides leadership in academic and professional matters, is the faculty representative to the WCC Administration and the District Governing Board. The Senate participates in College-wide discussions on policies and procedures related to academic matters which affect student learning. The standing agenda of the Academic Senate includes issues related to curriculum, accreditation, campus governance, student learning outcomes, faculty/staff development, and other topics that underlie student learning and achievement.

Discussions related to campus-wide mission-based planning, the implementation, and the evaluation of strategic plans are held in the College Council. The Council is composed of representatives from all campus constituencies. It serves as the representative forum for dialogue on all college issues that impact student learning. The College Council reviews recommendations from the planning process, such as recommendations on the allocation of resources that support student learning, including staffing, budget equipment, and other matters that result from strategic plan, and other policy changes.

The College also has in place a governance structure that includes 16 standing committees that meet at least once monthly to discuss matters related to the College mission.

Strategic priorities that were previously reached are provided below (1A.15): In preparation for the College's second iteration of its mission statement, the WCC College Council solicited input from all college constituencies. The new mission statement was vetted with the Academic Senate and published to all. (1A.1). The

mission statement includes a commitment of the College to provide a wide range of educational opportunities and support services. Further, the mission statement indicates these programs and services will be determined through outcome guided assessment, planning, and evaluation to promote student learning.

In all college service areas, student learning outcomes are developed to support the strategic goals of the institution. With each SLO, an assessment tool that can be used to evaluate outcomes throughout the execution year is used to determine part of the annual program review cycle that begins the subsequent planning cycle. These include a variety of metrics associated with resource allocation and utilization and student programs and services (1A.20).

**Self Evaluation**

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.

WCC is also participating in a, District-wide strategic planning process that will reflect an alignment with the College Mission Statement and the programs and services it offers. With annual data evaluation via program review, the College establishes strategic goals and areas of emphasis to move the College toward mission accomplishment. Upon completion of this program review cycle, all departments and units within the College community participate in the planning process, establishing objectives, and student learning

outcome measures in support of broadly based strategic goals. This process ensures that programs and services are developed consistent with student demographics and community needs. As an example, over the last several years, the basic skills of new students have consistently been identified as a weak area. Therefore, numerous actions were undertaken by various departments and units to address and to improve this area. Actions have included increased tutoring services (1A.19), growth of offerings in the Writing and Math Center (WAM)(1A.20), faculty/staff development efforts which emphasized basic skills competencies,

implementation of teaching styles that match student learning styles, and focused counseling and assessment measures aimed at helping students to be better prepared for college-level course work. Thorough data analysis informs planning and resource allocation; thus, the College is able to deliver programs and services which are consistent with its mission, purpose, character, and student population.

## Planning Agenda

None

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**Standard 1.A.2.-The mission statement is approved by the governing board and published.**

## Descriptive Summary

The second iteration of the Woodland Community College Mission Statement, as noted above, was approved at the June 13, 2012 meeting of the Yuba Community College District Board of Trustees. The Mission Statement appears in the Woodland Community College *Catalog 2012-2013* and many other college publications (1A.24).

## Self Evaluation

The WCC mission statement has been reviewed through the college participatory

governance structure and approved by the Board. According to a Fall 2011 Survey of the campus community, 68.1 percent agreed with the question (1A.32): *In your opinion, is the college fulfilling its mission statement?*
Woodland Community College, as described in Section I-A1, has developed a mission statement and has systematically evaluated this mission statement which was submitted for Board approval in Spring 2012.

## Planning Agenda

None

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**Standard 1.A.3.-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

The WCC College Council adopted a process to review the college's mission statement every 5 Years (1A.28). Spring 2012 began the review of the first mission statement since WCC's initial accreditation. Regular reviews will continue under this

schedule and revisions will be made as necessary.

## Self Evaluation

WCC has incorporated a review of its mission statement into its strategic planning process. The process allows for incorporating the interests of all

stakeholders of the College. The College Council conducted this review (1A.32). The Council is broad-based in nature and, as such, reflects the perspectives of constituency groups, College leadership, and students (1A.27). The process emphasizes the incorporation from all constituent groups. Final recommendations on possible changes to the mission statement go to the YCCD Board approval.

| Standard 1.A.4.-The institution's mission is central to institutional planning and decision-making. |
|---|

**Descriptive Summary**

The Mission Statement is critical to WCC planning.  The Mission Statement is central to the development of major planning documents, including the Educational Master Plan and program reviews.  The Mission Statement is effective in prompting planning and decision making because the essence of the Statement is student learning and achievement.

The *Educational Master Plan (EMP)* (1A.3) was designed to be the framework through which the college evaluated itself and devised plans to reach identified goals. This document has influenced the work of all programs and services within the College. Also, program review outcomes have influenced the activities of academic and student support service units at the College. Evaluation of these services is based on factors that are relevant to student learning, including success, retention, and completion rates.

Once reviewed and affirmed, the mission statement becomes a basis for setting College strategic goals (1A.13)
In addition to this annual cycle, the College's mission is part of the schedule development process, the budget and planning process, and curriculum review. For example, budget allocation and setting the college schedule are undertaken with the college mission in mind. To illustrate, courses are scheduled during the day, on the weekends, and in the evenings to meet the needs of increasingly busy students; offered at the Colusa County Outreach Center to accommodate students living and working in that area; distance education modalities also accommodate students needing a more flexible schedule. Moreover, college initiatives, such as the Basic Skills Initiative, are conducted in response to the College's mission and commitment to provide basic skills education and to meet the needs of a diverse population (1A.30). Yet another example of the central role that the mission statement plays in institutional planning and decision-making can be seen in the development of such programs as Agriculture, Administration of Justice, and Digital Media, which were developed in response to community needs for learning and achievement (1A.31).

**Self Evaluation**

The College has integrated the elements of its mission statement into its planning and decision-making processes. Evidence of the use of the mission statement is found in a broad range of College programs and initiatives. The College's strategic goals are a synthesis of the mission statement, data-driven goals, unit/program-level objectives,

and resource allocation, which in turn become the basis for college programs and services. Further, the commitment to student learning articulated in the mission statement is integral to its curriculum and service processes. Reviews of College processes, whether on an annual or scheduled cycle, take the mission statement into account. In the fall 2011 Faculty/Staff Self-Study Survey, 56.3 percent of respondents agreed with the question (1A.23): *Do you feel that WCC's planning process is aligned with the mission statement?*

**Planning Agenda**

The Mission statement will be reviewed on a regular basis as a part of the College's integrated planning and decision-making process.

**Evidence List**

1. Current Mission Statement
2. Trac Dat link to program reviews
3. Ed. Master Plan
4. Student Equity Plan
5. Matriculation Plan
6. Administrative Policy 5010
7. HSI Letter
8. Demographics Table
9. Fall 2011 Survey mission question
10. Student Services Annual Survey
11. Fall 2011 Survey staff question
12. College Council Mission Statement
13. Strategic Priorities from January 12 Campus Discussion
14. Strategic Priorities from Jan 12
15. Student Services Surveys
16. Data used for Jan 12 Discussion
17. Vision Statement
18. Trac Dat link to SLOs timelines
19. Documentation of tutoring services increasing
20. WAM offerings increased over time
21. EAS program description
22. WCC Catalog
23. Survey mission question
24. Board adopted statement to review mission statement
25. New Mission statement adopted board minutes
26. College council minutes mission statement review (May 4 Minutes)
27. College council purpose statement
28. College council review process for mission statement
29. WCC strategic goals
30. BSI purpose statement
31. Ag DGMD results of feasibility study
32. Survey question on planning aligned with mission
33. Basic Skills Initiative Plan

**Standard I.B IMPROVING INSTITUTIONAL EFFECTIVENESS OVERVIEW**

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its 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.*

**IB.1** *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement process.*

## Descriptive Summary

**Woodland Community College foster**s and maintains sustainable, continuous learning improvement through extensive dialogue and strong commitment from faculty, classified staff, and administrators. With regular cycles of assessment, as documented in the Institutional Effectiveness Model, the college ensures that budget allocations and strategic planning processes are guided by the data-driven Program Reviews of academic programs, student service units, and administrative units. Student Learning Outcomes (SLOs) are a key component of the Program Reviews, and the college is approaching the level of proficiency in the use of SLO assessment results to improve student learning. The Office of Planning, Research and Student Success, established in 2009, oversees several activities to assess the College's progress towards achieving its stated goals through data gathered from Key Performance Indicators Report, survey data, and research projects. The Planning and Shared Decision Making Process ensures that faculty, classified staff, and administrators have the opportunity to participate in the college planning process, which is guided by the mission and vision statement, with the goal of improving institutional effectiveness and improving student learning.

Woodland Community College incorporates meaningful, college-wide dialogue on an ongoing basis to ensure continuous improvement of student learning and institutional processes. Faculty, staff, and administrators are offered opportunities to participate at all planning processes designed to support students and institutional effectiveness. The primary modality for self-reflective dialogue is the Institutional Effectiveness model, which includes: 1) planning and shared decision-making process review, 2) academic program reviews, 3) administrative service reviews, and 4) student service reviews (**IB.1**). The Institutional Effectiveness Model is reviewed annually by the Yuba Community College District's Board of Trustees and most recently reviewed on August 3, 2011 (**IB.2**).

| IE Model Component | |
|---|---|
| **Academic Program Review** | Ensures student success through the use of evidence and data to direct planning, evaluation, and improvement of academic programs at WCC. |
| **Administrative Services Review** | Evaluates and identifies areas for improvement within administrative units that provide support services for WCC students, faculty, and staff. |
| **Student Services Review** | Ensures student success through the use of evidence and data to direct planning, evaluation, and improvement of student services at WCC. |
| **Planning and Shared Decision- making Process Review** | Evaluates the effectiveness of WCC's participatory governance; includes evaluation of existing councils, committees, and leadership groups. |

The four IE model components rely on self-reflective dialogue that occurs through one or more of the following venues: committee meetings, management meetings, flex workshops, newsletters, campus surveys, as well as forums and interactions with the Board of Trustees. Committees report goals, activities, and evaluate progress in their reports to the Woodland College Council (**IB.3**). Committees respond to shared governance surveys every spring, and results are the basis for discussion for improvements for the following (**IB.4**). The management team meets weekly, and the president reports out to the campus community with regular campus updates (**IB.5**). Flex Workshops provide faculty with an informal, self-reflective form for dialogue and increased awareness of educational issues (**IB.6**). Campus surveys for staff, faculty, and students provide an anonymous forum for feedback and allow the college to respond to targeted institutional needs (**IB.7**). For example, as a result of dialogue and feedback from campus surveys, the WCC website was revamped, a campus online calendar was developed, the Portal was rolled out, and training was provided to facilitate the use and understanding of new systems for storing and sharing information.

The IE model components rely on the use of student learning outcome (SLO) assessment data to guide program and service improvement, a process that began with the appointment of a Student Learning Outcomes Project Team in June of 2005, following the adopting of the eight institutional SLO statements by the District Academic Senate (**IB.8**). Program level SLOs were incorporated into Academic and Student Services Program and adopted by the Board of Trustees in 2006 (**IB.9**). District-wide dialogue resulted in the development of the assessment timetable on the following page.

| Timetable | Initiate Action |
|-----------|-----------------|
| 2007 -2008 | Developed an assessment plan for institutional program SLOs. Developed and implement institutional SLO assessment. |
| 2008-2009 | Program SLOs developed by a few programs and services. Developed assessment plan for other program SLOs. Started developing course SLOs. |
| 2009-2010 | Identified administrative areas needing SLOs. Started developing administrative SLOs. Continued course level SLO development. Used program assessment for program improvement. |

Source: http://www.yccd.edu/documents/viewdocument.php?id=2138

Woodland Community College, upon becoming an accredited college in 2008, established the SLO Committee which is charged with the responsibility of developing and implementing student learning outcome assessment processes and strategies (**IB.10**). Currently, the SLO committee is in its third full year of leadership and is comprised of faculty, adjunct faculty, administrators, staff, and the institutional researcher. Three members of the committee were also members of the District SLO Project Team, and two members currently serve as committee co-chairs. One of the co-chairs also serves as the chair of the Curriculum Committee. The other co-chair serves on the WCC College Council, which ensure that dialogue on SLOs is transmitted to all academic, student service, and administrative constituencies at the College. As a result of the collaborative efforts of the SLO committee members and a dedicated SLO coordinator, the college has fully integrating SLOs into its programs and processes.

All academic programs and active courses have identified program-level SLOs. Of the active courses with identified student learning outcomes, 54 percent have documented ongoing assessment of SLOs (**IB.11**). The SLO coordinator, along with the Dean of Instruction, continues to work closely with all departments as they develop their schedule of assessment in order to document consistent and continuous cycle of assessment for all courses. Student Services identified all unit SLOs and all units are in their second year of assessing all SLO. Starting in 2010, all course syllabi contain SLO and SLO assessment statements. Additionally, SLO statements are printed in the campus catalog and posted on the faculty program webpage. Academic programs have identified methods of SLO assessment and have been assessing at least one course per semester, starting in 2010. Faculty and staff are required to submit their SLO assessment data in TracDat, a database system that was purchased in 2010 to aid in

the collection and use of SLO assessment data, at the end of each term.

In summary, SLO assessment is now a required component of WCC course outlines, program reviews, Flex and other professional development documentation, and campus publications.

Dialogue regarding student learning and the cycle of continuous quality improvement is reflected in several other activities related to student learning assessment:

Academic Program and Student Services Review: Ongoing dialogue continues regarding program effectiveness and the efficacy of the Program Review process and its evaluation of student learning. The process of revamping and strengthening WCC's Program Review process began in summer of 2009 with the hiring of the Director of Planning, Research and Student Success. Discussions at Academic Senate, College Council, and faculty meetings led to the development of a new template and the provision of expanded data elements to allow deeper and more meaningful analysis of program growth and direction. Some examples of changes to the program review process that reflect on-going dialogue of institutional improvement are the inclusion of a program mission statement, overview, and use of SLOs in the program and alignment of recommendations with SLOs and college strategic goals. The new template has been embedded in TracDat, which will allow faculty and staff a "one-stop" approach for recording, storing, and using both SLO data and program review information and goals. Beginning 2011, WCC ceased the use of paper-based program reviews or SLO assessment forms;

instead, all information is now directly entered into TracDat. Finally, all requests for resources (i.e. curriculum, staffing, technology, and facilities) are reviewed by the Program Review Validation committee (**IB.12**), composed of representatives from each of the following campus committees: Budget, Staffing, Technology, Scheduling, Curriculum, and College Council. Recommendations for prioritizations are forwarded to the Dean and Vice President of Instructional Services. These data, along with feedback from the Validation Committee, will be used to make recommendations to instructional, administrative, and student services program growth and allocations.

Educational Master Plan: In November 2007, the college embarked on the foundational work to develop its first independent Educational Master Plan (EMP). The process began with the formation of the Educational Master Planning Committee, review and updating of elements from the previous district-wide EMP (completed in 2005 prior to the Initial Accreditation of WCC), and a campus-wide survey to staff and students. The EMP committee developed over-arching goals and priorities to guide EMP. Each steering committee member was assigned at least one goal, with the directive of working with campus constituent groups to develop a vision that answered questions like "Where do we want to be as a college five years from now?" and "How do we get there?" Specific activities to bolster the mission of the college were developed in relation to each goal, along with the corresponding timelines, identifying responsible personnel,

and attendant costs/budget implications. Program reviews from each department/division were used in articulating the vision and will be included in the appendix. The culmination of a collaborative two-year planning process, built upon previous planning, forecasts, goals, and priorities that were the foundation for the development of WCC into a comprehensive college, resulted in the first completed draft EMP which was shared during Fall 2010 Convocation for faculty input.

An internal and external assessment was conducted which guided the development of the Educational Master Plan goals and incorporates campus demographics and other indicators that describe current economic statuses and future directions of the college. Input was collected via a Fall 2010 campus survey that resulted in over 600 respondents – both staff and students. On average, students were satisfied with all aspects surveyed. However students, overwhelmingly, asked for more courses, sections, and evening/weekend course times. During September and October 2010, the plan went through several iterations of vetting with the Academic Senate, College Council, and the management team at WCC as well as CHEX at the District level. It was presented to the Board of Trustees on February 9th, 2011 and was well received as a user-friendly and comprehensive planning document for Woodland Community College (**IB.13**).

Basic Skills & ESL: As a Hispanic Serving Institution, Woodland Community College fosters and maintains dialogue on how to improve learning for ESL (English as a Second Language) Hispanic students who are not prepared for college level work. The Basic Skills Initiative (BSI) Committee works with Academic Senate, Student Success, administration, and other campus groups to carry out the work outlined in its 5 year action plan (**IB.14**). BSI Funds are used to support faculty projects to improve student learning, and allocation of these funds to serve basic skills student learning is guided by a clear process which includes discussion regarding best practices and need for services.

Student Success Committee: This committee has developed the Student Equity Plan containing campus research on Basic Skills/ESL student success, including an ESL survey to obtain information about who our ESL students are, what their goals are, and how we can better serve them (**IB.15**). Some examples of activities from the student equity plan that have been accomplished are:

- Hired a part-time Reading Instructional Associate as the first step towards establishing a Reading Assistance Center.
- Developed a Reading Assistance Center to provide tutoring and workshops in reading comprehension strategies for students and faculty in all disciplines.
- Developed a recommendation form for ESL instructors to complete near the end of the semester so that counselors can appropriately advise

students' placement for the upcoming semester.

Surveys: Distinguishing itself from the previous era as a single college district that was heavily process-focused, Woodland Community College is shifting its ideology with the aim of becoming more student-centered. To that end, student surveys are conducted at regular intervals, as appropriate, and results are incorporated in the planning process. The results from the surveys are also posted online: http://wcc.yccd.edu/about/planning/planning-reports.aspx

**Self Evaluation**

Woodland Community College is making satisfactory progress towards reaching a reasonable level of proficiency in all three areas of program review, planning, and student learning outcomes as illustrated by the tables below.

Rubric I: Program Review

| COMPONENT BEING REVIEWED | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Academic Program Review | 29/29 | 27/29 | 29/30 |
| Administrative Services Review | -- | 1/2 | 3/3 |
| District Image & Marketing Review | -- | -- | -- |
| Planning & Shared Decision-Making Process Review | 14/17 | 14/17 | 15/16 |
| Student Services Review | 8/8 | 9/9 | 8/9 |

(*Numbers in the table reflect the number of completed reviews divided by the number of reviews scheduled that year.)

Rubric II: Planning

| COMPONENT BEING REVIEWED | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Academic Program Review | Develop | Proficient | Sustainable |
| Administrative Services Review | Aware | Develop | Sustainable |
| District Image & Marketing Review | Aware | Aware | Develop |
| Planning & Shared Decision-Making Process Review | Develop | Proficient | Sustainable |
| Student Services Review | Develop | Proficient | Sustainable |

Rubric III: Student Learning Outcomes

| COMPONENT BEING REVIEWED | 2009-2010 | 2010-2011 | 2011-2012 |
|---|---|---|---|
| Academic Program Outcomes | Develop | Proficient @ 100% | Sustainable |
| Academic Course Outcomes | Develop | Proficient @ 30% | Proficient @ 100% |

| | | | |
|---|---|---|---|
| Administrative Unit Outcomes (AUO) | Aware | Aware | Develop |
| Student Services Outcomes (SSO) | Develop | Proficient @ 100% | Sustainable |
| Institutional Student Learning Outcomes (iSLO) | Aware | Develop | Proficient @ 50% |

Yellow = Awareness
Blue = Development
Green = Proficiency
Orange=Sustainable Continuous Quality Improvement

Program review and planning are closely linked since the program reviews guide all the planning efforts and documents for WCC, thus the progress towards proficiency and sustainable continuous quality improvement are mirrored in program review and planning for the college. As reflected in the tables above, WCC is set to achieve a sustainable level of continuous quality improvement in all areas (except District Image and Marketing which is handled by at the District level) review by 2012. Since WCC became a separate college in 2008, WCC is included in the Yuba Community College District's review process, but worked towards refining its own review, as reflected in the table above.

The college is also on track to achieving proficiency or sustainable use of ongoing systematic evaluation and planning related to student learning outcomes in all areas, with the exception of administrative unit outcomes (AUO). As a small college, WCC relies heavily on dedicated faculty leadership and administrators to train, support, and guide the campus in the process of assessing and using student learning outcomes. During the first few years of

establishing and assessing SLOs, emphasis was placed on academic programs, courses, and student services. Administrative units are currently developing outcomes and assessments began in 2011-2012.

Woodland Community College is continuing to identify areas in need of improvement and leveraging its strengths to continue maintaining open lines of communication and sharing of important information with the campus and its constituents. The results from the campus survey conducted in 2010 revealed that 56 percent of faculty, staff, and students agreed that WCC's planning process is aligned with the mission statement and 50 percent agreed that the planning process allows for input by appropriate constituencies (**IB.16**). In order to address this, the college President and Dean of Learning and Instruction send out weekly updates and regular notifications.

The Portal, which has been in the planning and early implementation stages for the past several years, was launched in 2010 and has created a significant paradigm shift in how the campus shares information. Instead of relying only on flyers and e-mail, the campus is able to go to one location and

share information in a secure environment. This has proven to be especially useful while working on major planning documents as well as drafting the accreditation report. While the Portal has created new opportunities for us as a growing college, it also comes with the user-adoption challenges typically seen when adopting a new process or system. Training has been and will continue to be held for faculty and staff until the majority of the campus uses of the Portal for conducting most of the campus.

Finally, WCC held three planning sessions early in 2012 which focused on revisiting the college's strategic goals originally developed in 2008. The sessions were attended by faculty, classified staff, and management and included focused discussion on the following themes: 1) student success, 2) communication, 3) community engagement, and 4) campus growth and development **(IB.17).** The result of this series of vibrant discussions among the campus staff was acknowledgment of diverse needs in various departments and units and the development of a tentative three-year plan to begin carrying out specific activities that will support the themes discussed by the campus. In addition to planning and setting goals for the coming years, these sessions enabled the campus to engage in a holistic self-reflective process to allow the voices of the entire campus to be heard (IB.18)**.**

### Planning Agenda

**A.** Student learning outcome assessment plans from departments and units that have not submitted a plan will be collected, and

these outcomes will routinely inform course and program evaluation and improvement.
Timeline: Ongoing
Responsibility: WCC SLO Committee, Dean of Learning and Instruction, and Director of Planning, Research and Student Success.

**B.** Institutional SLOs are to be assessed each semester, according to the WCC iSLO Plan **(Evidence IB.17 – WCC iSLO Assessment Plan)**.
Timeline: Ongoing, as stated above.
Responsibility: WCC SLO Committee, Dean of Learning and Instruction, and Director of Planning, Research and Student Success.

**C.** Administrative Unit Outcomes (AUOs) will be 100% developed by 2011-2012, and the College will begin assessing all AUOs in 2012. Results will be incorporated in the ongoing annual Administrative Unit Reviews.
Timeline: Fall 2012
Responsibility: WCC SLO Committee, Dean of Learning and Instruction, and Director of Planning, Research and Student Success.

**D.** Program SLOs will be assessed during the regular program review. All active courses in the program will be reviewed at least twice during the four-year review cycle.
Timeline: Ongoing, as stated above.
Responsibility: WCC SLO Committee, Dean of Learning and Instruction, and Director of Planning, Research and Student Success.

**Standard IB.2**

> **IB.2** *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 so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively towards their achievement.*

## Descriptive Summary

Within the framework of District-wide goals, WCC has established its achievable institutional, academic and operational goals to improve effectiveness and student learning. WCC began developing its own institutional goals by hosting a campus-wide planning session on June 17, 2008, which ultimately resulted in the first College Strategic Plan (**IB.19**). The WCC College Strategic Plan is reviewed each year by the College Council and the Office of the President. All governing committees present reports on their activities every semester. These reports include areas in the strategic plan that are addressed by their respective governing committees (**IB.3**). These are then integrated into a report from the President of the College to the Board of Trustees, which documents the strategic plan progress and communicates the college's efforts towards continuous quality improvement and student success (**IB.20**).

Program Reviews, substantiated by SLO assessment results, are used to drive goal prioritization and resource allocation and are reviewed by the Program Review Validation Committee as well as the Dean of Instruction and Vice President before final

recommendations are presented to the President (**IB.12**). The Educational Master Plan, approved by the Board of Trustees on February 2011, establishes and involves measurable goals and evaluative measures (**IB.13**). The WCC Student Equity Plan was developed in Fall of 2009 and outlines data-driven goals and activities which identify responsible parties and target dates. The plan will be reviewed by the SSC annually. The WCC Matriculation Plan was developed by the Student Success Committee and submitted to the Board and will identify activities/goals in support of the student matriculation process.

## Self Evaluation

During a campus survey administered in Fall 2010, the majority of students and faculty reported they agreed with the statement that Woodland Community College was fulfilling its mission statement. A follow up survey in Fall 2011 revealed that 60% agreed that the college planning process includes all the appropriate groups, allocates necessary recourses and results in improvement. (**IB.21**). While program reviews have consistently been conducted annually (four year cycle, with a comprehensive study being conducted

during the 4th year), the use of the results was not previously strongly tied to decision-making or resource allocation. Beginning in 2009, the program review process was redesigned to: 1) simplify the process and remove redundancies, and 2) make it meaningful and use the results as the primary means for decision-making and resource allocation at the college. With the purchase of TracDat, streamlining of the process (everything in one location) and redirecting the use of program reviews, the link between outcomes and decision making has become stronger.

## Planning Agenda

Woodland Community College will to continue to monitor plan timelines to ensure that outcomes are measured, reported, and integrated into the planning process.

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**IB.3** *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systemic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

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## Descriptive Summary

The district leadership team, through its shared decision-making process, has developed an integrated continuous quality improvement model guided by the Board Strategic direction which emphasizes measurable outcomes as set forth in the systemic cycle of evaluation of the Institutional Effectiveness (IE) model adopted in 2007. WCC has responded to the Board directions by focusing on local autonomy and development of evaluation mechanisms that are appropriate for WCC, as a sole college apart from YCCD. The five components and purpose of each are listed on the following page:

| IE Model Component | Purpose for Review |
| --- | --- |
| Academic Program Review | To ensure student success by establishing a culture of evidence that frames planning, evaluation, and improvement of academic programs at WCC and YC. |
| Administrative Services Review | To evaluate and identify areas for improvement within administrative units that provide support services at the District, WCC, and YC. |
| District Image and Marketing Review | To evaluate the effectiveness of college access and awareness of programs and services within our service area. |
| Planning and Shared Decision-Making Process Review | To evaluate the effectiveness of YCCD's Planning and Shared Decision-Making Model with an interest to support participatory governance. |
| Student Services Review | To ensure student success by establishing a culture of evidence that frames planning, evaluation, and improvement of student services at WCC and YC. |

Integrated planning occurs through several pathways, such as with academic/unit program reviews, educational master planning (EMP), and review of IE model. An annual mechanism for integrated planning occurs with the Program Review process, which was revised in summer of 2010 and approved by the Academic Senate for implementation during Fall semester of 2010. The key components of this revision were: 1) inclusion of program mission as it ties to the college mission, 2) inclusion of SLO (student learning outcomes) assessment in the program/unit plan and resource request, and 3) illustration of how recommendations support the Board Strategic Directions and Institutional SLOs. (**IB.22, IB.22.1**)

**Mission of Woodland Community College**

WCC Educational Master Plan

Program Reviews
- Academic
- Student Services
- Administrative

WCC Strategic Plan

**Woodland Community College Integrated Planning Concept**
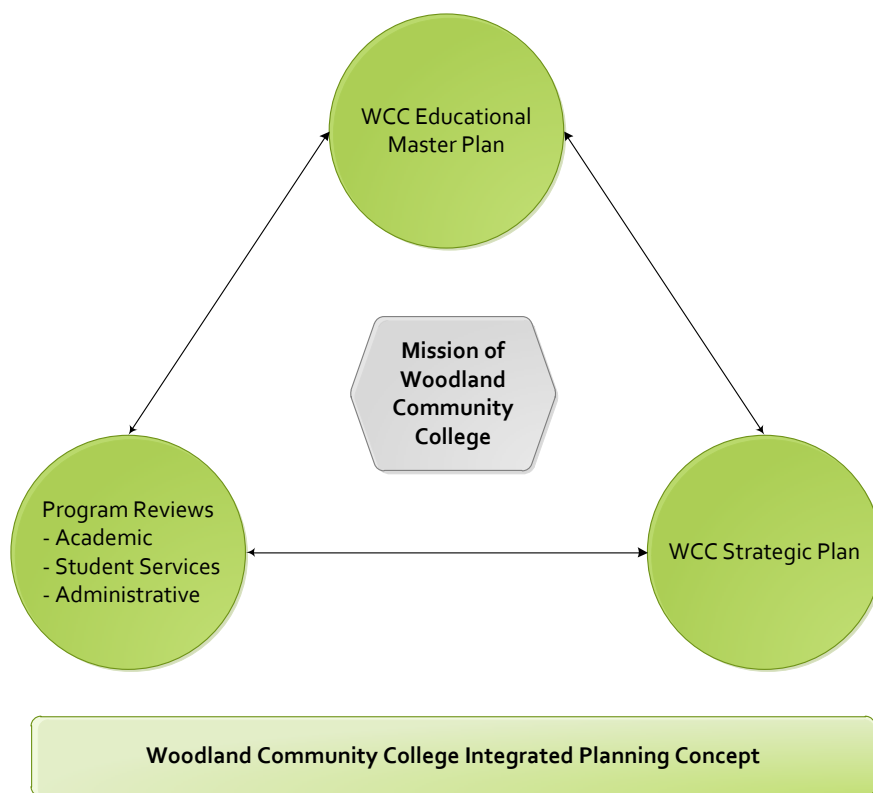
All programs and units are reviewed on a four-year cycle with the mission, goals, and college Educational Master Plan forming the basis for the program's future growth and evolution. This critical analysis of strengths, weaknesses, and programmatic needs is documented in each self-study, which includes overview of the program, relevant data elements, and justification for resource requests. As of 2010, student learning outcomes (SLO) are a required component of all unit evaluations and provide the program review team with an alternative source of evidence or data to demonstrate student learning and program needs. This process, which begins with the Dean, culminates with a review by the recently formed Program Review Validation Committee (comprised of key members from Budget, Scheduling, Technology, Staffing, and Curriculum committees) for

prioritization and recommendations, which are then sent to the President's Office for final vetting. The Program Review Validation Team will become effective with the 2012/2013 program review cycle.

SLO assessment takes place at the course, program, and institutional level at WCC. While program reviews capture SLO assessment and student learning improvement at the course and program level, the college needed a method to capture the institution's progress towards improving student learning. To this end, the WCC SLO Coordinator, who is also a full-time faculty, created a model for assessing institutional level SLOs (**IB.23**). The first pilot assessment was conducted in Fall 2011 and examined: 1) communication and 2) information competency via a short survey offered in targeted courses and venues (**IB.24**). As a result of this initial

assessment, the SLO committee is working with the associate student body to begin developing "student-led" You-tube videos that explain what SLOs are and why they are important to everyone.

In order to make decisions regarding institutional improvement and integrated planning, WCC articulates its overarching goals and planning premises in its Educational Master Plan and identifies specific activities to support the institution's long-term planning goals. A final draft of the EMP, which acquired Board approval in February 2011, includes all major campus plans (i.e. Student Equity, Basic Skills, Program Review, Technology, etc.) The EMP provides a forum where all academic divisions and student services units' requests (based on their respective program reviews) can be organized and prioritized, as well as aligned with the overall mission and vision of the college. In the future, the division and unit contributions and accomplishments will generate recommendations and suggestions that will drive future revisions of the EMP (**IB.24.1** ).

## **Self Evaluation**

As a newly established college, Woodland Community College has diligently pursued systemic evaluation of its stated goals and increasingly aligned itself with evidence-based decision making in order to increase effectiveness and student success. Part of this process is efficient use of resources and ensuring information is available to the campus as well as the community through program reviews, sharing of information and data, and fostering a culture of shared governance as it pertains to resource allocation and future directions of the college.

This standard is met and continues to be refined based on WCC's unique goals and educational needs of its student body. The IE model, as produced from the Office of Institutional Effectiveness and driven by the district Vice Chancellor of Educational Planning Services, provides the framework from which WCC's evaluation process operates. As a newly established college, WCC is still emerging from the formulative process and establishing a process for ongoing systemic review through the process of shared governance and campus community vetting. 2008-2009 was the first year the IE model and all five of its components completed a full cycle of review. WCC and the District services made significant process in formally evaluating the various academic programs, student services, and administrative units. The next steps are to build upon this model's effectiveness in the planning process by continued use and expansion of data and data-driven results through the development and inclusion of YCCD's budget allocation model for a multi-college district.

As the campus transitions to TracDat and "on-demand" data (provided by the newly established Business Objects portal), the link between program reviews, strategic planning, resource allocation and evaluation will be strengthened. As evidenced from WCC Fall 2010 campus survey, slightly over half of students and faculty surveyed

felt that WCC's planning process is aligned with the mission statement (56 percent), which indicates the college is making progress in achieving its goals in an ongoing cycle of evaluation towards 'student-centered' institutional improvement. Transparent and open reviews along with feedback among peers and supervisors have begun to bolster campus morale regarding the program review process – transitioning towards a living, useful, and directive document.

## Planning Agenda

Woodland Community College will continue to rely on and incorporate program review recommendations in the planning process to support evidence-based resource allocation.

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**IB.4** *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.*

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## Descriptive Summary

Woodland Community College endorses and encourages a broad-based planning process that provides multiple methods and opportunities for constituents to provide input and feedback. Staff, full-time academic faculty, adjuncts, and administrators are encouraged to participate in the college's strategic planning and prioritization process as outlined in the college Educational Master Plan. Standing committees make every effort to ensure that all campus constituencies are represented, and committee membership (including term and role) are publicly available in the WCC Handbook (**IB.25**). Meeting times, agendas and minutes are sent via e-mail, as well as posted online (**IB.26**). Student, classified and adjunct participation tends to be less vigorous than full-time faculty and administration participation; however, all committee meetings are open to the public, and participation is welcome. Thus, the planning process at WCC is broad-based and offers a multitude of opportunities for input by students, faculty, staff, and administrators at various stages.

The program review process (which includes student learning outcomes assessments) is at the core of campus improvement of institutional effectiveness and provides the college with a means of identifying ways to update and improve instruction (Academic Program Reviews) or identifying student support/administrative services needs as related to enhancing student success. The widespread participatory structure of WCC's planning process is designed to drive all planning and action items towards improving institutional effectiveness and ultimately enhancing student success.

All key college planning committees offer opportunities for input by appropriate

constituents; for example, the EMP draft plan was the main topic of the 2012 convocation work session, which solicited detailed input regarding each of the overarching goals within the EMP. New or replacement faculty requests are petitioned for in the department's annual program review. All requests are submitted to the Staffing Committee, which prioritizes requests and submits recommendations to the VP and President. College resource allocation, as mentioned in I-B5, is driven by program review requests, Budget Committee input, and administrative team prioritization based on student needs. Efforts are currently underway to increase the level of participatory governance regarding resource allocation at both the college and district level.

## Self Evaluation

Sixty-nine percent (69%) of staff and students surveyed in Fall 2011 felt that communication and sharing of information is clear, current, and widely available at the college – up from 50% from the 2010 campus survey.

In 2010, only 37% of students and staff surveyed felt there was an ongoing dialogue about SLOs (Student Learning Outcomes) and 36% of respondents felt that SLOs were incorporated in the planning process with the majority (over fifty percent) unsure if SLOs were considered in the college planning process. In the 2011 follow-up survey, there was a marked increase in SLO awareness, such that 54% agreed that SLOs are used to identify and research student learning needs, and 36% were unsure if SLOs are used to improve student learning.

Annually, WCC conducts the "Planned, Shared Decision Making" review of its committees on a rotating basis. During 2010-2011, the committees' surveyed (Curriculum, Faculty Staffing and SLO committee) reported high satisfaction with communication, progress towards goals, and participation in the committee process. However, an area of improvement appeared to be "I communicate with my respective groups" (**IB.27**).

## Planning Agenda

Woodland Community College will make efforts to increase student and adjunct membership in standing committees, as appropriate.

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**IB.5** *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

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## Descriptive Summary

Woodland Community College matters of quality assurance are communicated to the appropriate constituencies via a variety of assessment tools and presentations. Annual reports to the Board of Trustees and other governing bodies, Career Technical

Education presentations, and incoming placement results for new students from local feeder high schools are some assessment results and activities that the college uses to engage in collaborative dialogue with its constituencies and the community.

The Office of Planning, Research and Student Success provides the bulk of the necessary documented assessment results that are used to share program and unit performance and goal achievement with the college, oversight bodies, and the community (**IB.28**, **IB.29**). Data produced by the WCC's Office of Planning, Research and Student Success includes course, program, and college-level data for program reviews and other requests (i.e. requests for faculty). WCC Quick Facts are updated annually; program review data includes detailed enrollment information and student demographics, and the campus environmental scan shares occupational outlooks for local communities served via distributive education, the Woodland campus, and Colusa County Outreach Facility. As a result of the campus environmental scan and occupational outlook analysis, the college implemented a new CTE program in 2010: Digital Media – Motion Graphic Design.

Key Performance Indicators, such as the California Community Colleges Chancellor's Office Accountability Report for Community Colleges (ARCC), are presented to the Board of Trustees annually in June (**IB.30**) during the annual presentation to the Board, the college's overarching goals and areas of improvement are discussed based on the data. For example at the most recent presentation in June 2011, it was noted that only 4% of WCC students who took the math placement exam in 2009 placed at college-level math. As a result of this finding, WCC moved forward with establishing a partnership with local middle and high schools to begin an Early Assessment Program (EAP) that will help identify students in need of more support to achieve college-level math and English skills.

WCC has made great strides to make data visible and accessible to the campus and community, as well as to faculty and staff. Public information and data are available on the Office of Planning, Research and Student Success website, which is updated regularly. Additionally, a newsletter summarizing the major goals and accomplishments related to planning and research is produced and distributed, in paper copy as well as electronically, at the beginning of each semester (**IB.31**). Information specific for faculty or staff is posted on the Portal, and campus employees and students can access the research Portal site from any computer with internet access.

The district offices of Institutional Effectiveness and Information Technology are currently working to launch Business Objects, which would interface with Datatel (the college's main data warehouse system) making certain types of reports or data readily available in a dashboard or "point-and-click" format. Business Objects will also enable the IT office to develop "scorecards" for divisions to easily track self appointed indicators at any point in time.

Installation is complete and building and testing of reports is currently underway (**IB.32**).

Additionally, as mentioned previously, the District Institutional Office purchased TracDat in December of 2010, and it became available for campus-wide use in 2011 for the dual purpose of: 1) organizing and sharing program reviews and their corresponding data and 2) tracking and collecting SLO statements and assessment results as well as the use of SLO assessment results. In 2010, each program selected one course Student Learning Outcome (SLO) to assess over 2010 –spring 2011. The documented assessment results will enable program staff and faculty to identify areas in need of improvement related to instruction. Student Services units are also currently assessing all SLOs and tracking assessment results in TracDat, which are used to guide program development and refinement (**IB.33**).

WCC is responsive to the reporting requirements from external agencies, both federal and state agencies, through the YCCD office (i.e. MIS data submission to the CCCCO) and from WCC's Office of Planning, Research and Student Success (i.e. ARCC Report). The Matriculation Plan guides the activities and assessment of the matriculation components, and is reviewed and updated annually (**IB.34**). Similarly, the Student Equity Plan identifies goals and activities that will narrow the achievement gap among all student groups on campus, and are based on research and self-evaluation of key indicators of student achievement (**IB.15**).

## Self Evaluation

This standard is met, and WCC will continue to utilize and distribute assessment results to enhance institutional improvement. WCC will continue to improve the degree of availability of assessment results by moving forward, as planned, with Business Objects and TracDat.

## Planning Agenda

None.

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**1B.6** *The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

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## Descriptive Summary

As a new college, WCC recognized the need to develop and implement a fully integrated, systemic set of key processes to guide, direct and evaluate resource allocation. WCC completed its first set of key planning documents, which includes the following: 1) Educational Master Plan, 2) Student Equity Plan, and 3) Matriculation Plan. The Budget and Planning Committee, formed in spring 2011, developed the college budget process

timeline (**IB.35**) and educational resources planning and allocation process (**IB.36**) which is reviewed by the College Council and Academic Senate. Recommendations are provided to the college president on staffing, budget, site improvements, equipment, and other essential matters resulting from Strategic Plans, Academic Programs and Student Service Reviews, policy changes, audits, or legal mandates (**IB.25**).

The Educational Master Plan provides a forum where all academic divisions and student services units' requests (based on their respective program review reports) can be organized and prioritized, as well as aligned with the overall mission and vision of the college (**IB.13**). Annual updates regarding division and unit contributions and accomplishments will generate recommendations and suggestions that will drive future revisions of the Educational Master Plan.

WCC and the district are committed to systemic review of all its planning and resource allocation processes. As noted in IB.3, WCC's Academic Senate approved the revision of its program review process to solidify the data-driven allocation and prioritization process. The proposed process of having all program review reports undergo the scrutiny of a validation committee, rather than a singular reviewer, will ensure that the resource allocation process (based on program review requests) is equitable while effectively supporting the college's long term plans and mission of "students first."

Further, the Institutional Effectiveness (IE) model – which is the basis for all planning activity within the district – is reviewed annually by the Vice Chancellor of Educational Planning, and the Directors of Research from both colleges. Updates are drafted over the summer and presented campus-wide at convocation in the . The IE model provides the framework within which each college further refines the cycle of systematically reviewing their planning and resource allocation processes (**IB.1**).

The resource allocation process begins at the district office, with funds allocated to each college (Yuba College and Woodland Community College), as well as the district (**IB.37**). Currently the district allocation process is based on the five-year resource allocation model and supporting staffing plan. However, this process was review by the district allocation model ad hoc committee, and in June 2011 a revised Resource Allocation Model (RAM) was developed with a participatory group and piloted for the 2011-2012 academic year (**IB.38**). Once funds are allocated from the District, the WCC Budget and Planning Committee assumes responsibility of coordinating and integrating college plans and recommending budget priorities to the President that are consistent with the college's vision and mission statements and Board strategic directions. In summary, the WCC Planning and Budget Committee ensures that the evidence-based, college plans will drive resource allocation and the budget process, and that assessment and continuous improvement will drive the planning process (**IB.25**).

## Self Evaluation

Standard is met and ongoing. The college is currently engaged in systemic review of its planning and resource allocation process and will propose modifications once the review is completed. The goal is to develop a fully integrated planning process that directly links planning with resource allocation, and WCC intends to make great strides towards this accomplishment through the revised program review process and resulting goals/requests for funding which will continue to be tied to campus planning documents and prioritized based on need.

## Planning Agenda

None

**1B.7** *The institution assesses its evaluation mechanisms through a systemic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

## Descriptive Summary

All programs and services are evaluated through the program review process as described in IB.3 and IB.6 (**IB.12**). Instructional program reviews begin at the department level, and annual updates or self studies are drafted for review by the validation committee, which is comprised of representatives from all key committees (i.e. Curriculum, Staffing, Technology, Student Services, etc.) The new program review format is designed to increase transparency and dialogue while evaluating program effectiveness by providing evidence of student learning outcome achievement. The results will drive the growth and expansion of SLO assessment of programs and services, enabling programs and services to identify areas in need of improvement related to student success.

For courses utilizing placement tests (i.e. ESL, English, and Math), evaluation of instruments and cut scores is conducted by the district assessment office and by college-level departments. In some instances, when district placement mechanisms do not align, WCC's unique course offering to student skill level (i.e. ESL), a work group is established to identify alternative mechanisms to improve appropriate placement, and therefore student success. Efforts are currently underway to establish college-specific placement mechanisms, including cut-scores for Woodland's courses and students.

Other mechanisms of evaluating instructional programs and support services are: 1) student-completed evaluations, 2) Curriculum Committee review (updates for current programs and approval of new programs), and 3) surveys (i.e. Student Services Survey, which included library and other learning support services). (**IB.7**).

WCC, as a whole, is evaluated through the lens of the Educational Master Plan, which encompasses all the plans and provides a holistic method of evaluating the effectiveness in all areas related to instruction and student services (**IB.13**)

## Self Evaluation

The College meets the standard as evidenced by its program review model that demonstrates clear links between student learning outcomes, assessment, college planning, resource allocation, and continuous quality improvement. Furthermore, the use of TracDat will allow for greater degree of systemic review by the Dean and the Office of the Vice President since all information will be located in a centralized, electronic format – which can then be forwarded to the appropriate committees for prioritization and resource allocation. The Program Review Validation Committee, Academic Senate, College Council, and Budget and Planning Committee will continue to monitor the evaluation mechanisms for improving instruction programs, student support services, and library/learning support services.

## Planning Agenda

None.

**IB Evidence**

IB.1      [Institutional Effectiveness Handbook 2011-2012](#)
IB.2      [YCCD Board Meeting Minutes 8-3-11](#)
IB.3      [WCC College Council Reports](#)
IB.4      [PSDM Reviews](#)
IB.5      [WCC President's Campus Updates](#)
IB.6      [Flex Website](#)
IB.7      [WCC Research and Planning Surveys](#)
IB.8      [District SLO Project Team](#)
IB.9      [Program SLOs](#)
IB.10      [2008-2009 SLO Committee Purpose Statement](#)
IB.11      [TracDat: WCC SLOs](#)
IB.12      [WCC Program Review Process](#)
IB.13      [WCC Educational Master Plan](#)
IB.14      [Basic Skills 5-Year Action Plan](#)
IB.15      [WCC Student Equity Plan](#)
IB.16      [WCC CQI Fall 2010 Survey](#)
IB.17      WCC Campus Planning Themes 2012
IB.18      [WCC Planning Session Surveys](#)
IB.19      [WCC Strategic Goals 2007-2011](#)
IB.20      [WCC Strategic Goals Update – June 2011](#)
IB.21      [WCC CQI Follow-Up Survey Fall 2011](#)
IB.22      [Academic Senate Minutes 8-10-2010](#)
IB.22.1      [WCC Integrated Planning Concept](#)
IB.23      [WCC iSLO Assessment Plan](#)
IB.24      [WCC iSLO Assessment Results Fall 2011](#)
IB.24.1      [WCC Operational Planning Concept](#)
IB.25      [WCC Handbook 2011-2012](#)
IB.26      [WCC Committee Sites](#)
IB.27      [PSDM Survey Results 2010](#)
IB.28      [WCC Research Website](#)
IB.29      [WCC Research Portal Site, Shared Documents](#)
IB.30      [YCCD Board of Trustee Minutes 6-8-2011](#)
IB.31      [WCC Research Newsletters](#)
IB.32      [Business Objects](#)
IB.33      [YCCD TracDat](#)
IB.34      [WCC Matriculation Plan](#)
IB.35      [WCC Budget Process Timeline](#)

Standard II

## Standard IIA INSTRUCTIONAL PROGRAMS

*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 and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### II A. 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.*

### Descriptive Summary

To meet community needs and comply with our stated mission, Woodland Community College offers a diverse collection of programs approved by the California Community College System Office (CCCSO) that include 28 associate in arts and/or science degree majors, 26 certificate programs, including specialized certificates issued by individual departments (i.e. Agriculture, Digital Media, ECE, Human Services, etc.) *(2A1 )* Additionally, the College dedicates energy and resources to serving students who are completing lower-division major requirements in preparation for transfer to a four-year college or university, upgrading job skills, and improving basic skills instruction.

### Self Evaluation

Student learning outcomes (SLOs) are becoming a core component of the instructional programs. All programs and services have identified specific program-level student learning outcomes **(2A.2 – Program SLO sheet).** All new and revised courses are required to submit course-level SLO on the Course Outline of Record *(2A.3 – Blank Course Outline of Record)* to be reviewed by the WCC Curriculum Committee. Program Reviews and Annual updates require SLO data to be documented

and used as support for program request **(2A.4 – Program Data Sheet; TracDat).**

WCC currently offers a variety of programs at both the Woodland campus and at the Colusa County Outreach Facility that address educational needs of its students regardless of their individual educational goals (*2A1* ).

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*II.A.1. 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.*

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**Descriptive Summary**

Woodland Community College's Mission Statement states:

"*The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.*"

To support this Mission, academic programs at the College are dedicated to maintaining high levels of excellence via an agreed upon process of curriculum development; program review; review by the articulation officer; and, when appropriate, review by industry advisory groups.

WCC, which serves approximately 4000 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. At both locations, 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 fully uphold its mission.

The College offers 54 certificate and associate degree programs as listed in the Inventory of Approved and Projected Programs, CCC Course Inventory (**2A.5** )**.** Degree and certificate programs are created with an appropriate, coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources. All courses, regardless of where the course is offered or the method of delivery, conform to the same curriculum standards. All degree and certificate programs are approved by the appropriate faculty and administrators, the Curriculum Committee, the Academic Senate, the Board of Trustees and the state Chancellor's Office. **(2A.6 – WCC Curriculum Committee Handbook; 2A.7; Program and Curriculum Development).**

The college uses several means of assessment to ensure that instructional

programs are of the highest quality and meet the college mission, including a successful program review process (**2A.8** ;**2A-4**). All instructional programs have completed at least one cycle of program review, and many are on their second cycle. (**2A.9**) The data are used for program planning to ensure quality programs. The recommendations from program review are then implemented at the program and/or strategic planning level to ensure the recommendations meet the college mission. A program review matrix has been developed to track and assess program needs in curriculum, staffing, facilities and equipment. Additionally programs must indicate, in TracDat, the impact of previous years' program reviews or updates on the overall effectiveness of their programs. SLOs are also a common feature in these program reviews and serve similar purpose (**2A.10** ; **2A-4**).

Program review incorporates curriculum review in a four year cycle. This review also includes facilities, staffing, and equipment needs of each academic program. This allows the instructional program to adopt planned curriculum changes. The curriculum section includes courses and their modes of delivery, i.e. distance learning and degrees/certificates offered. These are reviewed according to statewide Title 5 standards. New curriculum offerings must state how the curricula support the college mission (**2A.11 – TracDat Program).**

In the development of student outcomes, the WCC SLO Committee in association with the WCC Curriculum Committee required all courses and degree/certificates to include student learning outcomes as part of the five-year curriculum review of the course outline of record. All new and reviewed courses are now required to submit course-level student learning outcomes to be reviewed by the SLO committee and curriculum committee *(2A.3 – Blank Course Outline of Record)*. By March 2011, all programs and services had identified program-level outcomes and had connected individual course-level outcomes to these identified program-level outcomes.

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, its class schedule, the College and District websites, and various program brochures reflect well upon the WCC curriculum, its accessibility, and the mission it supports (**2A.12**).

All instructional programs complete program review every four years. The program reviews are also used as a basis for developing an integrated planning system at WCC. Program reviews were integrated into the development of an Educational Mater

Plan (EMP) that has been reviewed and vetted by the various governing bodies on this campus which will guide planning for the next 5 years. The creation of the current EMP was a collaborative process involving administration and faculty (**2A.13**).

In response to program review needs, the college continues to explore external and internal opportunities to increase service and instructional quality for the students and the community it serves. These include SB 70, Perkins IV, Federal Title III and Title 5 grant opportunities that support Agriculture, Entrepreneurship Education, Administration of Justice, Digital Media, TRiO Programs, and Upward Bound. The College has developed plans to establish growth in Science, Technology, Engineering and Math (STEM) areas. This includes broadening the Math and Science curriculum to include physics; a Math, Engineering, Science Achievement (MESA) program; and a federal Title III grant application for science, technology, engineering, and math (STEM). The grant, if funded, will help to implement a transfer pathway in math and science through collaboration with secondary schools and four year colleges, a concept which was indicated in program reviews submitted by Biology and Agriculture. (**2A.14**; **2A. 16**).

In order to address and meet the mission of the institution and uphold its integrity, the college has also expanded instructional program offerings with the opening of the Colusa County Outreach Facility in January 2011. The facility has more than doubled offerings to that community in general education, CTE, and basic skills courses.

In summary, the mission of WCC strives to provide high quality, student-centered education and lifelong learning opportunities for the communities it serves**. (2A.17).** The program review cycle, integration of SLOs, achieving Hispanic Serving Institution (HSI) status, use of advisory boards, input from community, and the grants awarded demonstrates that the college consistently engages in self-reflection in an effort to provide improved quality of educational opportunities for the students that are unique to its community.

**Planning Agenda**

None.

## 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. The addition of a Director of Planning, Research and Student Success has allowed for in-depth and continual assessment of instructional needs.

The Educational Master Plan and program reviews, from which current curricular initiatives have been derived, used a labor market analysis that included not only the local region, but all regions that WCC serves (**2A.17**). Every five years the College reviews and updates its Educational Master Plan.

Assessment testing has been used to identify weaknesses and strengths in the incoming student population and has resulted in adjustments in both course offerings and course content to meet emerging needs. The needs of the diverse community and employers are also assessed through discussions with K-12 and University partners, members of advisory committees, as well as in-depth economic forecast data for the region, and these discussions inform

and validate decisions on courses, programs, delivery methods, and schedules (**2A.18**). Each CTE program has an advisory committee in accordance with Title 5 regulations (**2A.20 – List of Advisory Committees in CTE**). The College's CTE program is also part of the North Far North Regional Consortium that provides input on program directions.

The College ensures the quality and currency of programs and services through ongoing dialogue among faculty members, the advice of businesses and advisory committees, a rigorous curriculum process to create and revise courses and programs, and program review. (**2A.21**). SLOs for courses, programs, and the institution have been written and are being assessed to ensure that the students meet their educational goals. Recently the College invested in a TracDat system as a means of establishing a coherent structure for identifying and assessing student learning. The system allows the institution to monitor research on student learning needs gleaned from program reviews and SLO assessments. Currently, there has been at least one iteration of such assessment and academic programs such as accounting, chemistry, geology, geography, physical

science, psychology, sociology and speech and the majority of student services programs have used the results to assess progress towards achieving stated learning outcomes **(2A.22).**

Opportunities for campus groups to engage in assessing, planning, and evaluating strategic goals, educational needs of its students, and the shared governance process with respect to the College's mission and purpose occur in a variety of forums. Examples include established college-wide committees, operational teams, division meetings, department meetings, and retreats**.** WCC's College Council and Academic Senate require frequent reports from the campus committees to help ensure that goals are being met and that contributions are being made for the improvement of the campus. At least twice a year these two college governing bodies hold joint sessions to discuss campus needs **(2A.23; 2A.24 ).**

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. Integrated with this review is a constant attention to student learning outcome assessment **(2A.4; 2A.8).**

### Self Evaluation

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 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, digital media, and EMT. At the same time, the college has struggled to maintain a solid core of rigorous transfer courses as well as a core of courses in the arts.

In addition, the College has enacted a Scheduling Committee to amend guidelines for class scheduling to address student needs **(2A.25).** The Scheduling Committee makes recommendations to the administration relative to course sequencing and inclusion in the schedule in an effort to meet the varied educational needs of its students. The Committee is guided by scheduling criteria developed with input from various constituencies, which ensures that course additions and deletions reflect variables that support student learning, i.e. retention and success rates, productivity, etc. **(2A.26)**

**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 attention to community needs. The college's major strength has been its transfer curriculum, but this has been complemented more recently by strong technical offerings in emerging service fields relating to police/administration of justice, EMT,

digital media, 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. The CTE programs, for example, as part of their participation in Perkins IV grant opportunity, must demonstrate that they meet statewide core indicators for serving non-traditional populations in their educational offerings **(2A.27).**

In consideration of the consistent need for ESL and developmental education, WCC has a Basic Skills Initiative (BSI) Committee, a Student Success Committee, and a Director of Planning & Student Success whose purpose is to review and respond to the needs and trends of academically under-prepared students. These groups have access to incoming student assessment testing data and utilize this data extensively in assessing course needs and sequences for the campus. A Student Equity Plan (**2A.28**), Matriculation Plan (**2A.29**), and a BSI Plan (**2A.30**) have been developed to guide efforts of these groups in meeting student learning needs.

In this regard, WCC has always provided a wide range of programs and services in the area of developmental/remedial (pre-Freshman sequences) education. For those students who meet the criteria, the ESL (English as a Second Language) curriculum is firmly established at WCC. There are four proficiency levels of courses to meet individual needs such as composition, reading, and transfer-level grammar. While the emphasis has traditionally been on Spanish-speaking immigrants, the emergence of new populations makes it incumbent upon college leadership to examine its demographic base regularly 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 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.

**Planning Agenda**

Woodland Community College will continue its efforts to enhance SLO assessment and use the results for planning and making changes in the curriculum.

*II.A.1b. 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

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 guided by Administrative Policy 4020 (**2A.7**), the Program and Course Approval Handbook of the California State Chancellor's Office (**2A.31**) and the Curriculum Handbook (**2A.6**).

Classroom instruction is delivered in a variety of methods, including face-to-face and distributive education. Many instructors also teach traditional courses with enhanced features such as the use of blackboard, web enhancements, multimedia, and learning communities in addition to face-to-face. To supplement traditional lecture and laboratory delivery, many faculty members employ group interaction, individualized instruction, hands-on work in labs, community learning, local libraries, regional service agencies, field trips, and outside work experience. District-wide use of a new Portal system provides instructors additional means for instructors to communicate with and provide resources for their students.

Programs are being encouraged to use data from SLOs and Program Review to inform or change classroom delivery (**2A.4**; **2A.6**). Professional development opportunities,

including workshops on campus, are also provided to faculty members with the goal of improving instructional delivery methods to enhance student learning. Also, classroom renovations have included newer instructional techniques in mind and the appropriate technology has been added to assist in this effort. For example, Building 300 and 400 have been renovated to include current instructional technologies in geology and agriculture.

The College offers programs and courses at a variety of times including day, evening, and in better economic times, weekend formats; in distributive education learning classes through television or online format; and at multiple sites to accommodate students' varied lifestyles and to assist them in attaining their educational goals (**2A.32**; **2A.33**).

Each course offered at WCC has an official course outline of record indicating which mode of instruction is appropriate for the material. Any change to the mode of instruction is reviewed in a technical revision by the WCC curriculum committee.

## Self Evaluation

Flex sessions on online teaching are offered, and online teaching orientations are available to WCC faculty. In addition, other professional development activities have been conducted by both full-time and

adjunct faculty to advance understanding and integration of alternative delivery systems ((**2A.34**).

Career/technical education (CTE) offerings rely heavily on updates from advisory groups regarding changes in current and emergent industries. With input from these groups, curricular content and delivery methods are updated to provide the most current, cutting-edge training that meets the needs of the ever changing global workplace. Work experience, internships and community service learning are also modes of instructional delivery in CTE courses. For example, ECE and Human Services programs have internships as part of degree and certificate requirements. Accounting students participate in the Volunteer Income Tax Assistance (VITA) (**2A.35**), while agriculture students serve food to the homeless (**2A.36** ) as part of an instructional delivery that incorporates service learning, where students apply classroom learning to community service.

Availability of space, equipment, professional development support and dedicated staffing have always been considered as WCC further expands and incorporates various modes of delivery. The Facilities Master Plan and Measure J funding provided the impetus for the construction of the Learning Resources Center and other opportunities to develop facilities for alternative instruction, including new agriculture and geology labs.

The WCC Curriculum Committee has created a Distributive Education Subcommittee to establish policies and procedures to guide the implementation of a distributive education philosophy at WCC (**2A.37**).

WCC takes advantage of all modes of delivery to make curriculum accessible to the diverse community it serves. All modes of delivery are appropriate for the curriculum being offered.

**Planning Agenda**

None.

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*IIA.1c. 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.*

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**Descriptive Summary**

1. WCC has identified student learning outcomes (SLOs) for courses, programs, certificates, and degrees, which are reflected in the course catalog. Institutional and Program level SLOs are included in the class schedules (2A.32). Course level SLOs are included in all course outlines of records reviewed by the

curriculum committee **(2A.3)** and also in course syllabi (**2A.38).**

All programs have been asked to develop five year assessment plans, and beginning fall 2010 all programs were requested to select one course-level SLO to assess in the fall 2010 and spring 2011 semesters. Results from these assessments, besides being uploaded into WCC's new TracDat program, are documented in program updates and reviews to align with other program needs such as budgetary considerations, facility improvements, and/or staffing **(2A.21).**

Woodland Community College has shown an institutional commitment to the development and assessment of student learning. All instructional programs and service areas have identified program-specific SLOs that connect to two (or more) of the eight college/degree-level SLOs (Communication, Computation, Critical Thinking, Global Awareness, Information Competency, Personal and Social Responsibility, Scientific Awareness, Technological Awareness) **.**

In 2007, WCC witnessed an increased ownership of outcome development and assessment. Prior to WCC's initial accreditation, all SLO development was done with a District Project Team. The District Project Team identified the eight core competencies (listed above) and, during the 2006 convocation, requested individual programs to select competencies to address within their areas. After receiving initial accreditation, WCC formed its own SLO committee and originally assigned the WCC

Curriculum Committee chairperson as a co-chair.

During fall 2010, WCC administration in consultation with the WCC Academic Senate agreed to establish an SLO coordinator position for the campus. A Special Project SLO Coordinator was established for academic year 2010-2011 and then upgraded to a regular coordinator position to commence fall 2011 with a 20% reassigned time. The SLO Coordinator, who also serves as co-chair of the SLO Committee, is the college's point person for the review and assessment of SLOs in academic and service areas. He meets individually with faculty members and student services staff seeking advice on SLOs, and oversees the planning and implementation of guidelines for SLO development and assessment at the College. He serves on the curriculum committee and provides input on the course approval process relative to SLOs.

The current membership of the WCC SLO committee includes: SLO Coordinator (FT-Faculty); Curriculum Committee Chair (FT-Faculty); at-large FT-Faculty member; Student Service Faculty Member; Director of Admissions and Records; Director of Planning, Research and Student Success; and Dean of Instruction and Learning Resources. The VP of Instruction and Student Services serves as the sponsor for this committee. (**2A.40**)

The SLO coordinator, with the SLO committee, has provided multiple faculty/staff development opportunities, updated website and communication about

SLO work and processes, and collaborated with other campus committees to integrate SLOs and SLO assessment in all aspects of instruction and student services.**(2A.41)**

The WCC SLO Committee is presently focusing on both instructional and student service Student Learning Outcomes and Service Area Outcomes. All SLO Assessments including administrative assessments are under the purview of the SLO committee.

Dialogue has occurred at the departmental and divisional level, as well as college-wide in Flex activities, college-wide committees (Academic Senate presentations and College Council presentations), Convocation presentations, adjunct orientations, and in full faculty meetings. (**2A.41**; **2A.42**).

Many programs (both instructional and student service areas) are in their first cycle of assessment with preliminary results being reported to the SLO committee and used in program updates/reviews and to meet the requirements of the college's Institutional Effectiveness Model (**2A.22**; **2A.43**).

**Self Evaluation**

Due to the need for this to be a faculty-driven initiative for our campus, the SLO committee included the Chair of the Curriculum Committee as a permanent member and to co-chair. Its membership includes administration, instructional faculty, student service representatives, and classified staff. (**2A.40**)

The academic program reviews/updates indicate that many programs are updating and adding new SLOs in course outlines and have reported initial SLO assessment data with Planning Agenda (**2A.22**)**.** Assessment for course SLOs began in fall 2010 though some programs piloted SLO assessments in spring 2010. Each department was asked to first choose one course and one course-level SLO to begin the assessment cycle. Flex workshops were conducted to train the faculty about different assessment instruments available. (**2A.41**; **2A.42**) The WCC SLO committee, with the help of the WCC library, has acquired multiple additional resources to help educate and support assessment creation for the campus. (**2A.45**) This library collection includes resources for both instructional assessment and student services assessment methodologies. The WCC SLO Coordinator and the Director of Planning, Research and Student Success have made themselves available for individual help. They have also been meeting with department faculty during regularly scheduled division meetings to help discuss possible goals and appropriate assessment instruments.

As part of its continuous effort to refine processes for SLO assessment, the WCC SLO committee introduced a template to help programs design a sustainable assessment schedule for all course-level SLOs. The WCC SLO Coordinator met with all divisions to discuss this new tool and offer assistance for their creations. All programs have used this assessment schedule since fall 2011 (**2A.45**)**.** The assessment schedule has been designed so

that all courses that are offered in a program will be assessed in conjunction with the program review schedule.

WCC acquired the online data tracking tool TracDat in March 2011. Individual faculty trainings began in spring 2011 with full FLEX workshops being provided during convocation week in August 2011.

WCC has many programs that are taught primarily by adjunct faculty. It has been difficult to get these programs in compliance with the recommendations established by the SLO committee and administration. Course-level SLOs are available on CORs and on course syllabi. Currently, not all CORs are updated with course-specific SLOs. All new courses and revised courses have now been required to submit this information. As other courses come up for review, SLOs will be added. The WCC Curriculum Committee, in consultation with the WCC SLO Coordinator, has

implemented methods to systematically streamline the process of technical revisions for SLO additions to the CORs

Assessment results have been used by several programs and services to make improvements (**2A.22; see 2B for examples from Student Services).**

Each program assesses its programs by collecting and analyzing data through a variety of means of implementation, including but not limited to post-testing, pre/post-testing, rubric-based evaluation, and surveys. (The committee has also directed programs to establish a five-year assessment plan that began in fall 2010. Results of these assessments are used to make improvements in student learning. Examples for specific programs can be seen in the TracDat System (**2A.4**). The table below demonstrates how some programs assess SLOs and use the results for program improvement and student learning

| PROGRAM | SLO ASSESSMENT METHOD | ASSESSMENT RESULTS | PROGRAM IMPROVEMENTAS A RESULT OF SLO ASSESSMENT |
|---|---|---|---|
| English | Holistically scored departmental final exam | We are satisfied with the assessment results. | • Continue to emphasize reading comprehension, critical thinking, and the vocabulary for critical analysis.<br>• Continue to give students multiple opportunities to practice these skills over the course of the semester. |
| Psychology | Pretest/posttest of major topics/ideas presented in this course. | Post test results indicate that some progress was gained between the start of the semester and completion. Although the results indicate a modest gain, it was not enough to reach the desired posttest average for all students. | • Recommend that all sections implement quizzes following each chapter to reinforce concepts.<br>• More questions need to be used for the pre/posttests. Implementing short quizzes after each topic may increase the overall scores. |
| Reading | Item on course final exam | The results indicate that the SLO is being met satisfactorily | • In future semesters, instructors should continue to stress that Read 105 requires English language proficiency and to announce information about ESL reading classes available at the college. |
| Speech | Exam question | More than 85% of students were able to identify nonverbal communication - criteria for success met. | • To improve students' ability to evaluate the use of non verbal communication additional opportunity to practice in class with evaluation should be included next iteration of the class.<br>• Incorporate the use of video examples for discussion next time). |

## Planning Agenda

The development and assessment of course-level SLOs will be monitored and adjusted as necessary. The use of assessment results for program and institutional improvement will also be monitored through a system of integrated planning that includes the Academic Senate, the College Council, Curriculum Committee, the Scheduling

Committee, and the Budget and Planning Committee. The College will also focus on adjunct faculty understanding and participation in SLO assessment as well as on administrative SLOs and participatory governance.

> *II.A.2. 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**

The faculty, with the support of administrators and staff, assure the quality and improvement of all instructional courses and programs. Faculty are involved in design, approval, and evaluation of all courses and programs. Ideas for improvement of instructional courses and programs originate from a variety of sources including multiple standing committees, ad hoc committees, and task forces along with business and community partners and agencies with whom WCC maintains constant dialogue. These ideas are channeled to the appropriate department or division for review and implementation.

The WCC Academic Senate, the Curriculum Committee, departmental program review process, college administrators, and staff have established instructional processes that guide the development and evaluation of courses and programs. The Board approves the additions, deletions, or modifications of any credit or noncredit course, as well as college-wide degree and certificate programs prior to submission for state approval. However, it is the faculty members who are primarily responsible for the evaluation and development of academic courses and programs (**2A.7**).

The College utilizes several documents as guides in its quality assurance process for instructional programs. These include Board policies (**2A.47**), Education Master Plan (**2A.13**), Curriculum Handbook, Academic Program Review Handbook, and documents created by the WCC SLO Committee (**2A.41**; **2A.42**). All of these documents have helped to provide uniformity toward the design and assessment models for our college.

All faculty teaching credit courses hold minimum qualification for their disciplines, as determined by the state Academic Senate. (**2A.47**).

The Curriculum Committee has clearly defined procedures to design and approve all courses. All course and programs are examined, evaluated, and approved or disapproved by the Curriculum Committee (**2A.6**).

## Self Evaluation

All academic programs are reviewed every year as part of the program review cycle. The College encourages all full-time faculty, pertinent staff, and as many adjunct faculty as possible to engage in the development of the program reviews. Prior to a review, the program faculty are provided with pertinent qualitative reports from the office of the Director of Research and Student Success. These qualitative data include enrollment trends, success and retention rates, staffing, and budget information as appropriate. Additional data are used in this process, including but not limited to student surveys, grade distributions, etc. Using this data, the faculty members, staff (when pertinent), and supervising Dean write a self-study document analyzing these reports, answering prescribed questions, and formulating departmental priorities and recommendations. Included in these reports is SLO assessment data (**2A.8**; **2A.10**).

Individual courses are reviewed every five years or more often if and when modifications occur. Departments consider their courses, make any needed changes, and submit them through the curriculum approval process. Other technical and/or content revisions may also be submitted. The Articulation Officer ensures that courses are in compliance for maintaining transferability. This process has been followed throughout the curriculum and program review process.

To assure quality of programs, all faculty and staff are evaluated on a prescribed schedule. Evaluations are conducted by a team composed of faculty peers, supervising dean, and departmental representatives, usually content or subject experts. (**2A.49; 2A.50**)

## Planning Agenda

None.

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> **II.A.2a. 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 establishing quality and improving instructional courses and programs.**

## Descriptive Summary

Woodland Community College identified a process to design and identify learning outcomes; evaluate and approve courses; and administer and deliver programs. As such, the college has developed an SLO Committee and appointed an administrative

structure that includes a coordinator and is co-chaired by the Curriculum Committee Chair to ensure direct ties between curriculum development and student learning outcomes. The committee's membership includes two academic faculty, one student services faculty, the Vice President of Instruction and Student

Services, and the Dean of Instruction and Learning Resources, and a Classified Staff representative. The charge of this committee is reflective of WCC recognizing the central role of its faculty for establishing quality and improving instructional courses and programs. Also, in recognition of this role, the SLO Committee is a subcommittee of the Academic Senate. However, as part of the shared governance process, administrators and classified staff's input is also integral.

**Self Evaluation**

Student Learning Outcomes have become a consistent topic of discussion throughout Woodland Community College academic and student services programs. For example, all programs list SLOs in the college catalog, and dialogues on SLO are present at all levels of discussion on campus. Such discussions take place at faculty meetings and at events like Convocation Day. At division meetings, the Coordinator is usually invited to provide updates on the status of SLO implementation and encourages faculty and staff to continue adding and updating them. To further the dialogue and awareness of outcomes, the coordinator has also presented and trained faculty and staff during professional development days. (**2A.42**) This extends not only to courses and programs, but assessment plans.

The commitment to outcomes is also reflected in the investment by WCC in the SLO Coordinator position. This person is granted 20% reassigned time and has been

appropriated use of web space to disseminate outcomes-related information to Woodland faculty and staff. (**2A.50 SLO Coordinator MOU**) The site contains faculty and staff-developed SLOs that have been uploaded via a template. (**2A.42**) Furthermore, it can be accessed through a link on the WCC home page as well as the YCCD District Portal, which serves as a centralized source for information for students, faculty, and staff. As previously mentioned, this individual also chairs a subcommittee.

Learning outcomes extend to program review and syllabi. All program reviews include a section on the assessment of SLOs and a description of how the results have been or will be implemented for the betterment of programs at WCC. (**2A.22**) Since 2008, all new courses or revisions to courses on the course outline of record have mandates to include SLOs. Additionally, each course syllabus must state the course-level SLO or SLOs, and its inclusion is closely monitored by the Dean of Instruction and Learning Resources.

WCC has also invested in technology that serves both program review and learning outcomes, TracDat and Curricunet. TracDat is a database program that houses and organizes program review and outcomes data. In addition, the college has also implemented a course management system, Curricunet, which tracks the development of all courses and effectively eliminates paperwork from the process. Once fully implemented, work in TracDat can also be interfaced.

Finally Woodland Community College has clearly identified student learning outcomes and assessment for all its programs and degrees. As previously indicated, dialogue on SLO outcomes takes place with all constituencies. The college continues to allocate resources toward the support of the SLO process, including an investment in technology. There has also been a survey of students about their awareness of learning goals, which are emphasized by the directives that all course syllabi include student learning outcomes. Course and student learning outcomes are aligned with degree SLOs, as demonstrated by the inclusion of SLOs in the course catalog, where course and program are explained. Some programs have begun to make improvements based on the results of assessment. (**2A.22**) For example, all program reviews now include, in TracDat, a provision to explain the use of assessment results for making improvement decisions about courses and provision.

**Planning Agenda**

None.

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> ***II.A.2b. The institution relies on faculty expertise and the 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 towards achieving those outcomes.***

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The WCC SLO committee has provided resources to the variety of campus programs in their assessment design and implementation. Training of faculty is an ongoing mission of the WCC SLO Committee, and the WCC SLO Committee has provided a variety of references/resources to assist faculty in individual development of assessment methods.

**Descriptive Summary**

WCC relies on faculty expertise and the 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 college also regularly assesses student progress towards achieving those outcomes.

In accordance with Title 5, every CTE program has established an advisory board that may include industry experts, faculty and staff, administrators, and community members. The role of the advisory committee is to provide current information on changes in industry standards, employment opportunities, and community and business needs. These programs utilize advisory committee recommendations to develop new curriculum, revise existing curricula, and solicit external funding for program improvement. The recommendation from the advisory committee is also sought in the development

of new certificates and degrees, which include student learning outcomes. Faculty members are actively involved with the advisory committees. Advisory board agendas such as those for Human Services detail their involvement. (**2A.51**)

With the implementation of the new SLO assessment cycles, SLOs are clearly identified in all CTE course syllabi, and faculty work collaboratively to determine how well students are achieving SLOs in multiple sections of the same class. The career/technical education programs meet with their industry advisory committees to review industry standards as part of the process through which they develop their SLOs. The College relies on the expertise of the faculty for maintaining and establishing competency levels and measurable SLOs. The course SLOs are included when revising and updating the course outlines, and the

programs SLOs are developed and listed in the individual annual department program reviews.

## Self Evaluation

Advisory committees meet bi-annually to discuss and share local issues, concerns, and statewide initiatives that affect the programs and employment for those students enrolled in the programs. Information about upcoming events, job openings, and trainings for students are also part of the discussions. For programs with specific technology, the latest versions of software and hardware required by the industry are discussed.

## Planning Agenda

None

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*II.A.2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

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## Descriptive Summary

Woodland Community College offers high-quality instruction; appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. First, there are detailed minimum qualifications for faculty positions. (**2A.48**) There is also the expectation of instructors that they abide by the course outline and its rigors. Expectations are checked through a

rigorous tenure review process for full-time faculty during the first four years of employment, followed subsequently by evaluations on a three-year cycle. (**2A.52**) Adjunct faculty members are evaluated the first three semesters of employment and then every third. (**2A.53**)

The course outline of record is subject to rigorous review every five years through the Curriculum Committee. The curriculum

review process also ensures that textbooks used are of recent publication and include changes and updates in the discipline. A district-level articulation officer works closely with faculty and the Curriculum Committee to ensure courses are articulated with the standards of those offered in the four-year university, which encourages rigor and a seamless educational pathway. In addition to the Curriculum Committee, regularly-held division meetings allow for discussion of curricular matters. (**2A.54**)

There is also budgetary support and appropriation to meet the standard. Staff Development provides professional development opportunities for interested faculty. (**2A.55**) Funding comes from a variety of sources, including Perkins, SB70, BSI, and Matriculation Funds. They provide training opportunities for faculty to be current with changes in disciplines.

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.

However, due to the statewide fiscal constraints, the College's ability to expand course and program offerings and respond to community needs is limited. But the College has taken efforts to seek external and other grant funding in order to continue the development of new courses and programs.

Additionally, a new Scheduling Committee has been formed to critically evaluate the placement of courses in the class schedule, especially given the budget situation. One undertaking by the Committee is to request all divisions to prioritize course offerings to be included in the schedule, with attendant data and justification. This way, the College ensures that course sequencing and time to completion for certificates and degrees are properly monitored as courses are developed or presented for inclusion in the class schedule and catalog.

## Self Evaluation

Each CTE program via its faculty completes an annual program review or update (**2A.11**). Within these program reviews are student learning outcome results. Advisory committees get biannual reports of the program status and thus provide valuable input into these program reviews.

Each CTE course outline has within it student learning outcomes which define competency within the course. SLOs are subsequently included in the course syllabi which define levels of student learning in each section of each course. Through a linkage of these SLOs and their assessment, CTE programs have an instructional profile which leads to a specific certificate. WCC's new TracDat program requires that each SLO is assessed with a defined method and that results of these assessments are used to improve the program and student learning. (**2A.11**). Woodland Community College meets the standard.

**Planning Agenda**

None

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| II.A.2d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.* |
|---|

**Descriptive Summary**

There is an institutional commitment to providing a variety of delivery methods to provide accessibility to educational learning. There are online/distance educational opportunities (ITV and BlackBoard), traditional face-to-face instruction, DSPS support, and additional use of the Writing and Math (WAM) Center and Tutoring Center, and Early Alert programs. WCC uses a combination of traditional and emerging delivery modes and teaching methodologies to reach its increasingly diverse student populations.

WCC has available, through the District, access to an unlimited site license for BlackBoard, which allows all faculty members to enhance their teaching through online instruction (**2A.34**). BlackBoard 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 BlackBoard as a means of delivering an entire course, or they may choose instead to enhance their traditional lecture courses with BlackBoard instruction. This allows classroom discussions to occur anytime and anywhere

in non-traditional formats. At least 40% of WCC's full-time faculty are using this modality, either as a method for full course delivery or as an enhancement for face-to-face courses.

The Disabled Students Program and Services (DSPS) department at Woodland Community College offers support services for students who may manifest a variety of disabilities. DSPS offers personalized counseling and program planning, adaptive technology, and accommodations to provide the student equal access to educational opportunity at the post secondary level. In order to receive services, prospective applicants need to show proof of disability(s) verified by a qualified professional or receive verification from the DSPS Coordinator (depending on the disability) (**2A.56**).

DSPS enables Woodland Community College to be consistent with Section 504 of the Rehabilitation Act allowing three of the most substantial implications of this law for higher education to be implemented:

*Program accessibility***:** Institutions are required to make programs and services physically accessible to all students.

Program accessibility may be achieved by relocating classes, offering services in alternate locations, making services available through alternative methods, etc. ***Provision of auxiliary aids*:** Institutions are responsible for providing certain auxiliary aids, such as readers, note takers, etc. so as to enable the participation of students with disabilities in college classes and activities.

***Provision of accommodations:*** Institutions must accommodate the academic participation of qualified students with disabilities, so long as doing so does not change an essential requirement of the program. Accommodations may include extending the time permitted for a student to earn a degree, allowing a student to substitute course requirements, adapting testing procedures where a need is indicated, etc. DSPS provides a variety of aids and accommodations to assist students who may manifest a variety of limitations and subsequent learning styles.

WAM provides free assistance on a drop-in basis for students in math, statistics, and writing and is presently open at least 34 hours each week (**2A.57**). WAM is a quiet, comfortable place to study, so students are encouraged to use the space for just that, even if assistance is not needed. Thirteen computers are available for independent study, and space for group collaboration is available.

The Tutoring Center provides free peer tutoring for most subjects. (**2A.58**) Most tutorial sessions are prearranged through appointments although some are available on a walk-in basis. Through CCCConfer,

virtual appointments for select courses are another option for students who have difficulty making face-to-face appointments. Tutors for TRiO/SSS students and Early Alert students also provide set tutoring hours for students in their respective programs. Tutors provide learning assistance in the subject matter as well as in various study skills (including but not limited to time management, reading textbooks, note-taking, test-taking, etc). In addition, students have the use of computers for self-study as well as to practice skills via software tutorials.

## Self Evaluation

WCC offers a College Success course (Counseling 10) which involves students assessing their learning styles and applying this information to their college learning. WCC's Career Center and Tutoring Center give students access to various inventories that assess their learning styles. Individual instructors also conduct learning styles assessments in their courses. WCC students evaluate instructors as part of instructor evaluation criteria. One of the questions on this form asks students to evaluate their instructors on their demonstration of meeting needs and learning styles of its students, and this information is provided to the evaluate anonymously. Faculty are also offered opportunity to attend professional development conferences and/or workshops to develop new pedagogical approaches to serve students.

Course outlines of record delineate the modes used to assess student learning in

each course. Each department regularly reviews and revises as necessary these outlines in a 5 or 2 year cycle. In this process, discussions of best practices and optimal delivery modes are included. WCC faculty regularly investigates the effectiveness of delivery modes via course outline reviews. Effectiveness of these modes are tested via SLO assessments and completion data. This information is discussed in each discipline in a variety of ways on regular bases. For example, the English department regularly discusses and revises, as needed, its holistic final exam process and the rubrics used to grade it.

There has been an increased interest among full-time and adjunct faculty in integrating a web-based component into their courses. A Distributive Education Subcommittee and a purpose statement have been created (**2A.38**). This on-site focus on distributive education has increased over the past couple of years as WCC has taken ownership of its curriculum and modes of delivery. 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, including internships and career work experience), local libraries, regional service agencies, and field trips. In the delivery of instruction, the College's distributive education program includes BlackBoard, online and ITV Instruction.

WAM has reduced hours and services because of the statewide budget crisis. However, each month the center still serves approximately 500 students coming for tutoring or to work in an enhanced learning environment. The reinstatement of the Writing & Math Center Coordinator (**2A.59 WAM Coordinator MOU**) position has facilitated the effectiveness of services to students. SLOs will continue to be collected in the form of student satisfaction surveys. Data will be used to improve services in the future.

In August 2011, the DSPS offices moved into the newly renovated student service building on campus. These new offices offer better testing and assessment opportunities. The use of DSPS services by students has dramatically increased by more than 100% over a three year period, and additional services are always being investigated. **(2A.60)**

Finally, in spite of budget challenges that have inhibited its ability to fulfill all tutor requests, WCC Tutoring Center has continued to grow in the number of requests for tutoring and the number of tutoring hours provided. **(2A.60)**

## Planning Agenda

None.

> *II.A.2e. 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

All programs conduct annual program updates and full program reviews on a five year cycle in an organized schedule of assessment to determine their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans (**2A.11**). New program reviews and updates require SLO assessment results to be incorporated in this systematic review.

All WCC programs undergo annual program reviews to assess their relevance, appropriateness, the learning outcomes, currency, and to predict future needs and make appropriate plans. Departments analyze data provided by the (**2A.9**), which includes degrees and certificates awarded, numbers of new course and coursed updated, number of sections offered and format offered, average class size, cost per FTES, rates of success and retention, and number of full-time faculty. For CTE programs, input from advisory committees and business/industry partners is used to evaluate curricular and programmatic needs and relevancy to assess currency and to plan for future work.

Programs are required to provide short- and long-term goals including plans for the future, student program outcomes and assessment and individual course outcomes and assessments. Program reviews are used for planning documents such as the College's EMP (**2A.14**), budget planning, and staffing. The College evaluates its courses on a regular basis through the course revision process of the Curriculum Committee. (**2A. 7**)

## Self Evaluation

A systematic process for program reviews is used to assess course and program relevance, appropriateness, achievement of SLOs currency, and future needs and plans. Academic and student services reviews determine the needs for staffing, budget, facilities, and equipment. (**2A.17**) Program reviews are prepared for academic programs, administrative services, student services, shared decision making, and image and marketing. Programs are encouraged to use student learning outcomes and their assessment as a means of determining program improvement and planning. Program evaluations and processes in place for prioritizing curriculum, staffing, facilities, and equipment needs have led to the hiring of additional faculty, new facilities and/or buildings and new equipment. (**2A. 11**, (**2A.84** ), (**2A.22**). As the academic programs evolve, they are reviewed for relevancy and appropriateness.

**Planning Agenda:**
None.

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*A.2f. 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.*

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**Descriptive Summary**

WCC understands and embraces the notion of ongoing planning through institutional effectiveness model shown by program reviews, SLOs, and an educational master plan. The Academic Senate and the College Council work cooperatively with the administration to ensure college-wide ongoing planning.

College budgeting of resources follows this planning via a College Budget Subcommittee (**2A.62**) where all stakeholders have input into budget recommendations to the president of the college.

Institutional data is made available via the Office of Planning, Research and Student Success. All programs are provided with up to date information via this office when working on their program reviews. Any subsequent analysis is requested via this office and provided for staff for their reports.

**Self Evaluation**

WCC meets this standard via its institutional effectiveness model described above. Although these processes are in their infancy, WCC has shown how the model is beginning to work via program reviews, TracDat (**2A.22**), and SLO assessments.

**Planning Agenda**

None

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*II.A.2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

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## Descriptive Summary

Departmental course or program exit exams are not extensively used at the College. Both the English and math departments have common examinations for certain classes. These widely adopted exams are selected collaboratively by department faculty who meet to assess the validity, fairness, and quality of the exams and to score these exams in grading sessions. Some programs have external certifications or licensing exams, for example Emergency Medical Technology **(2A.64)**. In the English department, program exit exams are used for English 110R, English 105, English 51, and English 1A. The rubrics used to assess the examinations are reviewed regularly by the department members and in some cases discussed across district **(2A.63)**. There are also considerations for inter-rater reliability and official norming sessions used for multiple grades for the department test. **(2A. 63** *the State matriculation requirement for validation*.**)**

## Self Evaluation

The College makes minimal use of departmental or program examinations. In those cases where it does, steps are taken to validate their effectiveness and validity. In the English department, a robust process exists for ensuring the equitability and effectiveness of the exam process. Student learning outcomes are discussed at each exam grading session, and students' success rates are examined. Instructors discuss ways to support greater student success in the future. The department keeps data on pass/fail rates for each semester and uses this information to assess curriculum and testing practices. Exam rubrics are regularly reviewed by the department. Specifically, discussion occurs at each exam grading session as to rubric clarity and effectiveness; revisions result from these discussions.

The English department also regularly discusses the effectiveness of its final exam process, considering current disciplinary research and best practices in the field. **(2A.63)** For instance, recent discussions have focused on issues such as these: rationale for using a department exit exam, English department exam practices at other community colleges in the area, strategies for communicating the exam process most effectively to students, revising prompts and readings to elicit more critical thinking from students, developing workshops to help students be successful on the exam, follow-up workshops or six week 1-unit classes for students who fail the exam, and student access to computers at the exam. The English department is always looking to develop new ways to build student success. In Spring 2011, a revised version of English 1A's final exam was piloted to engage students in more critical thinking. Results are currently being discussed. WCC English department is developing a schedule of WAM workshops to include final exam success strategies. The WCC English department acknowledges that a key area of difficulty for many students is their lack of reading skills. In Spring 2011, a Basic Skills mini-grant funded a part-time Reading IA who gave two very well attended workshops

to teach students reading strategies for the final exam.

**Planning Agenda**

None.

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II.A.2h. *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.*

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**Descriptive Summary**

The course outline of record states both the SLOs and other methods of assessment used for grading and awarding credit (**2A.66**). These elements are required by the WCC Curriculum Committee. Credits/grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi. The College Catalog and previous Catalogs outline the grading system in use, academic standards, qualification for honors, the policy on prerequisites, and processes to challenge (**2A. 1**). Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education.

**Self Evaluation**

At WCC, SLOs are not the sole basis for credit awarded for courses. They are a component of each course as required in the course outlines. Credit for courses at WCC is consistent with accepted norms in higher education, which is ensured by articulation via the District Articulation Officer.

**Planning Agenda**

None.

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II.A.2i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

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**Descriptive Summary**

The course outline of record states both the SLOs and other methods of assessment used for degrees or certificates. (**2A. 66**). These elements are required by the WCC Curriculum Committee. Degrees and certificates are awarded based upon student attainment of the learning outcomes and other objectives. This information is

provided directly to students in the program information brochures. The College Catalog and previous Catalogs outline the process for awarding degrees and certificates (**2A. 1**). Articulation with four-year colleges and universities ensures that degrees and certificates are awarded consistent with accepted norms in higher education.

## Self Evaluation

At WCC, SLOs are not the sole basis for degrees or certificates. They are a

component of each course as required in the course outlines. Degrees or certificates at WCC are consistent with accepted norms in higher education, which is ensured by advisory boards and articulation with higher education institutions.

## Planning Agenda

None.

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*IIA.3. 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.*

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General education components of the WCC Catalog have been comprehensively determined by the WCC Curriculum committee, a subcommittee of its academic senate. For courses to be added to the catalog as GE, they must undergo faculty driven scrutiny. WCC/YCCD has the following GE Philosophy Statement:

**General Education Philosophy Statement**
*"General Education in the Yuba Community College District is more than a set of required courses. It is a course of study designed to assist the student in beginning an effective lifelong learning process in which the interrelationships of human knowledge and experience are recognized. Embodied in this design is recognition of the student's need to think and communicate*

*effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to develop the capacity for self-understanding; and to understand the issues related to and the ways in which health and well-being can be maintained."*

## 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. (**2A.1**) For a general education course to be approved, faculty

must delineate how it meets the GE standards set forth in Title 5. GE courses must reflect the Woodland Community College *General Education Philosophy*, fit into the course areas defined by Title 5, be broad in nature, and contain college level material. GE courses are transferable and articulated with the University of California and the California State University systems via a District Articulation Officer. The rationale is communicated to all stakeholders via the Curriculum Committee Handbook (**2A. 6**)

## Self Evaluation

The WCC Curriculum Committee is primarily responsible for the evaluation selection, and review of courses that constitute the GE component. The

Committee reviews and follows carefully the standards for course selection set forth in Title 5, section 55806. (**2A.67** )

Although our local GE requirements are not applicable, students will be required to meet IGETC/CSU-Breadth requirements in accordance with SB1440 (**2A.68**).

## Planning Agenda

The Woodland Community College Curriculum Handbook will include a section on General Education as part of its revision. The College will develop a plan for the assessment of General Education learning outcomes.

*II.A.3a. 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 the 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 (which 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 (**2A. 1**). Electives are offered in health education, physical education, and ethnic studies (**2A. 1**). These areas of general education are determined based on graduation requirements, direction from the state and fulfillment of the mission of Woodland Community College.

## 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

to knowledge. WCC has a number of GE courses similar to other institutions of its size.

The WCC Curriculum Committee oversees the approval process to assure that courses submitted to meet the GE requirements qualify. This is determined through a yearly review of the content of the courses submitted to assure that they meet the standards as set forth in the *General Education Philosophy Statement* of WCC. Examples of the criteria used include: 1) Does the course fit the definition of the area into which it will be placed? 2) Does the course contain a rigorous collegiate level presentation of theory, abstraction, practical information, and knowledge; and, 3) Does

the course expose students to the appropriate exercise of learning skills? (**2A.6**). All GE courses must include student learning outcomes which are chosen based on the program's student learning outcomes, which are based on the institution's student learning outcomes. These courses via their programs are assessing their SLOs in a prescribed assessment schedule. Articulations with four year institutions, advisory boards, and board exams ensure that students are able to apply their understanding to subsequent coursework, employment, or other endeavors.

**Planning Agenda**

None.

*II.A.3b. 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:**

Communication, thinking, and reasoning abilities are inherent in all general education courses at Woodland Community College. Generally, GE courses require students to compare, examine, express, and integrate information, ideas, and values. Critical thinking skills are required by all Associate of Arts and Associate of Sciences credit courses and must be documented specifically in the Course Outline (**2A.65**). This documentation is ensured via the WCC Curriculum Committee. Information literacy

is written into the course objectives of most courses, with History 17A, Political Science 1, and Speech 6 provided as examples (**2A.68**). Student learning outcomes are another way to determine if general education students have attained these goals.

**Self Evaluation:**

WCC meets this standard by providing specific courses in English, communication studies, math, and computer science, but also through pedagogical strands in most GE courses. Embodied in the design of GE

courses offered at WCC is the recognition of the student's need to think and communicate effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines. 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 across the curriculum.

Psychology and sociology offer a Social Science Research Methods course each spring (**2A.69**). Since 2010, a campus-wide research symposium has been held each year where students present the results of research conducted for their respective classes. The symposium has been a great success and has provided the experiential knowledge for students to succeed in their research endeavors. WCC provides computer literacy courses through the Business and Computer Science programs. The development of a Digital Media program has also expanded the avenues through which students can gain competency in the expanding realm of computer usage and literacy.

## Planning Agenda

None.

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*II.A.3c. 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.*

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## 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*, 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. WCC has adopted eight Institutional Student Learning Outcomes. Two of the institutional SLOs are personal and social responsibility and global awareness. These outcomes were developed to address institutional concerns about ethics and effective citizenship. These SLOs are adopted by certain programs at WCC where they are assessed on a regular schedule.

## Self Evaluation

WCC offers a variety of courses with student learning outcomes (SLOs) that focus on the demonstration of civil and ethical behavior in interpersonal interactions, respect for cultural diversity, and a willingness to assume civic, political, and

social responsibility. Many courses offered at WCC state learning objectives in civic, social, and political arenas, as reflected in their respective course outlines.

WCC 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 Multicultural Speakers Series, Open Mic Series, Associated Students of WCC, Speech 6 - Group Communication course, or various service opportunities on both the campus and within the WCC service area.

In an effort to encourage students to view the world and their environment more broadly, a multicultural course has, since the fall 1999 semester, been required for graduation (**2A.1**). Additionally, several categorical programs on campus (EOP&S, CARE and DSPS) 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.

**Planning Agenda**

None.

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*II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

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**Descriptive Summary**

All degree programs offered by WCC include focused study in at least one area of inquiry or major field, with credit units ranging from 18 units to approximately 30 units, depending on the discipline. Scrutiny of courses within a degree program and inclusion of a major field of study occurs though both local college and district-level processes. (**2A.6**) All degree programs are developed using the state chancellor's office program and course approval process which establishes compliance with Title 5 regulations. (**2A.66**) The College recently approved 5 AA-T/AS-T degrees in

sociology, communication, math, geology, and psychology to comply with SB 1440 regulations which facilitates a transfer pathway between CSUs and Community Colleges in California. (**2A.67**) In addition to meeting general education requirements, each of these degrees mandates the completion of 18 units of focused study.

**Self Evaluation**

Woodland Community College essentially meets this standard and is in compliance with Title 5 regulations as well as SB 1440 for AAT/AST degrees. The college is also guided by procedures in the California

Chancellor's Office program and *Course Approval Handbook* for curriculum development.

*II.A.5. 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**

Career and technical education courses and programs are designed to meet competency-based curriculum established by statewide regulations governing those programs. 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. The agriculture program, for example, underwent an intensive evaluation of its program to ensure that it met statewide mandates (**2A.16**). Recommendations from this review are being considered in agriculture program planning at the college. Also, vocational programs at WCC are required in consonance with Title 5 regulation, to update programs every two years to meet technical and professional competency requirements that meet employment and other standards. As members of the North Far North Regional Consortium, all new WCC programs must be evaluated to ensure that courses meet career and technical education competencies.

Career and technical education programs at WCC include the following:

- Agriculture
- Administration of Justice
- EMT
- ECE
- Human Services
- Digital Media
- Accounting
- OfficeAdministration/Business Computer Applications

Of these programs, WCC offers external licensure and certification in its EMT program (**2A.70**). All other programs produce certificates to students upon meeting specified course requirements.

WCC receives Carl Perkins funding to expand or develop new career and technical education programs. As a requirement, the reporting procedures include evidence on achievement rates and data on participation rates of special populations. Additionally for the majority of our programs that do not require licensure, the college receives feedback from students and employers participating in career work experience courses. (**2A.72**)

**Self Evaluation**

WCC partially meets this standard. The College continues to work toward meeting statewide performance targets and on improving non-traditional participation in specific career and technical education programs such as Digital Media, Administration of Justice, and Agriculture.

**Planning Agenda**

Woodland Community College will develop a system for post-completion student employment tracking in all career and technical education programs

*II.A.6. 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:**

The College assures that the students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The appropriate information is available in the college catalog published every year (**2A. 1**). The catalog is available in print, as well as on the College's web page. Course syllabi describe course methods, objectives, and learning outcomes while providing a contract between students and instructors. **(2A.38)**

Woodland Community College's College Catalog contains a clear and accurate description of degrees and certificates. This catalog is reviewed every year to ensure that

it is an accurate representation of program content and requirements.

Each faculty member, whether adjunct or full-time, must prepare a syllabus for each section. This syllabus is then given to students at the first class meeting. There is no specific format required for the syllabus although the WCC Curriculum Committee began looking at a standardized format in spring 2011. However, all WCC syllabi should contain the SLOs, required materials, assignments, and various class policies regarding grading, attendance, due dates, etc. **(2A.38)**

Program level SLOs are identified and included in the college catalog, and institutional/degree level SLOs are made available in college catalog as well as the

schedules of classes. All instructional programs and services have identified their program-level student learning outcomes, and assessments are reported in the annual program updates and full program reviews. WCC Curriculum Committee is reviewing a standardized syllabus template that will ensure course SLOs are included on all syllabi.

## Self Evaluation

The College assures that every student and prospective student receives clear and accurate information about educational courses and programs and transfer policies. All program level SLOs are made available in the college catalog, and many programs have also placed program and course level SLOs on department websites. Most syllabi contain course level SLOs as of Spring 2012.

## Planning Agenda

Bring 100% of syllabi into compliance by listing course level SLOs.

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*II.A.6.a. 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.*

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## Descriptive Summary

Students attending the College may use lower-division units earned at any accredited institution towards associate degree requirements. Student transcripts are evaluated by an evaluator in the Admissions and Records Office, and credits granted are posted to the student's college transcript. Individual courses are evaluated by counselors in consultation with the Articulation Officer (if needed) to determine applicability to general education, specific area, competency, and transfer requirements.

The College accepts credit from institutions that have been accredited by one of the regional accrediting institutions. The policy for acceptance of transfer credit is published in the college catalog (**2A. 1**). Information is also imparted through college counselors and faculty through ASSIST, the repository for all courses. (**2A.72**) The College has developed agreements with several universities and colleges regarding the transfer of credit and guaranteed enrollment. Additional mobility is provided by acceptance of credits through use of advanced placement test.

In response to SB 1440, WCC has forwarded to the Chancellor's office five

AA-T degrees in psychology, sociology, math, geology and communication. **(2A.67)** The intent of these degrees is to streamline the process for student transfer to CSUs in California. Currently, WCC is working on other AA-T and AS-T degrees in ECE, biology, AJ and business and will submit these in Spring 2012.

To assist students who are transferring from WCC to four-year colleges and universities, articulation agreements have been established, particularly with the California State University and the University of California systems. **(2A.73)** The District's Articulation Officer works closely with the WCC Curriculum Committee, the area department faculty, and the appropriate administrators in communicating changes to policies established at the CSU and UC systems. When new courses are established or changes are made to current courses, this information is sent to these systems as part of the articulation process. Courses are then certified as part of the Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University Pattern and listed in the college catalog, along with other policies pertaining to transfer that are specific to individual universities. This information is also available on transfer checklist handouts in the counseling department.

## Self Evaluation

The Catalog and class schedules provide information on whether a specific course is transferable to the University of California (UC) or California State University (CSU).

**(2A. 1)** Students, faculty, and staff have access to the online articulation repository for the state's public institutions, which is ASSIST.org. **(2A.73)** Matriculating students receive comprehensive orientations where associate degree and transfer requirements are clearly outlined. Articulation agreements are reviewed annually by the Articulation Officer and updated as needed. New articulation is proposed when new course or programs at either the four-year institution or the College are developed and are appropriate for articulation.WCC has met this standard through its diligence in maintaining articulation agreements. The close scrutiny given by the WCC Curriculum Committee, with the assistance of the District Articulation Officer, helps ensure courses are comparable at all levels with courses offered outside the college.

Counseling and Admissions and Records staff work closely with students to provide them with accurate information and assist them with evaluations processes that allow those students to apply credit they have received from outside colleges and universities to their WCC transcripts. In fall 2011, WCC has given a counselor 40% reassigned time to work solely on transfer matters and to facilitate a more streamlined transfer process for all students. CSU/UC transferability is listed for every course in the WCC catalog and is updated annually.

## Planning Agenda

None.

*II.A.6b. 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

WCC publishes an annual catalog of courses, programs, policies, and regulations to keep students informed about requirements, deadlines, and program availability so they can complete their education in a timely manner with little disruption even if a program is eliminated or program requirements are significantly changed. (**2A. 1**) A multi-constituency, comprehensive review of the annual catalog before publication ensures that students will be accurately informed of available offerings and any notable revisions to their selected program of study. Specific information with regard to catalog rights is stated within the catalog, on the College's website, and provided through the Counseling Office.

Curriculum Committee members, including faculty, counselor, articulation officer, administrators, and support staff, are charged with recommending changes to instructional programs and communicating any substantive programmatic modifications to affected departmental colleagues and enrolled students in a timely and appropriate manner. The active participation of division faculty and counselors ensures that significant changes are disseminated broadly and with sufficient lead time for College staff and currently enrolled students to

identify and address any impact on educational goals and academic planning. (**2A.6** ) Educational program information is maintained in the Counseling Office and the instructional division office for student review and distribution.

Board Policy 4021 and Administrative Procedure 4021 clearly identify the process for program elimination and arrangement for students' timely completion of programs under these circumstances. **(2A.75)** The elimination of a WCC program is only accomplished after such a program has been under review for a period of three to five years. 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."

Under the 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 of a program. When program requirements are significantly changed, WCC always adheres to the student's catalog rights. Students are given course

substitution options or appropriate alternatives.

When WCC considers program elimination, the process begins with a review by the department, the division, the Academic Senate and other affected constituencies, which may include administrators, faculty, staff, students, the employing business and industry (if applicable), the community, and other deemed necessary by the administration and faculty. **(2A.75)**

## Self Evaluation

WCC has clear and transparent processes for changing program requirements and for eliminating programs when deemed necessary and appropriate. These processes include active participation by discipline faculty, counselors, administrators, support staff, and students, establishing a sound communication structure, and accessible dissemination formats and protocols (catalog, website, program information sheets, direct mailings, in-class announcements, and staffed informational tables) for students to be accurately and sufficiently informed of any significant programmatic changes or program deletions. A student's ability to complete his or her educational goal in a timely manner with minimal disruption due to program elimination is fundamentally important to the College and its staff. When faculty, counselors, administrators, or staff become aware of internally-approved or externally-mandated programmatic changes, the College effectively informs its faculty and student populations and makes requisite instructional arrangements to ensure enrolled students are able to access information, counseling services, and alternative offerings in order to complete their studies in a selected field. Where programs have been phased out or radically modified, students may petition to substitute course(s) for any no longer accepted as a part of a program. **(2A.75)**

## Planning Agenda

None.

> *II.A.6c. 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**

A significant amount of information regarding policies and practices are contained in the printed schedules of classes, the college catalog, other printed publications, and the college and district web sites. (**2A. 1**, **2A.32**, **2A.12**) The class schedules are produced twice a year (summer/fall and spring sessions), and each cycle of production includes a review of the information contained in the policy, rules, and regulation sections. (**2A.32**)

The college catalog undergoes annual review to ensure its integrity. (**2A.76**) catalog review schedule) The Curriculum Committee, The Vice President of Instruction and Student Services, and the District's Director of Public and Government Relations work with all college areas to ensure that the printed document and the online version are well organized, readable, and free of errors. Further curricular review is delegated to the WCC Curriculum Committee, whose members represent all divisions on campus. Each representative takes his or her division's sections in the catalog to the division for review and editing.

CTE and Student Service brochures are produced and updated as necessary by program directors. In 2010, the CTE Division produced a CTE-specific catalog to highlight the program offerings at WCC. (**2A.77**) The most up-to-date information about any program, class schedule, or catalog can be found on the WCC web site. (**2A. 12**)

**Self Evaluation**

The College utilizes multiple means of communicating college information and regularly reviews all publications for currency, accuracy, and completeness. For example, the College Fact Sheet is available to the public on the College's Web site at: (2A.78). This document includes information on college enrollment, degrees awarded, and other indicators of student achievement. The WCC Office of Research, Planning and Student Success is responsible for collecting and reporting this type of data. Throughout every year, the college produces a number of documents that highlight student achievement. In addition, evaluation briefs are published and made available.

The College web site is frequently reviewed by the WCC Communications Resource Committee to evaluate and forward recommendations to update and/or clarify information.

**Planning Agenda**
None.

*II.A.7. 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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

## Descriptive Summary

WCC ensures the academic integrity of the teaching and learning process by making public all Board adopted policies on academic freedom and responsibility as well as student academic honesty and institutional beliefs. BP 4030 (**2A.77**) addresses academic freedom in the teaching and learning process. The essence of this policy is reflected in several institutional publications such as the Academic Handbook (**2A.51**), the YCFA contract (**2A.51**), Schedule of classes (**2A.32**), Student Handbook (**2A.79**) and the WCC Catalog (**2A.1**). The Board Policy encourages faculty participation through a shared decision making process that feeds information and recommendations to the Board of Trustees. The Policy expresses the Board's commitment to uphold detailed principles of academic freedom. Academic responsibility is centralized at WCC through the WCC Academic Senate and Curriculum Committee.

## Self Evaluation

The WCC Class Schedule, (**2A. 32** ) published biannually, includes the mission statement of the College and addresses WCC's commitment to high quality student learning. Within the schedule is a section on Academic Honor Code for all students. Its catalog, published yearly, has more detailed policies on academic integrity. (**2A.1**) *The Student Handbook* addresses these issues in detail and is made available to all students. (**2A.80**) Academic freedom is covered at the District level within the YCFA contract and Board Policy.

## Planning Agenda

None.

> *II.A.7a. 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 4030, (**2A.77**) 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, "Academic employees must be free to teach and the 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." Woodland Community College seeks to hire faculty who bring to the teaching profession varying views, supported by diverse philosophies and different approaches to their respective disciplines.

Board policies, reflected in the *Academic Employee Handbook*, (**2A.80**) require academic balance and detail student rights to hold points of view different from those of the instructors. All college employees – whether in the classroom, in meetings or whenever communication takes place –strive to distinguish fact from opinion and to use data fairly. The faculty evaluation process (**2A.48, 2A.49**) requires written evaluations once every three years for all faculty members during which the instructor is observed by a peer evaluator and dean. The team also administers student evaluations that solicit feedback on ten criteria and invite general comments on instructor performance. Student evaluation criteria related to this standard are inherent in questions related to:

- Course outline of record.
- Presentation of controversial material in a balanced manner acknowledging contrary views.
- Recognition of the right of students to have points of view different from the instructor's.

The catalog provides information on the grievance procedure for students to follow if they believe that a faculty or staff member has been unprofessional in conduct.

## 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, the learning objectives, student learning outcomes for the course, as well as the methods of instruction and evaluation to be employed. Course outlines are evaluated and approved by the WCC Curriculum Committee. Outlines must conform to standards adopted by the committee as set

forth in the *Curriculum Handbook* (**2A.6**). Articulation agreements with four year colleges along with the Curriculum Committee are 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, objective, and outcomes are also influenced by discussions among the faculty in each discipline. Full-time faculty members mentor and support new and part-time instructors, especially those teaching the same courses as those taught by the full-time faculty member. Faculty opinions within the area of their discipline are an acceptable mode of expression, if delivered as such. Opinions in areas outside of their area of specialization, they are cautioned, should be carefully considered. The current policy at the District level is sufficient. Students are encouraged, via a process set forth in the *Student Handbook,* (**2A.79**) 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.

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. To this end, they are evaluated on a regular basis, per policy. The results of student evaluations indicate how well instructors meet or exceed the requirement for this standard.

## Planning Agenda

None.

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*II.A.7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

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### Descriptive Summary

The College policies and guidelines concerning student academic honesty and related consequences can be found in the College Catalog (**2A.1**), Schedule of Classes (**2A.32**), *Student Handbook* (**2A.79**), individual course syllabi (**2A.38**), and online at the website (**2A.12**). The College Catalog and Schedules of Classes are available in print and posted online on the College website. Students are all given access to the *Student Handbook* as part of their orientation to WCC. Faculty members are increasingly utilizing software such as Turnitin as a method of monitoring and discouraging plagiarized academic assignments.

In addition to these sources, the College emphasizes the concern and understanding for these policies through its Flex workshop programs and department and division meetings. A growing emphasis is being placed on academic honesty as it relates to online instruction.

**Self Evaluation**

Woodland Community College's *Student Code of Conduct* speaks to academic dishonesty and is provided in detail in the WCC catalog, in print (**2A.1**)**.** The WCC Academic Senate has formulated an Honor Code, as well, to discourage plagiarism among students. **(2A.82)** 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, Vice President, or his/her designee.

**Planning Agenda**

None

> *II.A.7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

**Descriptive Summary**

As a public institution, all College policies and codes of conduct reflect the Mission, Vision, and Philosophy statements. Unlike private institutions funded through religious or political organizations, WCC does not seek to instill specific beliefs or world views in its students nor require them of its faculty and staff.

College Board policies, including adherence to institutional standards and conduct requirements, are accessible to faculty and students via the YCCD District Web Site (**2A.82**)), and updates or changes to Board policies are publicized campus-wide. Students are made aware of the existing Student Conduct Code through its publication in the College Catalog (**2A.1**), Schedules of Classes (**2A.32**), and course syllabi. **(2A.38)** It is the practice of the Vice President of Instruction and Student Services to provide any student alleged to have violated the Student Conduct Code with a copy. Faculty members are also informed of College policies and procedures through the above publications, workshops, and Academic Senate meetings.

As a public, two-year community college, WCC has no specific beliefs or worldviews that it promotes or attempts to impose on its student community. The College's mission is most evident in its Mission Statement.

**Self Evaluation**

The expectations of adhering to codes of conduct are publicized in the various College publications. The College does a good job of making known the standards of conduct expected of its faculty, staff, and students.

**Planning Agenda**

None

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*II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

**Descriptive Summary**

Woodland Community College does not offer curricula in foreign locations to students other than U.S. nationals. However, in all other aspects of its curricula offerings, the College has operated all its programs in conformity with standards and applicable Commission policies.

**Self Evaluation**

Woodland Community College does not offer curricula in foreign locations to students other U.S. nationals.

**Planning Agenda**

None.

**EVIDENCE**

| | |
|---|---|
| 2A.1 | WCC College Catalog |
| 2A.2 | Program SLO sheet |
| 2A.3 | Blank Course Outline of Record |
| 2A.4 | Program Data Sheet in Portal; TracDat |
| 2A.5 | Link to CCCCO course inventory |
| 2A.6 | WCC Curriculum Committee Handbook |
| 2A.7 | Board Policy 4020 Program and Curriculum Development |
| 2A.8 | Program Review Handbook |
| 2A.9 | Research and Planning Portal Page |
| 2A.10 | Program Review Matrix on Research and Planning Portal |
| 2A.11 | TracDat Program Review link |
| 2A.12 | WCC website |
| 2A.13 | WCC EMP |
| 2A.14 | Spreadsheet for SB 70 and Perkins IV Grants |
| 2A.15 | STEM Grant |
| 2A.16 | Biology and Ag program review 2009-2010 Academic Program Review link |
| 2A.17 | Research and Planning on Portal |
| 2A.18 | WCC Mission Statement |
| 2A.19 | Survey sections of Molly's webpage |
| 2A.20 | Sample minutes of Advisory Committees for Ag and Human Services |
| 2A.21 | List of Advisory Committees in CTE |
| 2A.22 | Minutes and Agenda from Curriculum Committee Website |
| 2A.23 | TracDat evidence from several programs that have SLO assessment from Program Reviews |
| 2A.24 | College Handbook |
| 2A.25 | College Council Committee Presentation Template/Announcement |
| 2A.26 | Scheduling Committee Purpose Statement |
| 2A.27 | Scheduling Criteria |
| 2A.28 | Core Indicator Report from Perkins |
| 2A.29 | Student Equity Plan |
| 2A.30 | Matriculation Plan |
| 2A.31 | BSI Plan |
| 2A.32 | Program and Course Approval Handbook |
| 2A.33 | WCC 2012 Spring Schedule |
| 2A.34 | WCC 2011 Catalog |
| 2A.35 | YCCD E-learning website http://de.yccd.edu/ |
| 2A.36 | VITA Flyer from Sherry Spina |
| 2A.37 | Ag news item on Ag website |
| 2A.38 | DE Mission Statement |
| 2A.39 | Samples of Course Syllabi |

**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.*

**Descriptive Summary:**

Woodland Community College (WCC) admits students under an admissions policy that is consistent with California Education Code 76000, Labor Code 3077, Yuba Community College Board (YCCD) Policy 5010, the Strategic Plan of the California Community College Chancellor's Office and the YCCD Board Strategic Directives. YCCD Administrative Policy 5010 also defines operational policies for admitting students (**2B.1**). The College admits students who possess a high school diploma or its equivalent and others who are over 18 years of age and who are capable of profiting from the instruction offered. For tuition purposes, students must meet California residency requirements, but admission is open to non-residents, including international students. The admissions policy also addresses requirements for admitting concurrently enrolled high school students who are admitted after meeting certain conditions that include permission forms signed by students, parents/guardians and designated school officials.

The College supports an open access policy and offers its courses to all members of the public who are eligible for admissions (**2B.2**). The College catalog, schedule and outreach documents provide details of the admission process. These are also available online through the College website at http://www.yccd.edu. Online orientation, application process and registration allow students to register for classes and access their financial aid and other academic records without coming to campus, although there are some students in our Colusa County Outreach Facility (CCOF) in Williams that do not have access to computers. The Facility provides access for such students by making available general use computers in its lobby.

The admission of students is also consistent with the College's mission to "provide high quality, student-centered education and lifelong learning opportunities for the communities we serve." (**2B.3**) This mission ensures that the College, guided by State and Board policies, is positioned to help students meet their educational goals. The key to student access and success is the matriculation process, a seven-step series of integrated activities that require students to file applications either through the State Chancellor's Office online application

facility or complete a paper application (**2B.4**) Students are then assessed for competency in English, math and reading skill levels for placement in the appropriate course work. All new students, with the exception of those who qualify for exempt status, i.e. those taking six units or less or those with Associate degrees, must complete a comprehensive orientation program which introduces the student to programs and services, academic expectations and College regulations and procedures. Students are expected to work with counselors to identify learning goals, develop educational plans and enroll in classes.

Since its accreditation in 2008 as the 110th community college in the California Community College System, the College has established systems and processes to support student access and success, despite the challenges of state economic problems. A Director of Admissions and Records was hired in the Spring of 2009 to direct matriculation efforts associated with an independent college, which were previously handled by District personnel in the former single college system of the Yuba Community College District. As a result of staff reduction, the Admission and Records Department experienced a 50% reduction in its student services technician staff (from 4 to 2), including the technician at its Colusa County Outreach Facility. As part of its commitment to its mission and student learning, these positions were subsequently rehired in 2011 as a result of a District budget augmentation. The CCOF position was reclassified to a Campus Operations Specialist, with responsibilities to manage the instructional and student services

functions at the Facility. While staff reduction has posed challenges and frustrations to our personnel and students, the College remains committed to continue to provide services that reflect its mission and vision. The College also completed and occupied a One Stop Student Services Building at the Woodland Campus. The Building houses all student support services including Counseling, Financial Aid, Veteran Affairs, Educational Opportunity Programs and Services (EOPS), Career Center, Transfer Center, CalWORKs, DSPS, a Health Center and Testing and Assessment. The Building also provides computer kiosk with five work stations that allow students to register for classes or research academic information. Another four-station computer stand is located in the Financial Aid section of the Building and allows students to complete financial aid forms or research opportunities for financing their education.

Student success is also ensured through tutoring services, an Open Media Lab, and library services (see IIA) The CalWorks and EOPS programs also provide an eight computer-station lab that students utilize to complete homework, benefit from instructional workshops, and work with peer counselors. A Career Center also has a six station computer lab for career research and workshops in career counseling.

The College has also pursued external funding to facilitate its efforts at student access and success. Three student support services grants are now in operation at the College. An Upward Bound grant provides instructional and tutorial services for high school students in Colusa County who are

potential first generation college goers. Another grant specifically targets English as a Second Language Students in Colusa County, and it provides a series of educational and student service activities for low income, first generation students; while a third Student Support Services grant provides similar activities for students in Woodland **(2B.5 ).**

Counseling staff, through the Basic Skills Initiative, has identified efforts to help students succeed and continue their access to a college education.  A mini-grant allocation from this Initiative established a workshop directed at probationary and dismissed students.  Counselors also maximize the number of students served through walk- in counseling, which provide opportunities for students to consult with their counselors without a protracted wait time to arrange counseling appointments.

Recruitment and outreach activities are conducted by the Counseling staff in local high schools in our service areas in Colusa and Yolo Counties; the Financial Aid staff also conducts outreach activities at area schools and holds a financial aid workshop for parents and students at its main campus in Woodland and also in Colusa. The Financial Aid Office has also partnered with the office of Assemblywoman Mariko Yamada to offer an annual "Cash for College" workshop for students and their parents in Woodland **(2B.17).** Other academic departments, including the Agriculture and Administration of Justice, buttress these student support outreach activities with their own efforts directed at

recruiting a diverse cadre of students to their respective programs. Both of these programs have implemented grant initiatives that include early outreach to secondary school students through summer academies for Administration of Justice or daylong activities that focus on agricultural careers or leadership skills.

The College provides a welcoming environment for students and enhances student access through a "Welcome Week which is held at the beginning of the Fall and Spring semesters. Welcome Week provides information on services at the College. Local business and service organizations also participate to introduce students to their services as well as opportunities for employment **(2B.6).**

In 2009, the College established an Office of Research, Planning and Student Success to assist in data driven assessment of student progress and learning. The nomenclature for this Office was also carefully crafted to reflect the College's emphasis on linking data to student success and institutional improvement through student learning. The Office provides information that allows the College to monitor the progress of students through such indicators as persistence rates, graduation and degree/certificate completion rates, and student success rates. The Office also provides analytical reports to the Administration and Board of Trustees on the Accountability Report of Community Colleges (ARCC) which measures the comparative performance of WCC students with similar characteristics of similar colleges in the state **(2B.7)**.  In addition, the

College participates in the statewide Basic Skills Initiative and has established a Basic Skills Initiative (BSI) Committee which, among other activities, allocates mini-grant funding for the development and implementation of innovative activities that improve student learning and progress. Mini-grant recipients must provide assessment results of their respective projects at the conclusion of their activities. Some of these projects have included math learning enhancement that demonstrated retention and success in a lower level math course as the key to success in Math 50 (**2B.18**) reading assistance tutoring; supplemental instruction; and a program to effect seamless educational pathways through a coordination of teaching strategies among WCC and area high school teachers. (**2B.8**; **2B.9**).

The College also completed a Student Equity Plan under the aegis of the Student Success Committee. The plan is replete with student achievement data, and based on these data, the document establishes a five year plan to effect positive changes in student learning through targeted activities (**2B.10**). A Matriculation Plan was also completed by the Student Success Committee to establish strategies for a seamless matriculation process at the College (**2B.11**).

The College has also established processes to systematically assess student support services through a variety of modalities. The Student Services Division has identified student learning outcomes for all its programs and services with their attendant

assessment methodologies (**2B.12**. Each student service program has completed at least one cycle of program reviews which are updated annually and which provide an assessment of the performance of the units as well as recommendations to Administration that have the potential of improving the effectiveness of the Unit. The Student Services Division also conducted a Student Services Survey in Fall of 2009 to gauge student awareness of services, use of these services and their level of satisfaction with them (**2B.13**) The results have featured in some student services dialogue and used to influence some changes in student support services. For example, one area of low student awareness was the Career and Counseling Services. This has propelled changes in the operations of this Unit that includes expanded communication with academic faculty relative to the services provided by this Unit (**2B.14**). Additionally, the EOPS and CalWORKs Units have conducted surveys in 2009 and 2010, and results are used to improve services to students. Another survey was conducted in 2010 among ESL students to assess the services to this cadre of students and effect changes in those services (**2B.15 [EOPS and CalWORKs**).

The Student Services Division also holds regular meetings to discuss concerns and provide input into the operations of programs and services that are implied in student access and success. The Student Services staff was instrumental in the development of a short-term plan to provide support services to the new Colusa County Outreach Facility. The staff also provided

substantial input in the development of the College's Educational Master Plan, and most staff members of the Division serve on at least one of the college-wide governance committees that implement purpose statements based on the College mission of student access and student-centered learning.

The College ensures that the entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. In addition to the services in place, the College provides literature and a matriculation process, including orientation and placement assessment, to ensure student success. Students are also provided a Student Handbook and information on students' code of conduct. Additionally, students' complaints and grievances are given timely responses and a file containing these complaints and their resolutions is maintained in the Office of the Vice President for Academic and Student Services. (*2B.16*)

**Self Evaluation**

Despite budget and other challenges explained below, the College meets the essence of this Standard. Its staff has taken on increasing responsibilities; and its governance processes and procedures, through committees, as well as its adherence to state and Board of Trustee mandates ensure that the institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission; and that student support services address the identified needs of students and enhance a supportive learning environment.

**Planning Agenda**

Woodland Community College will continue to evaluate and assess its student support processes through program reviews and its integrated planning processes to ensure that student support services address the identified needs of students and enhance a supportive learning environment.

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*II. B.1. 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**

The College is dedicated to provide student services that support student learning and demonstrates that the quality of these services, regardless of location and means of

delivery, support student learning and enhance the achievement of the mission of the institution. All student support services are reflected in the mission of the college To ensure quality services, each unit in the Student Services Division has developed

measurable Student Learning Outcomes (**2B.16**). Results from SLOs are used to improve service delivery and student learning. In addition, each program completes a comprehensive program review every four years, and evaluates the status of these reviews in annual updates**. (2B.20).** As part of this process, each program must provide an analysis of its SLOs that includes an overview of its assessment plans, a summary of the assessment results, and planned improvement and changes resulting from the assessment. WCC has instituted the TracDAT program to assist all divisions in this analysis of its planning and assessment processes. A survey conducted by the Office of Research and Planning revealed that students were generally satisfied with services provided by all units in the Student Services Division, but particularly wanted to see expanded access to counseling, increased library and tutoring hours (**2B.21**)**.** The College has integrated these results in planning processes through the BSI Committee and the budget development process. Additionally, these survey results are being considered in external funding requests, i.e. Hispanic Serving Institution grants and Perkins and SB 70 grants that support Career and Technical Education. These campus wide surveys are supplemented by periodic program specific surveys from units such as EOPS and CalWORKs. Information gathered is used to improve the level and quality of student support services at the main campus and at the Colusa County Outreach Facility. Additionally, each unit of the Student Services Division assures the quality of its student support services through regular

participation in local and statewide staff development activities offered through the California Community College Chancellor's Office or professional organizations. Students also complete a counseling survey that provide input into the assessment of counseling services (**2B.22**). The results of these surveys are used to ensure program quality and also demonstrate that these services support student learning.

**Self Evaluation**

WCC assures the quality of its student support services through an integrated planning and evaluation process originating from program reviews, college wide program awareness, satisfaction surveys and targeted staff development activities. The Student Services Division ensures that its services support student learning through the planning and self-evaluation process that is inherent in the program review process. The Division consists of the Disabled Students Programs and Services, Admissions and Records, Career Center, Transfer Center, Counseling, Financial Aid, Extended Opportunity Services and Programs (EOPS), CalWORKs, Student Support Services, and Health Services: Disabled Students Programs and Services (DSPS)

The DSPS Unit has developed a mission statement that reflects the overall college mission (**2B.23**) The mission statement reflects the program's commitment to student learning and reminds staff members about the purpose of the college's reason for being: student learning.

*Disabled Students Programs and Services (DSPS) is dedicated to providing equal access to educational opportunities for students with verified disabilities.*

*DSPS staff are committed to providing quality support services to ensure that every qualified student is afforded the opportunity to maximize his/her ability to succeed at Woodland Community College.*

Disabled Students Programs and Services (DSPS) has developed and assessed Student Learning Outcomes (SLOs), created and assessed annual program reviews, and received student feedback though other surveys as measures to ensure that the quality of its support services compliment student learning.

Student Learning Outcomes (SLO) for the department were developed in 2010 and focus on information competency. A key concept for DSPS students is the ability to understand the services they are eligible for and be able to implement those services. Test proctoring is a common accommodation given for DSPS students. Students are required to contact their instructors to implement their extra time. DSPS was able to determine all enrolled student (eligible for test proctoring), except four, turned in their test proctoring forms to DSPS support staff. Those that did not turn in their test proctoring forms to DSPS, were either not instructed by the LD Specialist on procedure or had forgotten. Through the program review process, DSPS was able to develop training for the LD Specialist and promote a series of reminders for students to fill out and give their instructor's test proctoring forms at the beginning of the semester.

To ensure that the program is meeting its mission in helping students gain access and maximize their ability to succeed at the post secondary level, DSPS conducted a satisfaction survey (**2B.44**) during the final two weeks of the Fall semester 2011 to gather information for assessing its 2011 SLOs. A random sample of 111 students were given the survey which was developed to gather and evaluate information on DSPS support services that can be used to improve program delivery to help further student success for disabled students. Results revealed 100 percent of the students surveyed felt DSPS services were supportive in the educational program. Furthermore, 98.2 percent of the surveyed students felt they could ask for help from DSPS if they were having a problem in class.

**Do you find the DSPS services supportive?**

| Yes | No |
|---|---|
| 100.0% | 0.0% |
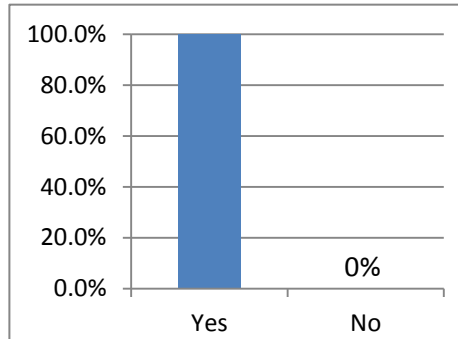


**Do you feel you can go to DSPS staff if you have a problem in class?**

| Yes | No |
|---|---|
| 98.2% | 1.8% |
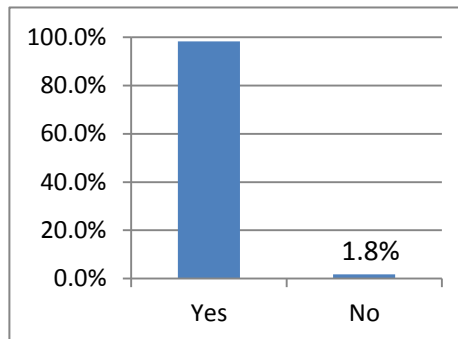
2011 DSPS SLOs:

1.) Students will communicate their needs to help facilitate equal access at the post secondary level. Students will come to DSPS and communicate staff if they are having a problem in class.

2.) DSPS students will be able aware of DSPS support services to help them achieve access at the post secondary level.

Assessment of DSPS SLOs indicates students are aware of DSPS support staff and have successful pathways to access staff if they are having difficulties in a class. Action plans for future assessment will focus on how to improve quality of DSPS support services. Furthermore, although the majority of students surveyed were very satisfied with DSPS support services, DSPS will use this information to assess why some students are not using specific services.

**Please rate the following DSPS support services:**

| | Very Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Very Dissatisfied | Did not use this service | Avg. | Std. Dev. | N |
|---|---|---|---|---|---|---|---|---|
| **Computer Lab** | 82.2% | 6.5% | 1.9% | 0.9% | 8.4% | 3.86 | 0.48 | 107 |
| **Equipment Loan (i.e. chairs, voice recorders)** | 60.2% | 5.6% | 2.8% | 0.0% | 31.5% | 3.84 | 0.47 | 108 |
| **Test Proctoring** | 80.7% | 11.9% | 1.8% | 0.9% | 4.6% | 3.81 | 0.50 | 109 |
| **Tutoring** | 58.3% | 13.0% | 3.7% | 2.8% | 22.2% | 3.63 | 0.74 | 108 |
| **Help with online registration, financial aid** | 75.2% | 4.6% | 0.9% | 0.0% | 19.3% | 3.92 | 0.31 | 109 |
| **LD Testing** | 46.7% | 7.6% | 1.0% | 0.0% | 44.8% | 3.83 | 0.42 | 105 |
| **Kurzweil Reading Program** | 37.4% | 5.6% | 0.9% | 1.9% | 54.2% | 3.71 | 0.71 | 107 |

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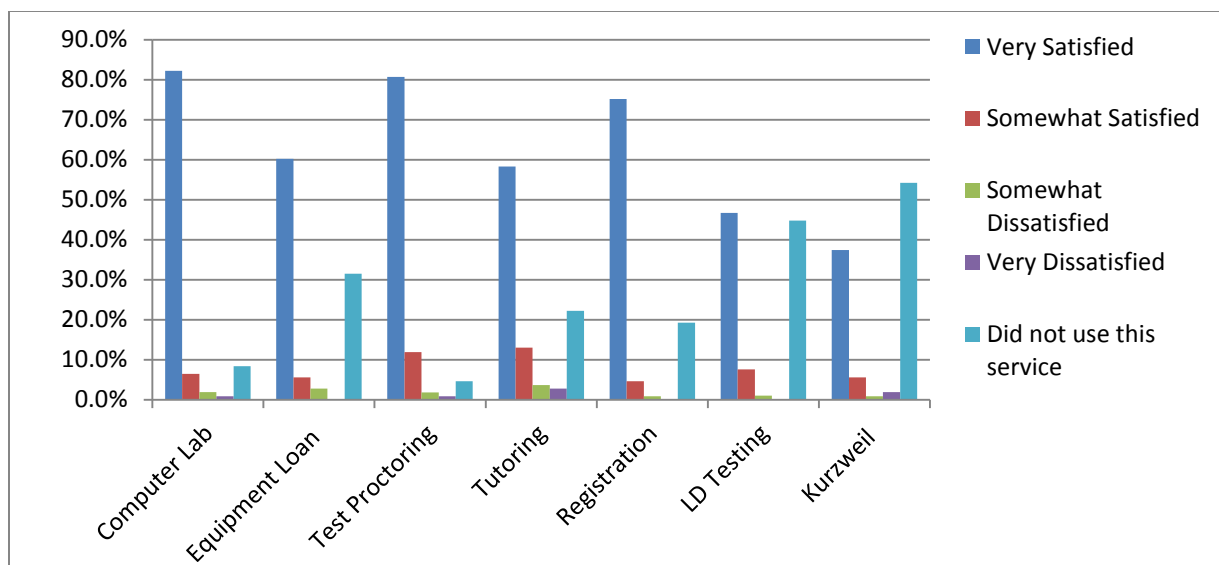
As a categorical program under the CCCCO, DSPS completes regular reports to ensure that it adheres to state standards for effective services that support student learning and the mission of the institution. DSPS collaborates regularly with other student services departments on campus including Cal WORKS, EOPS, Veterans and the TRiO programs. Currently about 20 percent of the CalWORKS and EOPS caseloads are DSPS students. DSPS presents information about their program at EOPS and Cal Works orientations during both Fall and Spring semesters. DSPS has an excellent relationship with the English and math departments on campus and regularly conducts discussions with faculty regarding student success. DSPS also works closely with the Early Alert program to help identify students who may manifest unidentified disabilities. The DSPS program has grown from 109 students in 2007-2008 to over 325 students in 2010-2011. Currently, the program is projected to serve over 400 students for the 2011-2012 school year.

DSPS is supported by two full-time staff, one part time clerical support person. In addition, DSPS employs part time student workers and two interns. Due to recent budget cuts, DSPS is short staffed and could benefit from additional staff including a part time LD Specialist as well as a part time DSPS Counselor to help students with educational plans. Despite staff shortages, the unit and staff consistently receive a high satisfaction level from surveys. (**2B.13**) The DSPS Coordinator has been evaluated on a yearly basis and has historically received a very high satisfaction rating.

DSPS provides a variety of support services, in the form of accommodations, for students which may include: tutoring in math and language arts, test proctoring, interpreting and captioning services, transportation for students with mobility limitations, Braille service, note takers, scribes and access to electronic text. DSPS also provides free learning disability assessments for students. The DSPS Coordinator will provide feedback on learning styles for these

assessed students as well as disability management for all students in order to increase the ability to be more successful in their studies. DSPS students also have access to a variety of technology including the most recent versions of adaptive software in a newly remodeled alternative media lab. DSPS offers two scholarships for those students in need of financial assistance.

To assure the quality of its services, DSPS has an advisory board that meets three times a year. The board was instrumental in providing input into a Transitions Report that ensured that all campus facilities were compliant with state and national standards for disabled students **(2B.24).** The Coordinator of the program serves on multiple committees including: the Basic Skills Initiative Committee, the Communication Resource Committee, Diversity Committee, Distance Education Committee, Safety Committee and Library Advisory Committee. In addition, he participates as a resource on multiple committees including the Student Success Committee, and the Accreditation Self-Study. Student and staff outreach is also a consistent strength of the program.

The DSPS program has used the results of an awareness survey, which reflected that only 34% of the overall student population was aware of its service, to increase its visibility and services. As such, expanded outreach, marketing materials, including a website, has contributed to increased student awareness and, subsequently, the number of students served (from 246 to 300) before and after the administration of the survey

**(2B.25])**. Projected growth for 2012-13 is estimated to be 400 students.

To demonstrate that its services support student learning and the mission of the institution, regardless of location or means of delivery, DSPS has developed student learning outcomes which have gone through one assessment cycle. Student Learning Outcomes (SLO) for the department were developed in 2010 and focus on information competency. A key concept for DSPS students is the ability to understand the services they are eligible for and be able to implement those services. Test proctoring is a common accommodation given for DSPS students. Students are required to contact their instructors to implement their extra time. DSPS was able to determine all enrolled student (eligible for test proctoring), except four turned in their test proctoring forms to DSPS support staff. Those that did not turn in their forms to DSPS, were either not instructed by the LD Specialist on procedure or had forgotten. Through the program review process, DSPS was able to develop training for the LD Specialist and promote a series of reminders for students to fill out and give their instructor's test proctoring forms at the beginning of the semester. To continue emphasis on SLOs emphasizing information competency, personal and social responsibility and communication, DSPS will develop surveys in the Spring of 2012, to assess DSPS student's ability to self advocate and utilize campus resources as well as a satisfaction survey related to the DSPS program and related services.

Admissions and Records

The Staff of the Admissions and Records developed and assessed SLOs, produced program reviews, participated in campus wide governance and student learning initiatives and staff development efforts to ensure that the quality of its support services compliment student learning. The Unit has developed a survey (**B2.22**) to gather information for assessing its SLOs. The 2011 survey showed that 40% of the students rated Admissions and Records services as excellent.

*I.    How was your overall registration experience?*

|  | N | % |
|---|---|---|
| **Excellent** | 87 | 40% |
| **Good** | 92 | 42% |
| **Fair** | 25 | 11% |
| **Poor** | 6 | 3% |
| **No Answer** | 9 | 4% |
| **Total** | **220** | **100%** |

Moreover, the survey also established a benchmark for improving the wait time for students in line for service. Thirty percent of those surveyed were waiting in line for more than 15 minutes as compared to the statewide average of 5 to 45 minutes. Such results are being utilized by the Unit to improve the quality of its service. Also, an assessment of the Unit's SLO on global awareness, used to evaluate the overall awareness of specific areas of the registration and matriculation process, showed that 21% of the students were not aware that they could register for classes beginning at 12am on their priority registration day. Another 50% did not know they could see when their priority registration day was through WebAdvisor. Using these results, the Unit has incorporated plans to increase student awareness of the registration process through WebAdvisor by including informational materials at the 700 Building kiosk, increasing communications through MyCampus portal, Facebook, printed materials and word of mouth, as well as, the schedule of classes and promoting registration and early express functions that are included in the Datatel system .(**2B.41**).

Relative to students waiting in line for 15+ minutes, the Unit has made strong advocacy, with support from the Counseling and other Student Services Division staff, to recall a Student Services Technician position that was laid off as a result of the budget crisis. The position was recalled in 2011. The Unit also used the results of this SLO assessment represented in its program review to promote registration through the web and reduce the need for standing in line to register. Another innovation to respond to the wait time is the introduction Credentials

Inc, which has reduced the need for students to stand in line to purchase parking passes. As a result students are to purchase their semester parking permits online through the third party vendor prior to the term starting. This eliminates the lines during registration so that students who are adding with a signed add form from a faculty member can now swiftly come in to the office and exit in less than 15 minutes total. Prior to this system being in place, students who just needed to add were waiting anywhere from 5 minutes to 45 minutes to do a simple add at the front counters because of the old parking permit system. This newer computerized system has assisted the Admissions and Records Office in providing students the level of service needed to get them on their way to a better first step to their education.

Through the program review process, the Unit identifies and assesses plans for improving the quality of services and student learning. In its 2010-2011 Program Review, the Unit provided information in its update of plans identified during the **2009-2010** planning cycle. A summary of key highlights in the plan is documented on the following page.

| Program Review Plan in 2009-2010 Cycle | Result and Outcome in 2010-2011 | Evaluation and Documented Contribution to Student Learning or Quality of Student Support Service |
|---|---|---|
| **Recall Student Service Technician to Maintain service level to three employees** | Technicians staffing increased from two to three in the Fall of 2011; strong advocacy from other student services units | *This has assisted in keeping our hours of operation open longer for students; cut down on the wait time during peak registration and provided additional assistance from staff who are adequately trained in the area needed to provide student support services.* |
| **Establish Clearinghouse connectivity and set up for submissions monthly for enrollment and federal compliance with Title IV.** | System set up and completed in Spring 2011 | *We submit for our own school rather than rely on our District counterpart to submit for us. This allows us to have Title IV funding from the federal government on our own instead of combined.* |
| **Incorporating Spanish in registration/matriculation pages in class schedules** | Introduced and published in the Spring 2011 schedule | *Students are now able to glean registration information in both Spanish and English.* |
| **Created Registration Guide for expanded student awareness of the matriculation process** | Created in 2010 with input from counselors and other Student Services Unit | *Increased awareness of the matriculation process.* |
| **Utilize the Portal and Social Media to expand awareness** | Implemented in 2010 | *Increased the awareness of students* |

| | | *who use various resources to connect with Woodland Community College other than through direct contact about what is happening on the campus.* |
|---|---|---|
| **Web-based parking decal system** | Introduced in Spring 2011 for Summer/Fall registration | *Reduced wait time and need for students to stand in line for this process from 45 minutes, to now moving them online to purchase a parking permit.* |

Counseling Services
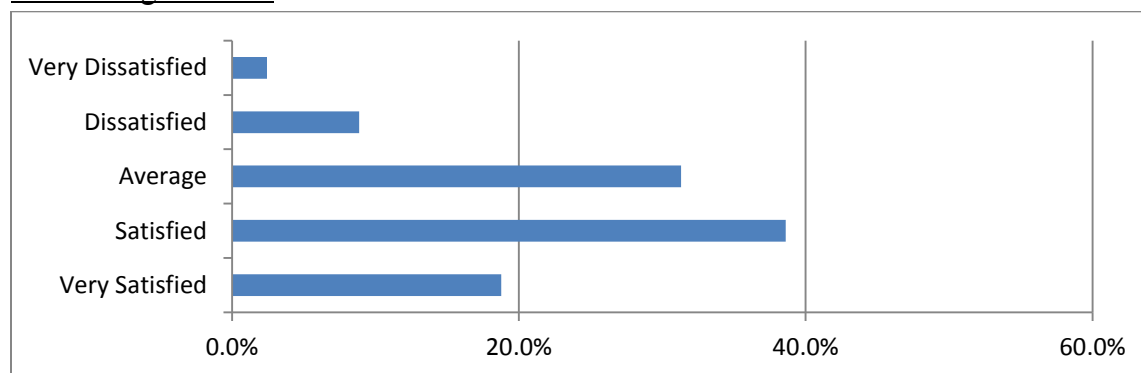


The Counseling Center provides general counseling, transfer counseling, and, if needed short-term personal counseling. Counseling services are provided by seven counselors:

o   Three general counselors
o   A 1FTE counselor who also provides weekly services to the Colusa County Outreach Facility.
o   A general counselor whose time is split between a .4FTE Transfer Center Coordinator and .6FTE general counseling.
o   A general counselor whose time is spent between .4FTE Career Counseling and Career Center Coordination and .6FTE general counseling.
o   Four counselors serve students in categorical programs:
o   CalWorks and EOPS/Care each has a counselor assigned.
o   SSS/TRIO has two counselors, one assigned to the Colusa County Outreach Facility and another assigned to the Woodland Campus.

Five of the counselors are bilingual, with fluency in Spanish and English. University representatives from University of California, Davis, and California State University, Sacramento visit on a bi-monthly basis for academic advising to their respected campuses.

Every WCC full-time counseling faculty meets or exceeds the minimum qualifications of the California Community College counseling discipline. As counseling faculty, counselors are evaluated by the standard method utilized for all faculty at WCC. 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.

To ensure that the quality of its services support student learning needs, the Counseling department conducts regular program reviews and surveys **(2B.40);** (**2B.22**); (**2B.18**)**.** Surveys are either part of the campus wide survey conducted through the Research, Planning and Student Success Office, or the unit specific survey conducted by the Counseling Department. Students are generally satisfied with the overall services provided by counselors (see chart above),

although there has been a recurring demand for additional counselors.

In its Spring 2011 survey, for example, 80% of the students indicated that they had selected a major. Those that did not select a major revealed in their survey comments that they were still deciding, or "I don't know what to do yet," or "many things I want to major in," or "I am currently taking general Ed. Transfer (sic) courses. I will know by this fall." Such information will be utilized by the counseling department to identify these students and refer them to the Career Counseling Center. It also provides a basis for emphasizing career advising in general counseling or orientation sessions with students.

Also in its Spring 2011 survey, 15% of the students revealed that they see a counselor at least once a semester, while 27% see a counselor two to three times a semester. Another 15% have never seen a counselor. This information is used to buttress the demand for an additional counselor since previous surveys have indicated that the limited counseling staff makes it difficult for students to see a counselor; and the Spring campus wide survey also indicated a need for increased counseling hours for students. This information was integrated in the overall budget and staffing plan, wherein the Faculty Staffing Committee prioritized a general counseling position for new staff hiring. The survey also revealed that students generally felt that they were treated with courtesy and respect (91%). The counseling staff will utilize this information to continue to place customer service and student satisfaction high on its list of counseling and advising service provisions.

Career Center
The Career Center was established and responds to the self-evaluation in the 2008 Accreditation Self-Study that indicated the need for this service. The Center is staffed by one counselor whose full-time assignments include .4 FTE for career counseling and instruction (this includes a .2 load to offer a counseling course). Part of the duties of the coordinator is to each every semester 20% a class titled Counseling 25, Career Planning and Development. The center uses a formal career exploration model with an emphasis on self-awareness. The core mission of the Career Center is to assist student in understanding the career development process as it relates to self exploration, occupational research, decision making, goal setting, experiential exploration and job search. Students currently utilize the center to engage in their own explorative process to gain a better understanding of what might be a good match for occupational or major selection. In addition, the career center services also include marketing and outreach to the Colusa Outreach site, area high schools, businesses and the community.

The Center utilizes the following skills assessment to evaluate and facilitate student learning relative to career choices and planning:

- EUREKA Skills Inventory-MicroSkills
- Myers-Briggs
- True Colors
- Holland's Self-Directed Search
- Strong Interest Inventory
- COPS Interest Inventory
- SKills Identification Card Sort

The Center offers career/occupational related workshops,, provides research/resource materials, and campus-wide information and career exploration assessment services to students. The Center has benefitted from a Perkins IV operational Grant which supported the purchase of six computer stations, covered the cost license and use fee of two (2) industry standard career assessments and software. The career counselor is a member of the following committees: Student Learning Outcomes, the Academic Senate, Career Technical Education and the Library Advisory Committee and these associations have provided the opportunity to integrate information into the operations of the Center. The goals of the center are parallel to the college's mission in providing high quality student-centered education and lifelong learning opportunities for the community that we serve.

The purpose of student learning outcomes associated with the Career Center/Services are indeed to improve, measure, assess and then make the necessary changes to improve on what a student actually learns as a result of the using the said career services. The current SLO's for the Career Center and Counseling/General Business career course are stated below.

| Career Center SLOs | Institutional Level SLO |
|---|---|
| 1. Students will be able to analyze and formulate possible career/major matches after utilizing on-line industry career assessments. | Information Competency |
| 2. Student will be able to identify and articulate a selected major/careers after they are made aware of their individual personality, values, interests and skills levels | Critical Thinking |
| 3. Student will become more aware of the available career services offered on campus | |
| Couns/Gen Bus 25 | Institutional Level SLO |
| 1. After adequately completing the structured career exploration process in Couns/Gen Bus 25, students will be able to make better decision regarding their selected major/career. | Critical Thinking |

The Career Center has focused on all three of its student learning outcomes.

**#1- Utilizing on-line industry career assessments. . .**

In Spring 2011, the career center obtained and secured two professional agency/user site licenses (*EUREKA and SkillsOne: MBTI and Strong Interest Inventory Profile-Campbell instruments) to allow students the flexibility to complete career/major exploration assessment using the online/web modality.

*Eureka

*Myers-Briggs Type Indicator Profile-is the most widely used personality assessment in the world. With a proven record of reliability spanning more than 50 years, it offers a foundation for understanding individual differences and applying that understand to the ways people think, communicate, and interact.

*Strong Interest Inventory Profile-measures a student's interest in a broad range of occupations, work and leisure activities, and school subjects. Composed of 317 items, it provides results on 6 general occupational themes (RIASEC), 25 basic interest scales, 211, occupational Scales, and 4 personal style scales.

According to the EUREKA Reporting for the Woodland Community College campus, 178 students have active accounts for career exploration purpose. A student is considered active if they have set-up a personal EUREKA account. Student can then have access to their account from any computer. In addition the report shows that there were 518 login's using the WCC account code. This indicates that after the account has been established, that students are revisiting the site quite often.

EUREKA

| My Path | Dashboard | My Planner | Self-Assessment | Careers | Education | Admi |

Estelita Spears
My Profile
Woodland
Community College

Search EUREKA ▶

10/12/2011    log out ▶

**Manage Users**

**Directions**

- Click the [?] for more information about Manage Users features.
- Use **Contact Us** at the bottom of the page to send us feedback/questions on the new layout and features of Manage Users.

| Site Summary Information [?] | |
| --- | --- |
| Site license user limit | 200 |
| Registered users | 178 |
| Registered administrative users | 3 |
| Active users | 178 |
| Inactive users | 0 |
| Total logins | 518 |

According to the Skills One report, 29 students have completed Strong Interest Inventory on-line assessment. It should be noted that because of the individual cost (approx $13.00 per test) and mandated counselor interpretation for this test, students are first encouraged to take several of the other FREE assessments and then to schedule a one-on-one counseling appointment for additional testing.

**#2- Awareness of individual personality, interest, values and skills. . . ..**

The instrument, the Spring 2011 Counseling/Transfer/Career Survey was done in conjunction with the Office of Research, Planning and Student Success and used to assess the services specifically within the Career Center. This survey indicates that 71.1% of student stated that they had thoroughly research their chosen career path felt that is was consistent with their interest, values and skills.

**Have you thoroughly researched your chosen career path and feel that it is consistent with your interests, values and skills? (VN=135)**
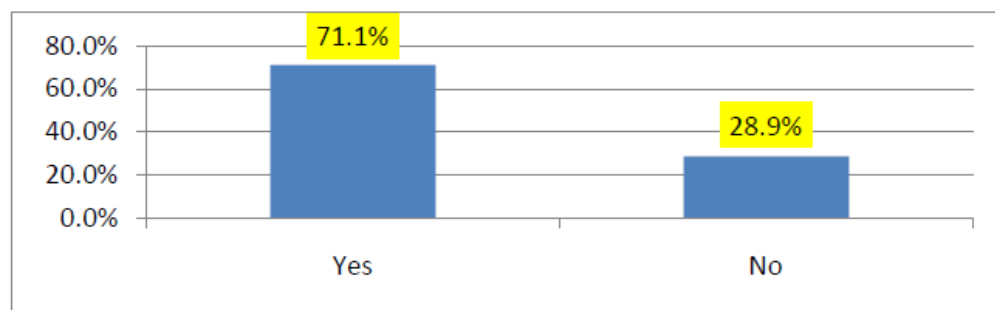


**#3- Awareness of the-available career services offered. . . . .**

Over the past two years, much effort has been expended to increase awareness of the career center's services to students and the community. The following items represent some of those efforts:

1. Distribution of Monthly Career Center Workshop calendars
2. Visibility of Career Services on WCC Website and portal
3. Availability of Career Assessments via the web

4. Addition of Walk-In Hours-No appointment needed for career services
5. Continued collaboration with Faculty/Staff
6. Annual/Information Career Fair
7. Major/Certificate specific workshops

There has also been an increase in the number of monthly career workshop (2010-6 per semester and in 2011-9 per semester) in addition to the new walk-in days/times

( 9- Walk-in times on WCC campus and 4-Walk-in/Workshops for the Colusa Campus) for students to receive career services. Monthly workshop calendars are completed prior to semester start and are distributed to WCC as a whole and also visibility posted throughout the campus classrooms and any area students populate on campus. To increase student awareness of upcoming career related events via the use of technology, the workshop calendars have also been placed on the WCC Career Center's website and portal. As in past years, there continues to be collaboration with faculty to allow for classroom presentations by career center staff. This has been most effective over the past year as there continues to be buy-in from the WCC campus as a whole. Prior to semester start, a call/email is sent out to solicit opportunities for the career counselor to go into classroom and time allowing, administer a career assessment, provide a full career services orientation, or just to give a quick blimp on the services offered in the center. For the most part, faculty has been extremely open, even allowing their students to earn extra credit for attending any career-related workshop and/or allowing for the inclusion of guest speaker relating to careers in their classroom. One excellent example of this would be the Informational Career Fair, held this past Spring 2011 (**2B.45**) Industry experts from Agriculture, Business, and Administration of Justice and Nursing fields provided exposure to the world of work to targeted students for the specific majors and degrees offered at WCC. This resulted in having students that were actually completing degrees/certificate in the specific fields making connection with employers. In addition to the degree/certificate related workshops, the Informational Career Fair also brought onto campus fifteen (15) outside employers to meet and talk with our students about job search and employment opportunities. Total attendance for this event, including the workshops was approximately 300 students. The Career/Counseling/Transfer survey also indicates that there has been an increase in the number of students utilizing the career services and that students are becoming more aware of the many different career exploration tools, assessments and resources that are available (**2B.21**). It must also be noted that students are able to recognize/recall the actual name of the career exploration assessments. Definitely an awareness of what is going on in the Career Center.

Are you aware of the available career services offered at WCC? (VN=131)
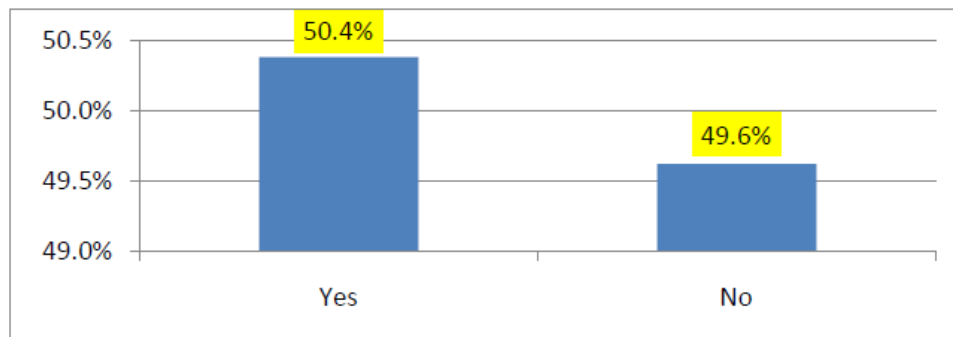


| Select all that you are aware of: | VN=131 |
|---|---|
| Eureka | 16.8% (N=22) |
| Career Related Workshop | 11.5% (N=15) |
| Career Counseling | 32.1% (N=42) |
| COPS Interest Assessment | 9.9% (N=13) |
| Myer's Brigs | 10.7% (N=14) |
| Strong Campbell | 5.3 % (N=7) |
| True Colors | 17.6% (N=23) |

Program Review Information is as follows:

| Program Review Plan in 2009-2010 Cycle | Result and Outcome in 2010-2011 | Evaluation and Documented Contribution to Student Learning or Quality of Student Support Service |
|---|---|---|
| **Incorporate tracking/accounting mechanism for Career Center Use** | Career Center Survey Daily Sign-in sheets tallied | *Useful for planning purposes, and identifying student's career services needs* |
| **Develop Career Center Website** | On-going | *Increase in the # of students utilizing career services* |
| **Secure License for Strong Campbell Interest Inventory and Myers-Briggs Type Indicator, and Eureka for WCC Campus** | Completed and fully operational | *Access to on-line students friendly career assessments* |
| **Increase student awareness of services in the Career Center** | Completed/on-going | *Increase in the # of students in workshops/center visits* |
| **Increase the number of career workshops offered** | Increase of ____ workshop | *More students receiving career information* |
| **Develop monthly workshop for Specific Career Technical Programs** | Annual Career Fair included Four Specific Career Workshops | *Connecting students/curriculum to the world of work* |
| **Attend training for Strong Campbell Interest Assessment and Myers-Briggs Type Indicator** | Completed | *Students receive up-to-date interpretation/ information for career assessments* |

Extended Opportunity Program and Services (EOPS):

The Extended Opportunity Program and Services (EOP&S) provides support services to a target population with a mission that is consonant to that of the college. EOP&S has specific goals that are set up to provide comprehensive services that (1) increase the number of non-traditional low income, at risk students attending college; (2) increase the number of students who successfully participate in career employment through successful completion of certificates and short and career long term programs; (3) increase the number of students who transfer to four year institutions, following completion of two-year educational objectives; and (4) support student retention through delivery of services such as frequent one-on-one contact between student and staff, tutoring services, orientation each semester, book vouchers, cash grants, peer advising, achievement recognition events, personal and career counseling and progress monitoring.

The Cooperative Agencies Resources for Education (CARE) is an EOP&S supplemental program that provides additional funding for student grants and allowances for childcare, transportation, textbooks, and supplies. This grant is designed to strengthen the retention and persistence of EOP&S students who are single parents with children under the age of 14 receiving Temporary Assistance for Needy Families (TANF) cash assistance. CARE students must establish EOP&S eligibility prior to being accepted into the CARE program.

EOP&S consistently surveys its students to identify, assess, and measure our delivery of services and our Student Learning Outcomes (SLOs) for the program (**2B.16**) These surveys are administered at the end of each semester with assistance from the campus Office of Research. Survey results are gathered by the Office of Research and disseminated to the Coordinator of the program to review and address any changes necessary to better serve our students and ensure that they are receiving the services needed to successfully meet their academic goals.

Our most recent surveys, for instance, reflected an overall student satisfaction with our services along with meeting our goal with our SLO.

*Please indicate how useful the EOP&S/CARE programs have been for you:*

|  | Not at all useful | Rarely Useful | Slightly Useful | Neutral | Moderately Useful | Very Useful | Extremely Useful |
|---|---|---|---|---|---|---|---|
| EOPS/CARE | 0.0% | 3.6% | 0.0% | 0.0% | 0.0% | 26.8% | 69.6% |

When do you anticipate completing your educational goal(s)?
• 84.5% of students identified the expected completion date as outlined on their Student Educational Plan (SEP).
• 15.6% indicated that they were unsure.

It was expected that 70% of EOP&S students would successfully identify the date of completion of their academic goal based on their SEP completed with the counselor. Although we met our expectation in our SLO assessment, the EOP&S staff always looking to implement and improve our services through the delivery of quality services while increasing retention and completion of academic goals.

In addition to the surveys, EOP&S staff actively participates in the districts Program Review process for EOP&S and CARE, every four years for a full review and annual reviews in between, and participate in shared governance through various campus wide committees. The staff also participates on ongoing staff development activities that include attending trainings and conferences presented by the California Community College Chancellor's Office and the statewide California Community College Extended Opportunity Program and Services Association (CCCEOPSA). The EOP&S Coordinator is a board member and Regional 2 representative of the CCCEOPSA. As Region 2 representative, he represents a total of 11 colleges (American River College, Consumnes River College, Folsom Lake College, Lake Tahoe Community College, Mendocino College, Napa Valley College, Sacramento City College, Sierra College, Solano College, Woodland Community College, and Yuba College). His role is to represent the interest and or concerns of Region 2 at the Associations board meetings and with the Chancellor's Office.

As categorical programs, EOP&S and CARE submit annual program plans and reports to the California Community College Chancellor's Office (CCCCO). These programs have to adhere to regulations strictly monitored by the CCCO to be in compliance with all program requirements. Data is submitted to the CCCO via the Management Information System (MIS) program. The programs also consist of an Advisory Board that meets annually to review data, provide feedback, and make program recommendations.

Furthermore, EOP&S continues with its excellent interfacing with instructional faculty and other student support services program staff on campus. We work with faculty to monitor student progress in the classroom via progress report feedback. Every semester progress reports are sent out to instructor for all EOP&S students enrolled in their classrooms requesting status with the student's attendance, grade, and any comments. This information is used to closely monitor the student's academic progress and work with the student in areas of needs. Referrals are made to Writing and Math Center and the tutoring center for academic assistance or to other student support services programs for additional resources.

We have a well established working relationship with staff from various student support services programs on campus.

These programs include the Disable Student Program and Services (DSPS), General Counseling department, Career Center, Admission and Records, Cal-WORKs, and financial aid. For instance, we have a direct relationship with Financial Aid to ensure that students are receiving funding for EOP&S and CARE grants. Priority Registration and Orientations are coordinated through Admission and Records while collaboration takes place with DSPS and Cal-WORKs with those students being served by all programs to prevent duplication of services and ensure that the students are being fully served with all the resources available to them.

Student Support Services
There are two SSS programs at Woodland Community College that were granted by the U.S. Department of Education in late 2010. One program serves the entire college service area that includes Yolo and Colusa Counties. The second program serves only Colusa County residents and is focused on assisting English as a Second Language Students (ESL). Both programs are required to serve students who are low-income and/or first generation college students. The goal of SSS is to increase the college retention and graduation rates. Two full-time Counselors provide direct counseling services and other services include; academic tutoring; supplemental instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection; information on financial aid; and guidance as they research, apply, and transition to four-year institutions.

The program also offers "Si Se Puede (Yes you can) Week" which is an intense week that offers several academic and informational workshops. The week is offered to all program participants on the week prior to the start of the academic school year in August. SSS staff understands the importance of student assessment to gauge the value of services being offered. Since the program is new, the evaluation of the program services will be ongoing. Staff has implemented a system where all staff is required to conclude all workshops and activities with an evaluation form. The evaluations and assessment process shows that a great majority of students who participate appreciate and garner valuable information. Students have continued to request additional workshops such as financial aid information, note taking, time management and financial management.

CalWORKS
The CalWORKs Program's mission reflects the overall college mission which is "*to provide high quality services to students and their families by providing educational and career opportunities combined with a range of supportive services that will enable students to gain and develop new skills, attain their educational goals, find meaningful employment, and successful transition into the workforce*."

The CalWORKs Program in Yuba Community College District began in 1997 as a result of the Welfare Reform Act and related legislation (AB1542). The CalWORKs program district office was located in Yuba College and all student

services were coordinated and monitored from Yuba College CalWORKs office until spring 2009. In 2009-2010 academic year, CalWORKs Program at Woodland Community College became an independent entity, and a program full-time Counselor/Coordinator was hired to coordinate services and county efforts for Woodland Community College CalWORKs students.

The program is funded through the Chancellor's Office, Sacramento, California; and it is comprehensive in design. The CalWORKs Program provides assistance to Community College students who are Welfare recipients so that they may continue to pursue higher education, increase employment opportunities and stability, and achieve self-sufficiency. The components of the program include: counseling, job development and placement/referral, childcare referral services, and overall coordination of students services. CalWORKs program works closely with on-campus Student Support Services including EOPS/CARE, DSPS, SSS, and Financial Aid as well as with off-campus programs by providing students with referrals to the Department of Social Services, child care agencies, and others. In addition, participating students receive assistance with books, educational supplies, and also benefit from a computer lab that is shared with EOPS/CARE students. To ensure the program is meeting its requirements and that students are satisfied with its services, the CalWORKs Counselor/Coordinator together with the Office of Research, Planning and Students Success developed a college continuous quality improvement survey in fall 2010, which reflected that participating students are generally satisfied with the services they receive from the CalWORKs Program.

CalWORKS:

| | | |
|---|---|---|
| Very Satisfied | 42 | 12.5% |
| Satisfied | 133 | 39.6% |
| **Average** | **143** | **42.6%** |
| Dissatisfied | 7 | 2.1% |
| Very Dissatisfied | 11 | 3.3% |
| N/A | 352 | |
| Comments | | |
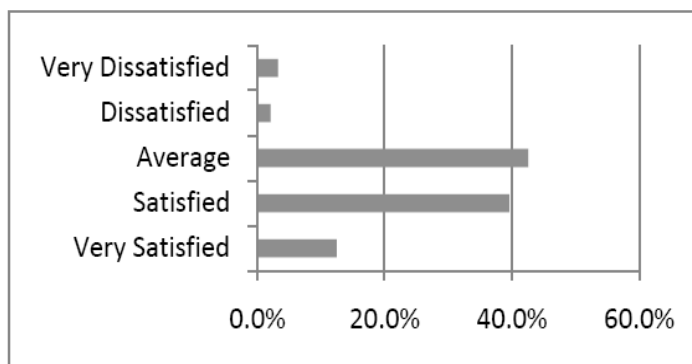
To ensure quality of services, the CalWORKs program has developed a program webpage, program pamphlets, measurable Student Learning Outcomes, and SLOs assessment. The Student Learning Outcomes for the program are:

- **Critical Thinking**
  o The CalWORKs student will develop a Student Educational Plan (SEP) with the CalWORKs Counselor that is consistent with their welfare-to-work activity contract.

- **Information Competency**
  o The CalWORKs students will be familiar with how to access on/off campus resources to help them become successful students.

The first program SLO was assessed during fall 2010. The method of assessment was to schedule the student to meet with the CalWORKs counselor to review the student's Welfare-to-Work Activity contract and to develop a student educational plan that matched their county contract. This is important for the program because if the Student Educational Plan does not match their Welfare-to-Work Contract, their educational supplies and school hours are not counted towards their required participation hours, thus running the risk of losing their monetary assistance. Based on the planned SLO Assessment, out of the 61 students who participated in the CalWORKs Program, 56 students (91.8%) completed the planned SLO. There were 5 students (8.19%) who did not complete their Educational Plan that matched their Welfare-to-Work due to not having completed their career assessment with the County's CalWORKs Program. The completion of the career assessment assists the CalWORKs counselor in determining what career goal the student has been approved to pursue. As a result, Student Educational Plans were started with these students, but they only included general education for Associates Degrees.

Since the program mandates that all participating students have a Student Educational Plan that matches their approved welfare-to-work activity, if the student does not complete the assessment process, which has to be completed prior signing the contract that specifies which major/program the student will be supported (with educational supplies), it is difficult to complete a full educational plan that could be supported since they would be in an unapproved program.

The second SLO was assessed in spring 2011 by developing a student survey and asking students to answer what on and off campus students' services and resources they have utilized and how useful they have been. Students meet regularly with the CalWORKs Counselor/Coordinator to update their educational plan, discuss progress reports and review their welfare-to-

work contract, and based on student needs gives student referrals to different on campus students services and to off campus resources. The results to the spring 2011 survey and the assessment of SLO on information competency demonstrates that participating students are utilizing and accessing the available resources to increase their learning and achievement

**18. Please select all of the on-campus resources you have used and indicate how useful they have been for you.**

| | Very Useful | Useful | Neutral | Slightly Useful | Not Useful At All | N/A (Did Not Use at All) | Response Count |
|---|---|---|---|---|---|---|---|
| Academic Counseling | 73.7% (14) | 10.5% (2) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 15.8% (3) | 19 |
| Career/Transfer Counseling | 63.2% (12) | 15.8% (3) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 21.1% (4) | 19 |
| DSP&S | 16.7% (3) | 11.1% (2) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 72.2% (13) | 18 |
| EOP&S/CARE | 50.0% (9) | 11.1% (2) | 0.0% (0) | 5.6% (1) | 0.0% (0) | 33.3% (6) | 18 |
| Financial Aid | 73.7% (14) | 10.5% (2) | 10.5% (2) | 0.0% (0) | 0.0% (0) | 5.3% (1) | 19 |
| Health Center | 26.3% (5) | 21.1% (4) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 57.9% (11) | 19 |
| Tutoring | 42.1% (8) | 21.1% (4) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 36.8% (7) | 19 |
| WAM | 36.8% (7) | 26.3% (5) | 0.0% (0) | 5.3% (1) | 0.0% (0) | 31.6% (6) | 19 |
| Other Student Services | 44.4% (8) | 22.2% (4) | 5.6% (1) | 0.0% (0) | 0.0% (0) | 27.8% (5) | 18 |

**19. Please select all of the off-campus resources you have used and indicate how useful they have been for you.**

| | Very Useful | Useful | Neutral | Slightly Useful | Not Useful At All | N/A (Did Not Use at All) | Response Count |
|---|---|---|---|---|---|---|---|
| Child Care Referrals | **44.4% (8)** | 11.1% (2) | 5.6% (1) | 0.0% (0) | 0.0% (0) | 38.9% (7) | 18 |
| Employment Assistance | **35.3% (6)** | 23.5% (4) | 23.5% (4) | 0.0% (0) | 0.0% (0) | 17.6% (3) | 17 |
| Food Bank | 38.9% (7) | 11.1% (2) | 5.6% (1) | 0.0% (0) | 0.0% (0) | **44.4% (8)** | 18 |
| Housing/Shelter Information | 27.8% (5) | 16.7% (3) | 5.6% (1) | 0.0% (0) | 0.0% (0) | **50.0% (9)** | 18 |
| Legal Services | 22.2% (4) | 16.7% (3) | 5.6% (1) | 0.0% (0) | 0.0% (0) | **55.6% (10)** | 18 |
| Mental Health/Crisis Counseling | 22.2% (4) | 11.1% (2) | 5.6% (1) | 0.0% (0) | 0.0% (0) | **61.1% (11)** | 18 |
| Scholarship Programs | 33.3% (6) | 16.7% (3) | 5.6% (1) | 0.0% (0) | 5.6% (1) | **38.9% (7)** | 18 |
| Substance Abuse | 17.6% (3) | 0.0% (0) | 11.8% (2) | 0.0% (0) | 0.0% (0) | **70.6% (12)** | 17 |
| Other Off Campus Resources | 27.8% (5) | 0.0% (0) | 16.7% (3) | 0.0% (0) | 0.0% (0) | **55.6% (10)** | 18 |

In addition, the program supports the mission of the college in student learning and achievement by ensuring that all students in this program enroll in degree and certificate curriculum and remedial instruction as appropriate. The students are seeking an education that aligns with the primary mission of the community college. Specifically, students are enrolled in general education courses, vocational education, basic skills and student support services. Some CalWORKs students are also working and planning on completing lower division requirements to pursue a bachelor's degree (**2B.15**).

Financial Aid and Veterans Services
The Financial Aid Office, which also operates the College's Veterans Service, offer assistance with completing applications and providing information about the requirements of the various financial aid programs. Financial aid consists of federal grants, work study, state grants, fee waivers, loans, and outside scholarships.

The Financial Aid Office has designed several programs to support student development and success. In addition to processing grants, scholarships, fee waivers and loans, the Office hold workshops for parents and students at various intervals during the Spring and Fall Terms. The Office has also partnered with State Assemblywoman Yamada to offer "Cash for College" workshops during the beginning of the Spring term. The Office also conducts outreach services to high schools in the local service areas, providing bi-lingual instruction to students and their parents.

To evaluate the effectiveness of its services, the Office participates in program reviews and has defined SLOs that will be annually assessed through surveys and other methods. The SLOs are:

a) Students will learn specific consumer information regarding Financial Aid inclusive of grants, scholarships, student employment, loans, and VA benefits.
b) Students will have an awareness of FAFSA application and verification processes so eligible students are awarded the correct amounts of federal and state aid in a timely manner.

Health Services
Health Services are provided for all registered students at WCC through a contract with CommuniCare Health Centers that became operational in 2008. (**2B.42**). A health center located in the 700 Building provide a wide range of services that are free and confidential for all enrolled students. Students can meet with health practitioners by appointment or on a walk-in basis. The clinic is opened two times a week from 9 a.m. to 1 p.m., and is staffed by a nurse practitioner and a behavioral health specialist. Services offered include physical exams, blood pressure checks, diagnosis and treatment of minor illnesses birth control methods and behavioral health counseling. In addition, CommuniCare provides health information workshops on selected topics for students. (**2B.42**)

To ensure the quality of this student support service and demonstrate that they support

student learning, CommuniCare representatives meet with the College Vice President at the end of each semester to review and analyze performance data, including numbers of visits and types of services. This review ensures that the services are meeting the needs of the students. For example, as a result of one of these review sessions, it was determined that there was an increasing demand for mental health counseling. This necessitated an increase in the schedule of the behavioral health specialist from once a week to two times a week. It was also determined that there was a need for more coordination between the nurse practitioner and the behavioral specialist, and as such, their schedules were set so that they both are at the clinic at the same time (**2B.42).**

College Bookstore

The College Bookstore provides textbooks and instructional materials for students. It also provides logo clothing and other necessities needed for a student to be academically successful. Recently implemented was a program that provides Colusa County students with the opportunity to order either on-line or by telephone.

**Planning Agenda**

Woodland Community College will continue to emphasize data-based analysis of all its student support services, including counseling and advising services to demonstrate that these services enhance the achievement of the mission of the College.

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As a result of the state budget crisis, the Dean of Student Services position has been unfilled since March 2010. To ensure equitable access and facilitate comprehensive and reliable services to students, there is a need to have this position filled

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**II.B.2** – *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following*:

**Descriptive Summary**

The College provides a catalog for its constituencies with precise, accurate and current information. The following information is provided in the 2011 catalog:

a. General Information
**2010-11 Woodland Community College Catalog**
Official Name, Address(es), Telephone Number(s),
and Web Site Address of the Institution ...........................................Page 1
● Educational Mission...................................................................Page 13
● Course, Program, and Degree Offerings.....................................Page 64-115
● Academic Calendar and Program Length ...................................Pages 4-5
● Academic Freedom Statement ....................................................Page 12
● Available Student Financial Aid.................................................Page 28-29
● Available Learning Resources ....................................................Pages 14-17
● Names and Degrees of Administrators and Faculty ....................Pages 118-120

● Names of Governing Board Members .........................................Page 7

b. Requirements
● Admissions.................................................................................Pages 18-21
● Student Fees and Other Financial Obligations............................Pages 26-27
● Degree, Certificates, Graduation and Transfer ...........................Pages 47-60

c. Major Policies Affecting Students
● Academic Regulations, including Academic Honesty..................Pages 34-46
(Code of Conduct and some other policies on page 28)
● Nondiscrimination......................................................................Page 13
● Acceptance of Transfer Credits ..................................................Page 35
● Grievance and Complaint Procedures.........................................Page 32
● Sexual Harassment.....................................................................Page 13
● Refund of Fees ...........................................................................Page 27

d. Location where other policies may be found.
All other policies may be found on the Yuba Community College District website under the Governing Board hyperlink.

## Self Evaluation

The information listed above is updated annually. The catalog is continuously reviewed for accuracy by departments and academic programs. Each academic program is responsible for reviewing its programs and courses for the number of units and requirements as defined by the curriculum committee standards. The Student Services departments are responsible for ensuring that all of the information in the catalog is accurate and current for the students. The Financial Aid Office, for example, frequently sends updated information from the catalog to the Department of Veteran Affairs as a means of ensuring that the College is in compliance with federal standards related to education and financial aid eligibility for veterans enrolled at the College. A catalog addendum is created when changes are significant and included on the webpage for students, staff, faculty and the public.

The College provides all new students who complete either an in-person or online orientation with a college catalog. The catalog is also accessible on our college webpage and portal page for students and the public.

## Planning Agenda

None.

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**II.B.3** *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

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**II-B3a** *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method.*

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## Descriptive Summary

Woodland Community College researches and identifies the learning support needs of its student population through an institutional effectiveness model that is based on program reviews. Each unit of the Student Services Division produces a comprehensive program review every four years (**2B.26**) Comprehensive reviews are updated annually through Annual Updates, which evaluate and assesses the accomplishments of goals and program needs articulated in the reviews. Each unit has either developed surveys or participated in division wide surveys that identify learning support needs. In addition to these surveys, the units have developed student learning outcomes which have gone through at least one iteration of assessment and follow up from these assessments. Student Services counselors and staff serve on

committees that research, identify and respond to learning support needs. These include the Student Success Committee and the Basic Skills Initiative Committee. The Student Success Committee has produced two such plans, *The Student Equity Plan* and *The Matriculation Plan,* while the Basic Skills Committee has produced the *Basic Skills Action Plan*. The plans have identified multi-year goals and activities that provide programs and services that respond to student learning needs.

In addition, College governance committees working under the aegis of the Board's Strategic Directives have identified learning support needs of the student population related to tutoring, reading assistance, math supplemental instruction, and SLOs. The curriculum committee regularly approves courses and new programs emanating from program reviews in the instructional disciplines. An Educational Master Plan that charts the course of the program and service needs of the College has also been developed as a result of research reflected in program reviews and dialogue among a campus committee, charged with the development of the EMP, and their constituents.

Appropriate programs and services that address service offerings are highlighted in II.B.1 above.

**Self Evaluation**

Woodland Community College meets this standard. The College assures equitable access to all students in its service area through research surveys, program reviews and annual updates of the program reviews, the Educational Master Plan and the work of governance committees. The College continues to provide appropriate, comprehensive and reliable services to students as a result of its research, planning and governance structures.

**Planning Agenda**

The College will continue to pursue a system of integrated planning that links planning to budget priorities and assess the impact of such planning for continuous quality improvement.

| II.B.3b | *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.* |

**Descriptive Summary**

The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all students. This is accomplished through a speaking engagements, student clubs, community outreach and partnerships, and activities in a WCC Diversity Plan developed by the College's Diversity Committee (**2B.27**).

*Community Engagement:* With the hiring of the first fulltime ethnic studies professor in

Fall 2008 came a fresh perspective on enhancing and understanding diverse views on campus. There have been numerous forums and platforms that have engaged students and community at WCC. Leading experts and researchers, playwrights, and other individuals from California and other states have been invited to make presentations in WCC's Cross Cultural Series (**2B.28**). With a campus population of mostly non-white students, there has been a focus in these platforms to incorporate inclusionary practices and cultural activities that make the students welcomed. The College, in its remodel of the Administration Building 100, established a Multicultural Enrichment Center which will be used to host activities related to cultural diversity and understanding.

*Student Activities:* Student representatives serve on various campus committees, in particular the WCC College Council. Such services broaden the purview of the student and provide opportunities for the appreciation of civic responsibility. There are also campus clubs, operated under the purview of Associated Students Woodland Community College (ASWCC), that allow students to understand principles and democracy and civic engagement. The ASWCC meets twice a month with a faculty advisor to promote student awareness and activities on campus. Among campus clubs overseen by the ASWCC are:

- Sociology Club
- Accounting and Business Club (ABC)
- CAL (College Agricultural Leaders)

- Collegiate Body of Recreations and Arts (CoBRA)
- Human Services Club
- International Students Association
- MEChA
- Poetry, Music and Stagelights
- Student Coalition for Recognition of Local Literature (SCRoLL)
- Sociology Club

Other activities at WCC that provide students opportunities for civic engagement and aesthetic development include the following:

- Students participate in events associated with Cinco De Mayo each year.
- Students in various classes and disciplines participate in a Reading Program that encourages a cross-disciplinary analysis of specific themes and allows for the appreciation of diverse viewpoints.
- The English Department produces an annual *Student Literary Magazine* that includes different dimensions of literature and poetry (**2B.29).**
- Faculty from multiple disciplines sponsors an annual Research Symposium that present research and findings across disciplines. (**2B.30]**
- Through the Basic Skills Initiative, faculty in English and Sociology as well as ESL and ECE have offered Learning Communities that allow students an opportunity to create synergies in their learning of different subject matters (**2B.31).**
- Under the aegis of faculty members in Speech and Sociology, the College

holds an Open Mic series, where students provide their view points on social issues or highlight specific talents through short performances (**2B.32**)

- Through the Transfer Center, the SSS/Trio Program or the Agriculture Department, students are able to participate in visits to other campuses, which aid in their personal development and college and career planning

- Recently, following the completion of the WCC Diversity Plan, the Diversity Committee made a concerted effort to encourage student participation and input in the final draft of the plan. Students views on the structure of diversity planning and implementation at WCC were also included as part of a presentation that the Committee made to the campus community during Convocation (**2B.43**).

- WCC students have also participated in social services events associated with service learning, where students apply classroom learning to social problems. The Agriculture Department and the Human Services Program each developed programs under which their students fed the homeless during the Christmas holidays (**2B.33**).

- Student participation in governance committees is highly encouraged and supported at WCC.

## Self Evaluation

The College meets this standard. The College, through the efforts of dedicated faculty and staff, designs and implement programs that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

## Planning Agenda

None.

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**II.B.3c** *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.*

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## Descriptive Summary

The College designs, maintains and evaluates its counseling programs to support student development and success. Faculty and personnel responsible for advising functions are prepared to offer effective services by virtue of their meeting the minimum qualification standards established by the California Community College Chancellor's Office and participation in

regular staff development and training opportunities.

<u>**Self-Evaluation**</u>

The College has several counseling and academic advising programs to support student success. These programs are regularly evaluated through the program review process, governance committees and counseling meetings. Currently, the College is served by seven counselors, including two SSS-TRIO counselors as explained above. College counseling and advising are based on the college mission statement. Counseling staff provide an array of services for students in all areas of the matriculation process. The services include drop in counseling that allows students to receive guidance to pressing issues in a limited timeframe. Students can also make appointments for the development of educational plans, transfer concerns and personal issues. Counselors are also the facilitators of new student orientations, targeted counseling for English as a Second Language Students, and transfer and retention strategies for students. Counselors are also active in making outreach to high schools and middle schools. The Counseling Department designed a long-standing "Jump Start to College" program that allows high school seniors to visit and tour WCC. The Department also sponsors visits and campus tours from elementary and middle school students as a means of effecting early outreach to this cadre of students. Each counselor is assigned to one of five academic divisions to assist in the preparation of schedule development and keep the academic faculty current on counseling and advising issues. One counselor also serves as the Coordinator of the Basic Skills Initiative, and brings a deeper understanding and perspective on student learning and success to the operation of this committee. This counselor was also instrumental in the development of WCC's California Connects Program, which provides computers for students wishing to enter the science fields as a career choice. This program is now transitioning into an unendowed MESA Program at the College, and counselors are part of the planning and future implementation of this program. Counselors continuously stress the need for integration among all student support services; and despite budget constraints, they take the lead in ensuring the effectiveness of these services.

The Transfer Center provides overall assistance to facilitate matriculation to four year colleges. The Center processes Transfer Agreement Guarantees (TAG), arranges for counselor visits from our local service area universities, the University of California and CSU, Sacramento; and visits from private universities that wish to present information about their programs to our students. The Center also participates in Transfer Day at local high schools as well as College Nights at these high schools.

The Career Center Counselor, besides teaching a course in career counseling, offer regular workshops on career orientation and planning. This counselor is assigned to the Career and Technical Education Division and is also available to make presentations in classrooms. Once a month, and as needed,

the counselor makes presentations at the Colusa County Outreach Facility (**2B.35**)**.**

The EOPS and CalWORKs programs are state categorical programs that also provide counseling and advising services that include educational plans. CalWORKs also partners with local agencies to provide scholarships for students.

The SSS-TRIO program is a federally funded program with two counselors that provide counseling and advising. Among programs designed by this Unit are summer bridge instructions for high school students through its Upward Bound program, college campus visits, and an orientation to college life through its Si si Puede activities **(2B.40).**

The Disabled Students Program and Services provides targeted services to students with disability. Among services designed by this unit are math and English tutoring, the purchase of a golf cart to transport disabled students across campus, a computer lab with state of the art software and facilities to assist disabled students, testing and assessment services for its students (**2B.43**)

Student support services are also provided through a Writing and Math Center that provides assistance and supplemental instruction in writing and math; a Tutoring Center that provides tutoring services in a variety of disciplines; and an Open Media Lab situated in the Library that provide computer access to all students.

All programs and services are evaluated annually through the program review process. The evaluation is facilitated through the utilization of TracDat, which has provisions for assessing SLOs and reflecting on how these SLOs can be used to enhance student learning. Also, those responsible for counseling and advising services periodically survey students to assess learning needs and use results to improve services. Results have been used to increase the awareness of support services, make budgetary recommendations for staffing and facilities, and provide targeted services requested by students **(2B.40 ).**

## Planning Agenda

In spite of challenging state budget environment, Woodland Community College will continue to seek innovative approaches and leverage resources to enhance counseling and academic advising functions that support student development and success.

| II.B.3d The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity |
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| II.B.3e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.* |
| --- |

**Descriptive Summary**

Woodland Community College uses the guidelines set forth by the California Community College system and Title 5 to adhere to the admissions standards and practices, including regular evaluation of admissions and placement instruments. The Yuba Community College District uses the CCCApply web based application, as well as a paper based application for students to apply to the College.

The assessment of students and the evaluation of assessment instruments resides with the District. However, an Assessment Specialist located at Yuba College assists with the placement levels of English, Mathematics and Reading of all students within the District using the *Accuplacer* testing system. The Assessment Specialist works with the faculty in the respective programs at both campuses to compile "cut" scores and correlates the test scores to the success rates of the students within the courses to accurately place students into the courses that they are currently being placed. The specialist also works with both colleges to regularly evaluate testing and assessment instruments. At Woodland Community College, the Office of Research, Planning and Student Success is also charged with the evaluation of assessment instruments.

Woodland Community College students are able to make appointments four days a week and test by appointment. Our testing facility can hold up to 18 students at a time on any of those days and we test twice a day. The assessment measure, *Accuplacer*, is developed by College Board and also has an ESL (English as a Second Language) component. The California Community College Chancellor's Office has approved this testing measure.

Students must complete an assessment test or meet prerequisites for placement into all levels of English, Mathematics and Reading courses. The assessment process is also available at the high schools in the surrounding area that Woodland Community

College serves. We also have testing available in the Colusa County Outreach Facility.

Once students complete the assessment testing, the test scores are incorporated into the student records on the Datatel student information system. Each student is provided with a copy of their individual test scores.

**Self Evaluation**

As a result of its review of the application process and in response to the observation that students are using more services online, the College has made efforts to offer translations services on its website. This service allow students to view materials on the website

in multiple languages. As a Hispanic Serving Institution (HSI) the College is also developing the CCCApply application component in Spanish. A Spanish paper version is also being developed for those that do not have computer access in the rural and outlying areas. The College is streamlining the processes with the high schools in the local and rural areas of its service area so that students are better served by our staff.

The institution regularly evaluates its admissions and placement instruments to validate their effectiveness while minimizing biases.

**Planning Agenda**

None

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**II.B.3f.** *The institution maintains student records permanently, securely, and confidentially, 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.*

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**Descriptive Summary**

Provisions are made for accuracy, confidentiality and security of all student records at Woodland Community College. There is a provision for secure backup of all files with the purchase of a document imaging system, ImageNow. Efforts are being made to backup files through this electronic measure. Currently there hard copy records that are housed in the 700 building in locked rotating file cabinets for students from 1978 to Fall 2009. Students

from Fall 2009 forward also have their files stored in our document imaging system, ImageNow. Admissions and Enrollment Services have immediate access to the file room.

**Self Evaluation**

WCC maintains student records permanently, securely, and confidentially. The College invested in an electronic filing system, ImageNow for this purpose. Student records prior to 1978 are in paper format and

housed in an archive at Yuba College. The College is continuing to ensure the backup of student records through the ImageNow system. The College follows established policies for release of student records.

While the College has made progress in document imaging since 2009, efforts will be made to electronically file all student documents and develop a backup system for all student records.

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*II.B.4. The institution evaluates student 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.*

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**Descriptive Summary**

The institution evaluates student support services to assure their adequacy in meeting identified student needs through annual student surveys that are completed by the Student Services Division and each unit within the Division. These surveys are also included in the comprehensive program reviews and program review updates, and they serve as a guide for making improvement in student services and student learning. The program review process and its attendant assessment of SLOs allows the College to effect a regular review of its student support services annually.

**Self-Evaluation**

The College meets this standard. A systematic and regular program review process provides the means by which the institution assesses its student support services **(2B.40).** Additionally, monthly meetings of the Student Services Division as well as monthly counselors' meetings with the Vice President provide opportunities for student support services staff to discuss issues related to meeting student learning needs. Also, governance committees discuss and make recommendations for improving student learning. The Student Success Committee and the Basic Skills Initiative Committee have both developed plans that address the learning and support needs of WCC students (**2B.38**; **2B.31**)**.** Results of a campus wide survey are being used to address needs expressed by students for increased tutoring, library and counseling services. Additionally, the all campus governing committees present reports to the College Council each semester to represent their roles in the implementation of the Board Strategic Directives. The essence of the directives is the achievement of the College Mission, which is based on student learning and achievement. These committees receive feedback from the Council relative to strategies for meeting student learning needs.

The evaluation of these support services in program reviews, surveys and planning documents show how student support services contribute to the achievement of student learning outcomes. These results are used as guides to improve services, and are ingrained in the College's Institutional Effectiveness Model for continuous improvement.

**Planning Agend:**

None

**STANDARD IIB EVIDENCE LIST**

2B.1    [Board Policy 5010](#)
2B.2    [College Catalog](#)
2B.3    [College Mission Statement](#)
2B.4    [Matriculation Steps](#)
2B.5    Student Support Services brochure (available upon request)
2B.6    [Welcome Week Letter](#)
2B.7    [ARCC Report link from Molly's Website](#)
2B.8    [BSI Program Plan](#)
2B.9    [BSI Minutes](#)
2B.10   [Student Equity Plan](#)
2B.11   [Matriculation Plan](#)
2B.12    [SLO for Student Services](#)
2B.13    [Student Services Survey](#)
2B.14   [Student Services Webpage](#)
2B.15   [EOPS](#) and [CalWORK](#)s survey links on Molly's portal
2B.16   Student Handbook with information on matriculation(Available upon request-in print only), [code of conduct](#)
2B.17   [Cash for College](#)
2B .18  [Professor Chetra's BSI Math Pilot Project Results](#)
2B.16   [Student Services SLO](#)
2B.20   [Program Review Matrix from Molly's portal;  program review timeline link](#)
2B.21   [Survey Results](#)
2B.22   [Counseling Survey/Transfer Center/General Counseling Results from Molly/Estelita 2011](#)
2B.23   [Mission Statement](#)
2B.24   WCC Transition Plan, 2010
2B.25   Enrollment Report Fall 2009 to Fall 2011
2B.26   [Program Review Schedule for Student Services](#)
2B.27   [WCC Diversity Plan](#)
2B.28   List of Presentations in the Cross Cultural Series
2B.     WCC Literary Magazine
2B.30   [Research Symposium Flyer](#)
2B.31   [BSI/Minutes and Action Plan](#)
2B.32   [Open Mic Flyer](#)
2B.33   [District Website News on Ag Students](#)
2B.34   Trio Program Brochures
2B.35   [Career Center Website](#)
2B.36   EOP&S Surveys on Research and Planning Site

2B.37    EOPS Program Review TracDat
2B.38    Student Success Committee Portal Page
2B.39    BSI Action Plan
2B.40    TracDat Status Page
2B.41    Admissions & Records Webpage
2B. 42   Communicare Webpage
2B.43    DSPS Website
2B. 44   DSPS Survey
2B.45    Career Fair Flyer

## Standard II.C.  LIBRARY AND LEARNING SUPPORT SERVICES

*Library and other learning support services for students are sufficient to 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 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 the effectiveness of the services.*

### Descriptive Summary

Along with the Library, Woodland Community College's supplemental learning resources serve students in their variety of venues, diversity of delivery modes, and their accessibility to students.  These services include Media Services, the Open Media Computer Lab, two computer labs, the Tutoring Center, the Writing and Math Center, and the Reading Assistance Center, which opened in fall 2012.  Moreover, at the Colusa County Outreach Facility (CCOF) a cart with 25 laptop computers is available along with six terminals in the CCOF conference room. Such services have been developed with the goal of providing the nearest possible technological equivalent to students at the Colusa County Outreach Facility. The college also offers support for these services in the form of orientations when needed. (Evidence:  Library, EOPS Orientations)

Working within their respective budgets and internal support and/or assessment, each service works collaboratively to serve students.   For the Library, there is an advisory committee that, starting in fall 2011, discussed seven goals within a purpose statement that was crafted by the Academic Senate.   The work of Library support staff also involved consultative discussions that resulted in a structured Distance Education testing schedule format and increased supervision for the Open Media Lab.   Furthermore, the Media Support Specialist has regular communication with the Dean, the I.T. Specialist, and the Library faculty and staff to support his ability to perform his duties. Math, English and ESL faculty also work regularly in concert with the Dean and support staff on matters related to the operations of the Tutoring Center and the Writing and Math Center.  One indirect result of such consultation has been the establishment of a Reading Assistance Center that was called for within the Program Reviews of both the English and Reading Departments.  This latest addition, as previously mentioned, opened in fall 2012.

### Self Evaluation

In many respects, this is an area that is evolving.  In addition to the newly opened

Reading Assistance Center, discussion is ongoing as the college works toward consolidating the work of Support Services into a Student Achievement Center that will bring synergy to the services students receive. Similarly, the Library reached an agreement with the Colusa County Public Library to provide titles to students there at the Williams Public Library, and a taskforce including representatives from the two parties and the Colusa County Office of Education have been meeting to request funding for a joint use facility.

> *1. 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

Learning support services available to students include Library and Open Media Lab (OML), Media Services, Tutoring, Writing and Math Center. The institution supports the quality of instruction and Learning Resources, including the Library. Budget appropriations have resulted in library resources and equipment. From fall 2008 to spring 2011, the college was appropriated Telecommunications and Technology Infrastructure Program (TTIP) funding for non-personnel related operational support of the library, which went to purchasing materials for the Library as well as media equipment for the new Learning Resources Building which houses all learning support services (2C.1 - see New LRC Budgets). Telecommunications and Technology Infrastructure Program (TTIP) funding was used to purchase subscription databases and maintain the Integrated Library System. When TTIP funding was eliminated at the state level, the college allocated funding to cover what was charged to TTIP. The funding for the new library building increased its permanent collections in both variety of materials types and subjects, although items purchased with that funding are still being added to the collection (2C.2 -see also library item counts):

| Material Type | 2008 Fall | 2011 Fall |
|---------------|-----------|-----------|
| Book Volumes | 9,599 | 13,162 |
| Media Volumes | 1,701 | 2,906 |

Though housed within the same area, the Library and Open Media Lab serve students distinctively and in manners that satisfy the standard. The library has approximately 166 seats and 18,255 assignable square feet for student usage.

The Library and Open Media Lab (OML) contains resources that vary in both variety and currency. It has 4 VCR/DVD stations, two of which allow group viewing, 1 ADA computer station, and 2 laptops for research. Additional AV viewing stations and computers are located in the connecting Open Media Lab (OML), which offers students 40 computer stations total, including 2 ADA computer stations, along with 3 additional VCR/DVD viewing stations. The OML is open 50.5 hours per week.

The library is currently open 53 hours a week with one full-time permanent staff member, one faculty librarian, one part-time faculty librarian, one instructional support specialist, and several student employees.

By maintaining equipment in every classroom to facilitate instruction, Media Services support classes at the Woodland Campus as well as the Colusa County Outreach Facility in a manner that satisfies the standard. Equipment in classrooms includes computers, DVD/VCRs, document cameras, screens, LCD projectors, and LCD

flat panel TVs. Furthermore, Media Services staff also provides technical support to Distributive Education courses, thus supporting a different currency of instructional delivery. Two classrooms contain a broadcast setup, which allows for live broadcasting of televised classes to students on other campuses in the district, students watching from the YCCD cable channel and eventually students at the Colusa County Outreach Facility.

Supplemental instruction is offered through the Tutoring Center and the Writing and Math Center (WAM).

**The Tutoring Center** strives to provide assistance from peer tutors, while the Writing and Math Center serves to provide students with more individualized faculty attention in both math and English. These two resources provide a large quantity, breadth, and currency of help outside of class to students. The Tutoring Center assists students in a variety of curricular areas that cover most of WCC's course offerings. It is staffed by a full-time Tutoring Center Specialist, temporary part-time Federal Work Study (FWS) students, and several temporary part-time tutors, most of whom are students. Student assistance takes various forms.

While hours have been subject to change, the Center has typically been open 35 hours

per week from Monday to Friday. Tutors typically see students in 30-minute individual appointments or 60-minute group appointments 2-3 times per week. Face-to-face appointments are not the only form of assistance. Virtual tutoring has been offered through CCCConfer (cccconfer.org) in select English, math, and biology courses where tutors and tutees meet by way of computer and/or telephone. The Center has three rooms for group sessions and contains ten computer stations, one of which is ADA compliant. There are also 15 tables and over 70 chairs. (2C.4)

The Writing and Math Center (WAM) provides faculty-level supplemental instruction and personal attention at a level that complements the work of the Tutoring Center. It is staffed by a permanent part-time Language Arts Instructional Assistant, a part-time math Instructional Assistant, and three math professors who offer their office hours as well as additional time to provide assistance to students in math and statistics. Students needing assistance drafting essays and other writing assignments for any WCC classes can take advantage of the 25 hours of support offered by the WAM Center. Beginning in fall 2012, WAM will also be staffed by a Coordinator, a faculty member with 20% reassigned time to assist with the operation of WAM.

WAM offers students study and tutoring space. In this spacious facility, there are large tables for up to twenty students. In addition, there are six chairs for individual study, 13 computer stations, a printer, comfortable reading chairs, reference materials, 5 group study rooms, and 3 faculty/staff offices. (2C.5)

Finally, students can enroll in English 1LR to earn .5 or 1 unit of credit, thereby gaining greater incentive to seek out and persist with tutoring support. (2C.5.)

**Self Evaluation**

Because of the needs of Woodland's student population, demand for learning support resources and services remains high. Library circulation statistics have grown and the Library and Open Media Lab (OML) gate counted 103,964 visitors from July 1, 2010 to June 30, 2011 (2C.7 - see library statistics). Usage of the library facility and its equipment is similar. The fall 2010 CQI Survey regarding Library and Open Media Lab shows that students are generally satisfied with services provided by Library and Open Media Lab.(2C.8).

The number of requests for tutoring services through the Tutoring Center has continued to increase each year:

| Academic Year | Total Tutoring Requests | Total Requests Filled | Total Tutoring Hours |
|---|---|---|---|
| **2008-2009** | 515 | 437 | 2440 |
| **2010-2011** | 625 | 535 | 1686.75 (fall 2010) |

Despite budget cuts affecting the Writing and Math Center (WAM), student survey data indicate a high level of satisfaction with its services. Specifically, the majority of students polled in the CQI Fall 2010 survey (2C.8) reported they were satisfied with the services received from both the Tutoring Center and WAM. WAM continues to support instructional programs and student success by offering an enhanced learning environment and assisting students at all levels with mathematics and writing across the curriculum assignments. At present, a permanent part-time Language Arts

Instructional Assistant continues to provide 19 hours of instructional assistance per week to students. Through Basic Skills funding, supplemental assistance is provided by math and reading instructional assistants.

Along with the Library, Woodland Community College learning support services provide instruction through a variety of venues, diversity of delivery modes, and their accessibility to students. This is accomplished with a degree of success despite limited resources and the reality of the current fiscal climate.

**Planning Agenda**

None.

*II.C.1.a. 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**

Despite limited resources, the Library and other learning support services show

evidence of considering student success in the selection and maintenance of educational equipment and materials.

The library selects and maintains materials and equipment through a continuous improvement cycle. Faculty and students suggest materials for the library to purchase and librarians purchase materials identified through reference interactions with students and collaboration with faculty members (2C.10). The collection development process allows the library to directly respond to each department's needs and follows the appropriate Administrative Procedure approved by the district (2C.11). This direct interaction between the library and faculty includes both individual faculty and group collaborations, such as the SLO Committee and ECE department, which effectively develop the library's collections (2C.12).

Curriculum and the Library are also moving toward greater alignment. The library faculty serves as a resource on the Curriculum Committee. Within Curriculum Committee review processes, the new program, CurricUNet will for process curriculum requests; the library is featured within it. What's more, a college-wide Library Advisory Committee has also been established by the Academic Senate to provide insight and input on the library and its offerings (evidence).

The Open Media Lab (OML) that is monitored by library staff offers use of over 30 PCs for students. The equipment is maintained through the Information Technologies (IT) Department. The IT department is responsible for updating programs and installing new equipment that responds to planning documents and changes in the curriculum. With the increase in new building and remodeling taking place

in the last 4 years, WCC has collaboratively equipped new classrooms. Faculty and staff input was sought to put together the most effective classroom equipment list. Equipped with smart classroom capability, most WCC classrooms allow instructors to tailor their delivery methods. Equipment available includes projectors and television screens, document cameras, DVD and VCR recorders. Additionally, faculty can identify equipment necessary for their programs through program reviews.

The institution relies on the expertise of the tutoring specialist to recommend materials and equipment for the Tutoring Center. It has included a small library of textbooks and other printed resources, some of which are recent editions. More specifically, this has led to the acquisition of software programs such as Kurzweil 3000.

The coordinator of the Writing and Math Center, in consultation with the dean, discipline faculty, and WAM staff, has been instrumental in the procurement of materials and supplies for the Writing and Math Center. This has led to a facility with 13 computers, which includes programs such as Minitab for math and statistics. In addition, a collection of composition instruction books and reference books are available, many of which were procured on the advice of English faculty.

### Self Evaluation

The Library's collection development approach of using reference, circulation, and inter-library loan information compliments the method of also obtaining suggestions directly from faculty and makes for an

effective collection that supports the curriculum and college mission. Faculty requests for materials that are necessary and supplemental for instruction get priority over other requests, which further strengthens the bond between the collections and curriculum.

Faculty members are encouraged to suggest materials through the library's various communication methods, the most common of which is email (2C.12). The library has recently added a faculty resources section on the library's website that includes information on requesting materials in hopes to strengthen collaboration. The library has attempted to further strengthen the bond between curriculum development and collection development by advocating for library collection development to be part of the curriculum process (2C.14 – evidence )
A college-wide Library Advisory Committee has recently been established by the Academic Senate to provide insight and input on the library and its offerings. The committee met twice during the fall 2011. To facilitate communication between the campus community and library services, the

Library Advisory Committee will continue to meet regularly and facilitate discussion of how the library serves the Woodland and CCOF campuses.

The Open Media Lab, Tutoring Center, and Writing and Math Center depend on the appropriate department staff and the IT department for procuring equipment, updating programs, and installing new equipment that responds to planning documents and changes in the curriculum.

Classroom equipment is maintained and upgraded via media services. There is one full-time staff member who services all classroom and presentation equipment for the college.

The institution relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment that supports learning and enhances the mission of the institution.

**Planning Agenda**
None.

*b. 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**

Library and learning support services provide ongoing instruction for users in a variety of settings, including individual and group learning opportunities. Students may be exposed to the Library and learning support services through orientations, such as Extended Opportunity Programs and

Services (EOPS) orientations (see EOPS agendas), where department staff highlight resources and services available to students (2C.15 evidence). Library and learning support services staff do the same at the adjunct faculty orientation each year (2C.16). These orientations allow faculty and students to be aware of other learning opportunities, such as open workshops, class

workshops, and individual learning opportunities. Library and learning support services use the various information technology tools to widen the audience of instructional opportunities, by posting information on the college's website and the campus portal. Many faculty also announce upcoming workshops during class time and highlight the benefit to students of these additional learning opportunities.

The library offers workshops to help students develop information skills, including library and academic computing (2C.17). WAM Center staff offer workshops in both writing and research techniques and has workedwith the library to offer a series of workshops on the research paper, guiding students from the beginning of a research project to the written report (2C.18). Instructional faculty can request instructional sessions taught by a librarians. All sessions are customized to highlight relevant resources and skills for that course and instructors can request even greater customization of any instructional sessions to meet needs, such as a session solely on evaluating information (2C.19).

Library and learning support services instruct users individually by providing one-to-one assistance with information skills and academic computing, from research to writing and math. The Library provides individual assistance to faculty regarding the use of the Library's catalog and subscription databases (2C.20). Media Services and Information Technology provide instruction and/or assistance to faculty in use of the tools available for teaching information skills, such as computers, projectors, and other classroom equipment. Additionally, Information Technology staff contribute to information competency instruction by upgrading software and hardware to align these resources with current curriculum.

The Library and Tutoring Center both offer for-credit courses that address information competency skills (2C.22 -see COR or course syllabi). Library Science 1 is a one-unit course designed specifically to teach students beginning information competency skills. Learning 20 is a 2-unit course designed to train tutors in methods of tutoring and includes instruction regarding resources available to help students build skills, including, but not limited to information competency.

## Self Evaluation

Library and learning support services recognize their key role in instruction regarding their services and resources. Although the Library is naturally drawn to information competency instruction, all services recognize the need for greater opportunities, collaboration, and embedding of information on using their services and information competency instruction throughout all campus instruction and services.

Greater staff is necessary for effective instruction that also systematically makes improvements based on qualitative and quantitative information, and this has been the greatest challenge to overcome with the Library and learning support services. Several positions were eliminated in January 2010 due to budget cuts. Prior to these cuts, planning documents show increases in staff

were necessary to increase both the amount of services and the effectiveness of Library and learning support services instruction (2C.22 -see program reviews). Library and learning support services must continue to plan for these needs through institutional planning processes ([2C.23](#)).

As the institution plans staffing resource needs, Library and learning support services will need to continue strategies to deal with lower staff numbers, which may include planning and incorporating current technology resources, such as the portal or Blackboard, to expand their reach to a greater audience of both face-to-face and distributive education students. Collaborations and opportunities to imbed information competency and local resource instruction in all aspects of the campus should be considered for the Library and learning support services. Using current technology resources and collaboration will make all Library and learning support services more visible and allow for more constant contact between teaching faculty, counselors, and the various employees who oversee and instruct students in information and local resource competency.

The institution meets this standard but recognizes the need for more effective information competency instruction and institutional collaboration regarding these services.

**Planning Agenda**

Woodland Community College Media Services will use Program Review and other elements of the planning process to determine future equipment needs in the College.

c. *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**

From its social network and Internet pages to online resources, the Woodland Community College Library has resources that are not limited geographically. Woodland students have two methods of accessing electronic subscription resources and the online library catalog: the Library's website or the Library's Mycampus Portal page (2C.22 - see website and portal snapshots). The Library catalog includes resources at Yuba College and the Clear Lake Campus that students can request. Subscription databases include a variety of subjects in different formats (periodicals, e-books, and statistical information) ([2C.23](#)).

The WCC Library offers inter-library loan services to obtain materials not part of the collection free of charge to students. Additionally, the library assists students with locating materials at other local libraries.

Students can communicate with the library from any location through the Library's Facebook page or by emailing the Library for questions and/or research assistance.

The Library is open five days a week, including evening hours, for a total of 45 hours a week of physical access to the library and Open Media Lab. Typically, the library is open Mondays-Thursdays 9am-7pm and Fridays from 9am-2pm. The Open Media Lab closes a half hour before the Library (2C.24).

Students and faculty, including Distributive Education (DE), have access to media equipment and computers at Woodland and at CCOF. Colusa County and DE students and staff are welcomed and encouraged through the website to come to Woodland to use the online resources, such as the Library's databases or online tutoring opportunities (2C.24).

Although the Tutoring Center is currently open thirty-five hours a week (Mondays-Thursdays 9am to 5pm and Fridays from 9am – 12pm), some additional tutoring is scheduled outside of normal operating hours. The Center's Tutoring Center Specialist provides training and develops the use of CCCConfer teleconferencing to increase tutoring opportunities for students regardless of their class location or delivery mode (2C.26).

The Writing and Math Center is open twenty-two hours a week (Mondays-Thursdays 10:30am – 4:00pm) to any WCC student, including Colusa and DE students seeking help in writing or math. Additionally, the Writing and Math Center

provides computers for students to complete coursework on (2C.18).

Library and learning support services advertise access through flyers, web resources, and visits to classes to increase awareness of the resources and services they offer.

## Self Evaluation

Despite limited resources, the Library has managed to provide resources that are available to students both onsite and online. Furthermore, the library staff has worked to address other areas in need of staffing, including coverage of the Open Media Lab (OML) as well as coordination and proctoring of onsite testing for Distributive Education. The Library's 2010-2011 Program Review Update calls for the library to "increase learning opportunities for students inside and outside the classroom." There are two areas where such opportunities need to be increased. The opening of the Colusa County Outreach Faculty (CCOF) happened without ensuring library services. The college needs to assess library service needs and address them if they are not being met. In addition, there needs to be, as with other libraries in the community college system, a constant collaboration with faculty and staff to understand needs and demands of the campus as well as the community.

Access to media services is provided to all students and staff, and Media Services staff continues to seek innovative ways to provide immediate assistance by having the Library's circulation desk staff connect the

person with the appropriate department. Additionally, the Telecommunications Multimedia Specialist accepts calls and responds in a timely manner. Equipment is available to all classrooms, the Open Media Lab with additional equipment available for checkout on an as needed basis.

All Library and learning support services share a common goal to increase awareness of their services by looking at ways to more effectively communicate to students (in person and online) and work with faculty to develop instructional materials and strategies. Additionally, all Library and learning support services would like to increase access, but additional personnel is needed to do so.

WAM Center staff feel they have successfully connected with other faculty to spread information about the Center and to keep an open invitation to all students needing help with writing, math, and statistics. Efforts are made to keep WAM open for as many hours as possible; however, evening and weekend students are not served at the present time due to the Center's restricted budget.

The institution meets this standard but recognizes the need to increase access opportunities for on-campus, Colusa, and Distributive Education students.

**Planning Agenda**

The Woodland Community College Library and Tutoring Center will further extend services to the Colusa County Outreach Facility to ensure that the needs of the students at that location are met.

**Descriptive Summary**

Library security includes an anti-theft system, staff diligence, and locks. Library maintains its collections by repairing and/or replacing materials in additional to placing holds on student records when they have overdue materials or fines. Most library equipment is maintained by the appropriate department staff (Instructional Technology, Media, Campus Operations, or Building Staff). Additionally, library and classroom security procedures are outlined in the District Police Department's Policy Manual, which, as of October, 2011, was undergoing a revision (2C.27 -see policy manual).

Supervision of the Open Media Lab (OML) is covered by Library staff, as the facility is within sight proximity of both the front counter and the reference desk. The Information Technology staff maintains the computers.

Twice a year Media Services completes equipment inventory for each classroom. Preventative care and maintenance is done on all equipment. Additionally, Media services fixes equipment on an as needed

basis. All the equipment is inventoried using the integrated library system.

The Tutoring Center is only unlocked during operating hours. A phone with the emergency numbers listed and on speed dial is at the front desk and each of the three offices.

Writing and Math Center is kept locked when no staff member is available and during closed times. The computers in the Writing and Math Center are maintained by the Instruction Technology staff.

**Self Evaluation**

The library and other resource areas will be included in the next iteration of the campus safety plan. The campus safety plan is subject to review by the safety committee chaired by the Director of Maintenance and Operations. Within that review, the library and other resource areas are included.

**Planning Agenda**

**None**

*e. 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

## Descriptive Summary

Woodland Community College maintains its own Library and learning support services and does not rely on or collaborate with other institutions for such services. The library has contracts with many database vendors, the Integrated Library System, and other resources that contribute to library services. Databases' usage is tracked and analyzed each year (2C.28). The librarian manages access to these databases by working with the vendors and the district webmaster to ensure accessibility. Other resources the library typically uses, such as CatExpress, for bibliographic records, and OCLC FirstSearch, for resource sharing, are utilized on an ongoing basis. Faculty are given opportunities to evaluate the effectiveness of electronic database and periodical access (2C.29 -see surveys). The Open Media Lab and Media Services do not currently participate in program reviews, but evaluations and requests are made through each area's respective reviews and updates.

In the area of distance education, both Media Services and the Open Media Lab have inter-district collaboration with Yuba College. In terms of leadership, Distributive Education falls under the charge of a Yuba College Dean, but leadership at Woodland is undertaken by the Distance Education Subcommittee of the Curriculum Committee (2C.30). It is co-chaired by the Curriculum Committee Chair and the Dean of Instruction and Learning Resources.

Tutoring Center and Writing and Math Center do not collaborate with other institutions for services. The Tutoring Center Specialist and English faculty members do participate in professional organizations and maintain relationships with other local college tutoring centers and writing centers (2C.5). The English faculty work closely with the Writing Center Coordinator.

## Self Evaluation

The institution applies appropriate evaluation mechanisms, from program reviews to committee relationships, to evaluating services it uses to supplement services maintained by campus staff. The Librarian takes responsibility to ensure access to subscription based resources. Additionally, Library and learning support staff network with various departments and off-campus organization and contacts to effectively meet the needs of the institution. The library has also used surveys to allow faculty to identify efficacy of subscription databases (see Spring 2010 Survey), and this information is paired with usage statistics to determine which resources to continue or discontinue to improve services for students. Additionally, faculty had the opportunity to identify the subscription resources they felt were most effective to teach their coursework in the same survey.

## Planning Agenda

None.

*2. 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**

Library and learning support services use internal assessment to measure effectiveness of programs and ability to meet student needs. The library, the Tutoring Center, and WAM all have student learning outcomes and complete program reviews (2C.25). The Open Media Lab and Media Services do not currently participate in program reviews, but services are evaluated informally through emails and personal communication regarding equipment needs and repairs. The Telecommunications Multimedia Specialist has participated in requesting Instructional Equipment. Additionally, the appropriate dean evaluates his work, and faculty have the opportunity to work with the dean regarding equipment needs. Improvements are made based on feedback from faculty and the dean (2C.30 -see emails). All Library and learning support services are included in campus based surveys, such as the Continuous Quality Improvement Survey completed fall 2010 (2C.8).

The Library collects quantitative and qualitative data including usage statistics and surveys (2C.32 -see examples). Focus groups are also a source of information when the library undergoes a full program review (2C.33 -see notes from group).

Library staff members take needs of students using the OML under consideration when considering its own effectiveness on a daily basis (2C.33 -see email re:Office 2010).

The Tutoring Center provides surveys to tutees regarding their experience with each tutee and with the Center's services. In addition, surveys are provided to tutors regarding their experience (2C.25).

Only a small percentage of the tutees complete a survey. However, the majority indicate satisfaction with their tutoring experience (2C.25). The Writing and Math Center measures student success by the center's attendance numbers, individual progress as reported by students and instructors, and scores on the English department final exam (2C.35 - see statistics, etc.). Finally, a survey designed to measure student satisfaction is conducted at the end of semesters. (2C.36 – EVIDENCE)

An initial program review of the math section of the Writing and Math Center was developed for 2010-2011 by a committee consisting of the two math professors, one math associate professor, one English professor, one Counselor, the Tutoring

Center Specialist, and the Dean of Instruction (2C.37 - see program review).

Library, Tutoring Center, and WAM have identified student learning outcomes and regular assessment of these SLOs will be completed beginning fall 2011.SLOs are reported separately and through the program review process (2C.24). The Library has used its feedback mechanisms and made improvements such as adding workshops, increasing staffing (also staffing has since been decreased due to budget cuts), and migrating to a more user friendly Integrated Library System.

### Self Evaluation

The institution meets this standard and has processes in place to integrate evaluation through program review and student learning outcomes (SLOs). In addition to surveys created specifically by a department, the college has campus created surveys which include evaluation of Library and learning support services. All Library and learning support services show a high level of student satisfaction.

Although library staff members have taken responsibility for the Open Media Lab, loss of the Instructional Assistants (IA) positions has left the OML without an assigned position to continually work with and understand student needs and lead improvement efforts.

The Tutoring Center has completed program reviews and participates in campus wide discussion regarding tutoring services with the goal to meet student demands for extended hours which has been indicated on evaluation surveys from tutors and students obtaining tutoring. Attempts by the Tutoring Center Specialist are made before the start of each semester to recruit and hire a sufficient number of tutors. Tutors are also hired throughout the semester.

The Math and Writing Center are relatively new services on campus and only recently completed their first program reviews. The center will continue to participate in yearly program review updates leading up to the next full review. In addition to obtaining evaluation data through the program review and SLO processes, WAM staff makes changes based on constant feedback from its users and, when appropriate, ensures issues are addressed in program reviews. (2C.24).

### Planning Agenda

None.

**Evidence list:**

2C.1 New LRC Budgets for Library Materials

2C.2 Library Collection Growth Statistics and/or physical item counts

2C.3 Website and/or CCL Library Surveys regarding physical space

2C.4 [Tutoring websites, flyers, etc.](#)

2C.5 [WAM websites, flyers, etc.](#)

2C.7 Library gate count statistics

2C.8 [CQI Survey for Library and OML](#)

2C.9 WAM statistics regarding instructional hours with students

2C.10 library's collection development website

2C.11 [AP4040](#)

2C.12 emails pertaining to library collection development (SLO Committee, ECE, Psychology, etc.)

2C.14 evidence showing attempts with integrating the library with curriculum level planning

2C.15 EOPS Orientation Agenda

2C.16 [Adjunct Orientation Agenda](#)

2C.17 [Library Workshop Calendars](#)

2C.18 [WAM Workshops Flyers or Calendars](#)

2C.19 [Library Instructional Session Request website](#)

2C.20 [Library Instruction to faculty (workshop calendar, ets)](#)

2C.21 Media instructing faculty on equipment

2C.22 LIBSCI-1 COR

2C.23 [Library SLO Data from TracDat](#)

2C.24 [Programs reviews for all library/learning support services](#)

2C.25 [Student Services Survey](#)

2C.26 [Library Database page & Polaris link snapshots from website](#)

2C.27 Library Database availability and/or statistics

2C.28 [OML website](#)

2C.29 Library Outreach to CCOF

2C.30 [Tutoring services handouts/flyers, website](#)

2C.32 District Police Policy Manual

2C.33 Media Inventory records

2C.34 Database usage statistics

2C.35 periodical/database effectiveness survey

2C.36 Distance Education Subcommittee of the Curriculum Committee

2C.37 Evidence showing English faculty collaboration with other institutions and organizations

2C.38 periodical/database effectiveness survey

# Standard III

## STANDARD III - 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 such diversity. Human resource planning is integrated with institutional planning.*

**III.A.1** *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.A.1a** *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly 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. Institutional faculty play a significant role in selection of new faculty. Degree 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 College implements employment and personnel management policies established through District functions. All criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated (3A.1 ). Job descriptions are related to the institutional mission and goals and reflect the duties, responsibilities, and authority of the position. All policies and regulations that govern employment at the institution emanate from YCCD Board policies

(3A.2). Administrative procedures related to Board policies provide detailed procedures for selection of faculty, staff, and administration, including processes for

application screening, interviewing, and hiring. Criteria for the selection of faculty include knowledge of the subject matter or service to be performed, effective teaching, scholarly activities and potential to contribute to the mission of the institution. Additionally, all faculty must meet standards for minimum qualifications established by the California Community College Chancellor's Office (3A.3). Faculty hiring is part of the institution's integrated planning process that begins with program reviews that are reflected in the Educational Master Plan.

Degrees held by faculty and administrators are from institutions accredited by recognized United States accrediting agencies and are listed in the College Catalog (3A.7). Candidates holding degrees from non-U.S. institutions are required to go through an equivalence process.

In the classified hiring process, the minimum qualifications and the job description for each position are a part of the bargaining process. Upon receipt of applications, an analyst screens the applications to ensure that each candidate meets the minimum qualifications represented on the job description. Hiring committees review the remaining applications and determine who to interview.

**Self Evaluation**

The College meets this standard. WCC has utilized program reviews and other documents of institutional effectiveness to ensure that faculty hiring is consistent with

College mission and planning processes. The College developed a five-year staffing plan in 2006 (**3A.8**) in anticipation of its accreditation as a separate college in the Yuba Community College District. The plan included eleven new faculty positions. With few modifications, the majority of the faculty positions anticipated in 2006 were filled by 2008. In spring of 2012, eight members of the faculty from this staffing plan were granted tenure, making this the largest group of faculty to receive tenure in the College's short history.

The hiring process ensures that the College employs qualified, trained, and experienced candidates who uphold the integrity and quality of its instructional and student support services. All positions are carefully considered in terms of the College's planning agenda and staffing priorities. When faculty positions are vacated, for example, the College determines whether that position should be automatic refilled or placed in the faculty staffing pool for prioritization among other competing requests from academic program reviews and planning documents. A sub-committee consisting of the Vice President, Faculty Staffing Chair, and Academic Senate President review the position following the College's automatic refill criteria **(3A.9).**

In keeping with its culture of evaluating existing processes and procedures, the college administration, in consultation with the Academic Senate, revamped the procedures for developing a campus-wide staffing plan. The College, as a result, has developed an expanded staffing committee-

the Faculty, Administration and Classified Staffing Committee- to develop and implement a long range staffing plan that incorporates all positions that reflect personnel needs at WCC as expressed in program reviews, the Educational Master Plan and the 2006 Staffing Plan (**3A.10**).

> **III.A.1b** *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**

The College regularly and systematically evaluates all personnel to ensure the effectiveness of its human resources. Written criteria for the evaluation process are established through Board Policy 7150 (3A.11), collective bargaining agreements (3A.12), and the management performance planning process (3A.12) in the District's *Management Handbook*. Academic administrators oversee the process for conducting evaluations of all full-time and adjunct faculty.

Academic administrators are responsible for managing the evaluation process for full-time and adjunct faculty. While the appropriate dean or vice president conducts evaluations of full-time faculty, the evaluations of adjunct faculty are also assigned to full-time faculty members following criteria established in the bargaining agreements. Tenure track full-time faculty members are evaluated during each of the first four years of their contract. The tenure evaluation process is conducted by a committee that includes a faculty appointed by the Academic Senate, a faculty appointed by the division or discipline, a peer evaluator, and the appropriate dean of the Division. Should the performance of the employee prove to be unsatisfactory during any of the four years of review, the committee may recommend that the employee's contract not be renewed. The evaluation procedure includes classroom observation followed by a student survey. A written report covering the classroom observation highlights six areas: (1) acceptance of responsibility; (2) effectiveness of communication; (3) effectiveness of instruction; (4) expertise in subject matter or skill in non-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. Online

course evaluations also include the six areas of observation. The faculty grants access to the evaluator who reviews the structure and content of the online class as they relate to the six areas. Tenured faculty is evaluated every three years.

Adjunct faculty is evaluated under the dictates of a District agreement with the adjunct faculty union, the American Federation of Teachers (AFT). The adjunct faculty is evaluated once each semester in each of the first three semesters of service and in every sixth semester thereafter. The adjunct faculty evaluation includes a classroom visitation with a report highlighting the same six areas as the full-time faculty evaluation.

The process for evaluating managers is based on the *Performance Planning and Evaluation for Managers*, which is documented in the *Management Handbook* (3A.12).
Evaluations are generally conducted annually by the employee's immediate supervisor. According to the Handbook, "evaluations may be conducted more or less frequently, dependent upon performance. The completed evaluation form is to be shared and discussed thoroughly with the management employee and then becomes part of the employee's personnel file. The primary purpose of the evaluation process is to develop management employees and to assist them in carrying out job responsibilities."

New classified employees are evaluated at the end of their fifth and eleventh months of employment. Thereafter, they are evaluated every two years. The evaluation criteria are based on the quality of work, productivity, dependability, initiative, job-related characteristics, and leadership skills.

**Self Evaluation**
The college meets this standard. The District Human Resources Department ensures the timely implementation of faculty evaluations through annual correspondence with the College administrators that detail a listing of employees due for evaluation **(3A.13).** Evaluations have generally been timely, although few classified evaluations have lagged behind. The institution ensures the effectiveness of its human resources by evaluating personnel systematically and at stated intervals. The institution has established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to employee expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement Actions taken following evaluations are documented, timely and are determined to be consistent with the goal of student learning and the institutional mission. One hundred percent of the full-time, and adjunct faculty and managers have received a formal evaluation within the last three years.

**Planning Agenda**

The institution will adopt processes to ensure all classified evaluations are timely and work towards a 100% evaluation compliance of all classified staff within a two year period.

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**III.A.1c** *Faculty and others directly responsible for student progress towards achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

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**Descriptive Summary**

Woodland Community College is committed to student learning and achievement, and this is at the crux of the College's mission and vision statements. Outcomes assessment of student learning is an integral part of the curriculum and instructional process, and all faculty adhere to the requirement for teaching and learning effectiveness through Student Learning Outcomes and a curriculum process that supports institutional effectiveness. This is explained in Standard IIA in previous pages. The evaluation of faculty and others directly responsible for student progress are contractual and based on criteria that lend themselves to stated objectives for achieving student learning through instructional effectiveness. The faculty is evaluated on six clearly defined set of criteria and student evaluation of the teaching and learning process. Instructional and non-teaching faculty have primary responsibility for ensuring that they meet the criteria documented in their evaluation process, and they do so through activities in and outside of the classroom. They are responsible for writing academic program reviews every four years with annual updates. Comprehensive program reviews and annual updates must document an assessment of student learning, which aligns with teaching effectiveness and student learning. Since 2008, the Student Learning Outcomes Committee has worked to develop processes and procedures to allow faculty to include SLOs at the course, program, and institutional levels in their instructional **processes.**

**Self Evaluation**

Faculty evaluation criteria are aimed at ensuring that the faculty has the competence to demonstrate instructional competence that lends itself to teaching and learning effectiveness. Processes that support teaching effectiveness include classroom assessment, program review, curriculum review conducted every five years (two years for career and technical education programs), faculty staff development, and a robust discussion of student learning outcomes at the annual College Convocation, in department meetings, Academic Senate meetings, and meetings of the SLO Committee. The Curriculum Committee requires that all course outline of record include an identification of SLO and their method of assignment. The electronic process developed to monitor program

reviews and SLO assessment, TracDat, provide opportunities for faculty to establish an assessment plan for student learning and use the results of these assessment for improving student learning; these processes are consistent with the effectiveness ofteaching that are inherent in faculty evaluation.

**Planning Agenda**
None

| III.A.1d *The institution upholds a written code of professional ethics for all of its personnel.* |
| :-- |

**Descriptive Summary**

The College upholds written codes of professional ethics for all of its personnel, and these are reflected in several documents that guide human resource operations. Administrative Policy 3050 (3A.14) highlights the ethical expectations of all District employees. Board Policies 2715 (3A.16) and 2710 (3A.17) establish the ethical standards for Board of Trustees, while *The Management Handbook* (3A.12) also defines standards of ethical conduct for all managers. The *Code of Ethics* expectations in the handbook explains the following District values that support ethical behavior of managers:

1. Respect principles of shared decision-making and accept mutual responsibility for the governance of the District.
2. Maintain the highest standards of honesty in professional matters.
3. Respect, support and defend the institutional values of the District.
4. Seek and share knowledge in our discipline.
5. Develop and improve our professional competency and conduct our work with integrity.

6. Treat colleagues and students fairly, with respect, civility and decency, without exploitation and without discrimination.
7. Allocate resources fairly and equitably, consistent with institutional goals and objectives.
8. Maintain confidentiality, objectivity, fairness and impartiality in all evaluative activities including students and colleagues.
9. Avoid conflicts of interest and conflicts of commitment.
10. Exercise good stewardship and responsibility of the District's resources and property.
11. Comply with District policies and state and federal laws and regulations related to our duties and responsibilities.

The *Academic Employee Handbook* (3A.15), which guides expectations of faculty in their responsibilities, also alludes to standards of ethics. Add

**Self Evaluation**

Woodland Community College meets this standard through regulations established at the District level. The College adheres to a written code of professional ethics.

**Planning Agenda**

None

**III.A.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 experience to provide the administrative services necessary to support the institution's mission and purposes.*

**Descriptive Summary**

Faculty staffing levels at the College are determined by an integrated planning process that begins with program reviews and is ultimately aligned with the College and District's fiscal plan. The College currently employs 32 full-time faculty in various disciplines and student support functions and 80 adjunct faculty. The faculty staffing process through the Faculty Staffing Committee establishes priorities for full-time faculty hiring every year and forwards its recommendations to the President. This recommendation becomes an element of discussions at the District level among the Chancellor and his executive team that includes the College President. Among others, the group considers the District's full time faculty obligations; projected retirements; other recommendations for faculty staffing in the District; the full-time/part-time ratio; the 50% Law; the mission and strategic directives of the Educational Master Plan; student access requirements; labor market requirements; enrollment management projections; California Education Code requirements; college productivity ratios; full-time faculty

leadership in a program; associate faculty pools by discipline; and the District budget and fiscal picture. Although state budget realities have led to the suspension of hiring positions recommended by the Staffing Committee for the past two years, the College has moved to fill a position due to resignation in the Biology Department during that period. Additionally, two retirements in English and art have not been filled as a result of the fiscal crisis in California. However, the College has moved to reduce course offerings in art and fill these sections with adjunct faculty, against the backdrop that the English position will be automatically refilled when the budget situation improves. In spite of the hiring freeze, the College maintains a sufficient number of qualified faculty with full-time responsibility to the institution.

The College has sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. Recently, however, with the need for workload reduction due to statewide budget constraints, the College was forced to make

personnel decisions that resulted in the layoff of several classified staff. This was also followed by a decision to suspend the hiring of a Dean of Student Services following the resignation of the incumbent of that position. A reorganization was implemented, and existing staff members have taken on some of the responsibilities of laid off positions; the recall of some of these positions have lessened the burdens on the administrative and classified staff.

### Self Evaluation
The College meets this standard, although it operates in an environment that is characterized by resource constraints and increased burdens on administration, faculty and staff due to the limited capacity to fill vacant positions. However, innovative thinking and collaboration among staff ensure that the College continues to align responsibilities with the achievement of the College mission. There is general agreement for the need for more full-time faculty in impacted disciplines such as math, biology and counseling. Key areas of campus operation, such as the fiscal analyst position, remains vacant and responsibilities of this position are shared between the President's Confidential Secretary and the District fiscal staff. Key to this will be the employment of a Dean of Student Services, a Fiscal Analyst and high priorities for faculty positions forwarded from the Faculty Staffing Committee.

### Planning Agenda
Woodland Community College will respond to the recommendations of hiring priorities when the economic climate improves. Key to this will be the employment of high priority positions forwarded from the Faculty, Administrative and Classified Staffing Committee.

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**III.A.3** *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

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**III.A.3a** *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

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### Descriptive Summary
The institution systematically develops personnel policies and procedures that are available on the District's website and College portal for information and review (3A.18). Personnel policies are developed in consonance with California Education Code, Title 5, and Board Policies (3A.19). Policies relating to personnel are also reflected in the **Woodland Community College Handbook (3A.20).** Apart from making these available on the websites, the Human Resource Department conducts an orientation session for all new employees to familiarize them with the employment policies that govern their service to the College and District. Each employee is also given copies of all relevant employment documents.

Additionally, the College holds workshops offered by District Human Resources staff to assist administrators with the articulation of policies and procedures relative to human resources.

**Self Evaluation**

The College has taken steps to ensure the uniformity in the application of the personnel policies and also to ensure fairness in all employment procedures. One result of such practice is the development of the **Woodland Community College**

**Diversity Plan (3A.21),** which makes recommendations for fairness and equity in hiring practices, especially as they relate to diversifying the College staff.    Other policies include **Board Policy 3410 on Non-Discrimination (3A.22); 3420 on Equal Employment Opportunity (3A.23); 7100 on Commitment to Diversity (3A.24); and 7310 on Nepotism (3A.25).**

**Planning Agenda**
None

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**III.A.3b** *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

**Descriptive Summary**

All employee personnel records are kept in a secured file room at the District Office. The records are also kept on the District Colleague/Datatel System which can only be accessed by authorized District personnel. Files that include hiring information, evaluations, personnel actions, leaves, reclassifications, etc. are documented in these records. The need for privacy and confidentiality are addressed in collective bargaining agreements, which also make provisions for employees to review personnel files during business hours and at the District Human Resource Office. Woodland Community College complies with all state and federal regulations in personnel practices as they relate to privacy.

**Self Evaluation**
The College meets this standard. The District makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Planning Agenda**

None.

## Descriptive Summary

WCC 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 can be seen in the District's and WCC's Diversity Plans. These plans clearly address diversity in hiring processes, district practices, programs, and services. (**3A.23**)

New to WCC since its Accreditation are a series of seminars celebrating diversity in our community. These seminars which have been arranged by faculty contribute to the college-wide understanding of diversity. The College has also established a Diversity Committee to foster programs and activities that promote diversity at WCC. During the 2011 Convocation, the Committee held a diversity training for all college employees.

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Also new to WCC in 2011 is a Diversity Scholarship, specific to a student who contributes an essay to the Diversity Committee for its evaluation.

## Self Evaluation

Since WCC's initial Accreditation in 2008, expanding diversity programs, practices and services has been a concerted college-wide effort. The newly formed WCC Diversity committee has done much work in this effort. The WCC Diversity Plan was presented to the Governing Board at the March? 2011 Board Meeting for ratification.

## Planning Agenda

Woodland Community College will continue to evaluate its Diversity Plan to ensure that practices, procedures, and timelines are implemented

## Descriptive Summary

The District and College continue to support – and implement – the policies on non-discrimination and equal employment opportunity. Every effort is being made to attract diverse applicant pools as described in the Diversity Plan (**3A.21**).

The College's workforce has not grown in diversity due to hiring freezes, layoffs, and retirements.

## Self Evaluation

The hiring of a diverse faculty was a planning agenda item on WCC's initial Accreditation Self Study. Inroads have been made in this area with the completion of the WCC Diversity Plan. A topic for discussion at the Fall 2011 Convocation Day was devoted to introducing this plan and its implementation to the full campus community.

Assessment of diversity in the workforce has been done via the Office of Research and Planning. Results of this review are shown in the following tables:

| Full-Time Faculty by Ethnicity | | | | | | | | | | | | | Five-Year % Change |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | **2006FA** | | **2007FA** | | **2008FA** | | **2009FA** | | **2010FA** | | **2011FA** | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| **African American** | 1 | 3.8% | 1 | 3.7% | 1 | 3.1% | 1 | 2.9% | 1 | 2.9% | 1 | 2.9% | N/A |
| **Asian** | 3 | 11.5% | 3 | 11.1% | 4 | 12.5% | 4 | 11.8% | 4 | 11.8% | 4 | 11.4% | 33.3% |
| **Caucasian** | 19 | 73.1% | 20 | 74.1% | 23 | 71.9% | 24 | 70.6% | 24 | 70.6% | 24 | 68.6% | 26.3% |
| **Hispanic** | 3 | 11.5% | 3 | 11.1% | 4 | 12.5% | 5 | 14.7% | 5 | 14.7% | 6 | 17.1% | 100.0% |
| **Native-American** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **Other, Non-White** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **Undeclared** | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | N/A |
| **TOTAL** | 26 | 100% | 27 | 100% | 32 | 100% | 34 | 100% | 34 | 100% | 35 | 100% | 34.6% |

| Part-Time Faculty by Ethnicity | | | | | | | | | | | | | Five-Year % Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ETHNICITY** | 2006FA | | 2007FA | | 2008FA | | 2009FA | | 2010FA | | 2011FA | | |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| **African American** | 2 | 2.2% | 2 | 2.0% | 1 | 1.1% | 2 | 2.4% | 2 | 2.6% | 1 | 1.3% | -50.0% |
| **Asian** | 3 | 3.3% | 4 | 4.0% | 4 | 4.3% | 2 | 2.4% | 2 | 2.6% | 4 | 5.3% | 33.3% |
| **Caucasian** | 74 | 81.3% | 77 | 77.8% | 72 | 77.4% | 64 | 75.3% | 56 | 73.7% | 50 | 65.8% | -32.4% |
| **Hispanic** | 7 | 7.7% | 12 | 12.1% | 10 | 10.8% | 9 | 10.6% | 7 | 9.2% | 8 | 10.5% | 14.3% |
| **Native-American** | 3 | 3.3% | 2 | 2.0% | 3 | 3.2% | 2 | 2.4% | 2 | 2.6% | 2 | 2.6% | -33.3% |
| **Other, Non-White** | 1 | 1.1% | 1 | 1.0% | 1 | 1.1% | 1 | 1.2% | 1 | 1.3% | 1 | 1.3% | 0.0% |
| **Undeclared** | 1 | 1.1% | 1 | 1.0% | 2 | 2.2% | 5 | 5.9% | 6 | 7.9% | 10 | 13.2% | 900.0% |
| **TOTAL** | 91 | 100% | 99 | 100% | 93 | 100% | 85 | 100% | 76 | 100% | 76 | 100% | -16.5% |

## Planning Agenda

As this Diversity Plan evolves, periodic reviews will be necessary to ensure its effectiveness.

**IIIA.4c** *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

## Descriptive Summary

A key part of the WCC Mission Statement (**3A.26**) is: students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas." 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 are included in the earlier referenced handbooks and policy/procedure manuals.

## Self Evaluation

An environment of integrity and mutual respect has been a guiding tenet of WCC. However, some staff have acknowledged that while the College has made efforts to improve campus morale and communication, additional work needs to be done. Discussions related to campus morale and communication were the highlights of a campus wide meeting in the Spring of 2011. Communication is also one of four areas of emphasis in the new strategic plan. These efforts will help the College to achieve its strategic goals to demonstrate integrity in the treatment of its administration, faculty, staff, and students in all aspects of its daily work.

## Planning Agenda

None.

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**IIIA.5** *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

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## Descriptive Summary

The WCC Flex/Staff Development Committee was established in the second year of college accreditation, 2009-2010, with oversight by the District. The first year of accreditation, the WCC Flex Program remained a division under the Yuba College Flex program and managed by one WCC faculty member. All Flex/Staff Development activities are open to management, classified, and students as opportunities for staff development training.

Currently, management of all professional development activities has been successfully transferred to the WCC Flex/Staff Development Committee. Although the WCC Flex/Staff Development Committee continues to operate under the oversight of the Vice Chancellor of Educational Planning and Services, all responsibilities and activity planning falls under the direction of the WCC Flex Coordinator.

Professional Development, as a component of College and District Operations, is stipulated in the *WCC College Council Handbook* (**3A.27**). The WCC Flex/Staff Development Committee has representation on it consisting of full-time and adjunct faculty, as well as administrative, classified, and student representatives**.**California Code of Regulations, Title 5, Section 55726 provides for "instructional improvement activities in lieu of classroom instruction. The Flex Program is governed by AP 7161, Flex Guidelines located online at (**3A.28**) Yuba Community College District requires a contractual obligation for full-time district faculty with a full contract load to fulfill (8) flex days per academic year at six (6) hours per day, for a total of 48 hours per year. Required hours may vary for full-time

faculty who have reassigned time and hours are adjusted accordingly. Counselors are only required to fulfill flex time for any teaching load that they may be assigned.

Adjunct faculty also has a flex obligation which is equal to $1/18^{TH}$ of the course hours. For example, a 54 hour course which would meet 3 hours a week during an 18-week semester would meet 51 hours and have a flex obligation of 3 hours.

> "Committee Purpose: The Flex/Staff Development Committee is a college-wide committee established by the Academic Senate. Its overall purpose is to provide oversight for the Flexible Calendar Program, provide access to group flex activities at Woodland Community College, and to administer the Travel and Conference Fund for full-time faculty. The Flex/Staff Development Committee recommends flex policies and guidelines for approval by the Academic Senate." (**3A.29**)

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, classified staff members, and all new employees.

### Self Evaluation

Staff Development activities at Woodland Community College include the following:

In response to past surveys (**3A.30**) designed to elicit information regarding the sufficiency and appropriateness of staff development opportunities, respondents were almost evenly split regarding the sufficiency and appropriateness of staff development 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. Updated information is forthcoming as a flex/staff development survey is planned to be administered at the conclusion of each academic year.

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 Handbook* (**3A.27**). This handbook describes essentially the structure and functions of WCC (as well as the District). Employee manuals are written specifically for each unit and are reviewed and updated regularly.

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.

Woodland faculty and staff members may avail themselves of District-based professional development as well. A wide variety of all staff development opportunities are provided annually. The 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. "Beginning and Advanced Portal Training", **"**Turnitin.com, Blackboard, and Plagiarism Prevention", "Year 2012: From the Mesoamerican Past to the Present", "Beyond the Open Door: Increasing Student Success", "Using SLOs and Other Data in Program Reviews", and "EEO Training" are just a few examples of the flex activities offered.

The District has provided dedicated funds for staff development and flex activities each year, if the District Budget allows it. In addition to workshops held in the District, other activities such as individual participation in off-site conferences, workshops, courses, etc. are supported. Besides discipline-specific conferences, staff is periodically notified of broad-spectrum events of general interest.

Originally, all full-time District faculty were awarded funds ($750 maximum) on a first come, first served basis based on Article 25.0 of the YCFA contract (**3A.31**)**.** Since WCC's initial accreditation and the formation of the WCC Flex/Staff Development committee, an allocation model, approved by both WCC and YC, splits YCFA total negotiated travel funds in the amount of $20,000. The allocation model based on percentages of flex offerings per year at each campus, along with completion rates of flex obligations at each campus, gave WCC $5,734 for the year

2010-2011. **(3A.32)** Adjunct faculty may receive up to $200 over a two-year period; Article 10 of the YC-AFT Agreement provides guidance on conference and travel funds for adjunct faculty (3A.33). Due to state budget conditions, funds have been limited for the past five years. If funding is available, full-time classified employees may be granted $500 per year and part-time classified, $250 per year. The classified employees have $10,000 per Article 14 of the CSEA Contract. Other categorical funds are available for technology training, career technical education, etc. Awarded funds may be used for travel, tuition, and other related expenses.

As the chart provided below indicates, Woodland Community College has increased considerably the number and type of flex credit workshops as the college has grown. The types of projects supported through the Flex Program have varied, with topics ranging from new and adjunct faculty orientation through SLO training, to providing information about disabled student program services, and learning to utilize the MyCampus portal. Comprehensive listings of program offerings are referenced and provided in the evidence files (**3A.34**).

**Woodland Community College Service Area**
**Site Specific Flex Credit Activities**
**Academic Year 2005-2006 to AY 2009-2010**

| Academic Year | # of on-site workshops |
|---|---|
| 2005-2006 | 31 |
| 2006-2007 | 35 |
| 2007-2008 | 47 |
| 2008-2009 | 51 |
| 2009-2010 | 55 |

Academic personnel are encouraged to upgrade their education and can increase their salaries by doing so via AP 4500 in the *Academic Employee Handbook*. 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 to an accredited college:

**Curriculum Committee Training:** Funding was provided for the Curriculum Committee chair to attend the summer Curriculum Institute. The purpose of this training was to ensure that the new Curriculum Committee Chair had the necessary skill set to organize and develop the WCC curriculum.

**SLO Committee Training:** Funding was also provided for the SLO Committee chair to attend training related to developing and implementing SLOs throughout the WCC curriculum.

**Sabbatical Leave:** Opportunities for Sabbatical Leave are ensured (by YCFA agreement) 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 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** – enables professors to respond to changing educational conditions and student needs (Evidence - 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 continue to offer classified training under the District and CSEA umbrellas. In the past, the "Classified Retreat", which is a district-wide event, has been held each year during which classified staff members attend a workshop relevant to their jobs. Other staff development opportunities include an Incentive program an Educational/Retraining funds for classified staff; stipends for full-time/part-time partnerships; and retreat/activity funds. All are based on the availability of funding.

**Administrative Professional Development:**

The administrative staff at WCC 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 governmental sponsored activities pertinent to fiscal matters. Funds have been allocated in the annual budget for administrative personnel to participate in these activities in both state and nationwide levels.

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. Increased support for professional growth opportunities at all levels continues to be a priority. The WCC August Convocation provides a full day of activities for all staff of the college and district, as well as providing an extra two days of staff development activities for staff and faculty before the official beginning of each academic year.

The District continues, in the face of budget cutbacks, to encourage all staff to work toward improvement through the various options available to them. The college does provide limited monies for staff and faculty to participate in conferences, courses, programs of study, and other activities that promote professional growth. However, it is a fact that the monies that have been available has continued to shrink. However, some faculty and staff have found some

resources through categorical/soft money programs, as well as available grants.

The District's Flex/Staff Development Program continues to make progress each year as it works towards becoming completely self-sufficient and operational as an integral part of the program at WCC.

**Self Evaluation**

The College meets this standard through its adherence to practices that support professional development of its administrators, faculty and staff.

**Planning Agenda**

None

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**IIIA.5a** *The institution plans professional development activities to meet the needs of its personnel.*

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**Descriptive Summary**

The college provides numerous opportunities for continuing professional development for classified staff, faculty and managers. The activities all relate to the college's' mission and are designed to enhance institutional and individual effectiveness.

The following are examples of major professional development activities:

**Flex Seminars and Workshops**

The activities are designed to educate, train and/or refresh faculty members, although many classified staff and managers also participate. FLEX information and registration are available through the website on the District or WCC page **(3A.36)**.

**Sabbatical Leaves**

The YCFA Agreement provides for funding of semester or year-long sabbatical leaves. Approved categories are: Advanced Academic Study, Professional Study Project, or Study through Work Experience. Upon return from sabbatical, the recipient is required to write an extensive report documenting that s/he met the goals of the leave. **Orientation**

New full-time faculty are provided orientation to the college via a mentor program. Part-time faculty are provided opportunities each semester for orientation with an evening dinner and meeting provided by the College. 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 (in good fiscal times) for administrative personnel to participate in these seminars.

**Self Evaluation**

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.

Due to budgetary issues, WCC's Flex program had been voluntarily offered by a full-time faculty member. In the 2011/2012 school year, for the first time WCC made a commitment to this program by funding release time for a full-time faculty member to coordinate the program.

**Planning Agenda**

None

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**IIIA.5b** *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.*

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**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:

- an annual survey
- program review, which evaluates programs and departments and provides similar feedback in aiding the design of professional development
- workshop evaluations distributed to participants at the conclusion .

## 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 (2010-2011) indicated that most respondents **(3A.30):**

- Supported participation by all employee groups at the August Convocation 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 Services Review, the forum through which human resources policies and practices would be evaluated, was tested, has been modified and implemented. In 2011, the District Human Resources department completed a comprehensive Administrative Services review. This review was approved by the board August 11, 2011. The 2012 Annual update is currently in progress (**3A.36).**

## Planning Agenda

None.

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**IIIA.6** *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.*

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## Descriptive Summary

**Staffing Plan:** Woodland Community College has been operating under a staffing plan that was modified from a District Plan. In Fall 2011, a new Staffing Committee (**3A.37**) was developed to integrate staffing plans of faculty, administration, and classified staff. This committee was developed with input from all constituencies with decisions on recommendations based

on the program review data, which is extracted from the Educational Master Plan. The "new" Staffing Committee has membership across the constituencies and will begin its work in Spring 2012 semester.

Beginning Fall 2010, WCC commenced a process to totally revamp and integrate its planning and ongoing evaluation efforts. The program review process was revamped

for student services, administration, and instruction. The product of this new process is now being implemented college-wide via the Educational Master Plan (**3A.38**). Priorities are being developed based on concentric circles with students at the center.

**Self Evaluation**

The new WCC Staffing Plan will come to fruition in Fall 2012. This new version will integrate faculty, administrative, and classified staffing into one big picture to better serve the needs of the College.

**Planning Agenda**

None.

**EVIDENCE LIST**

**Standard III-B:  Physical Resources**

> *Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.  Physical resource planning is integrated with institutional planning.*

## Descriptive Summary

Physical resources at Woodland Community College are a result of careful and integrated institutional planning that is driven by an Educational Master Plan (EMP). The College completed its first EMP as an accredited college in the Spring of 2010 (3B.1). The plan followed one developed for the College in 2004 **(3B.2)** when it was a center in the Yuba Community College District. The integrated planning for resource development evolves from program reviews produced cyclically and assessed annually by programs and services at the college. Program reviews identify needs for equipment, staffing, facilities, equipment, and curriculum to support the mission of the college, student learning, and overall institutional effectiveness **(3B.3).** The program reviews are designed to be incorporated into the EMP, which in turn drives other plans for technology, facilities equipment and other resource needs that support student learning.   These plans include a Facilities Master Plan, Technology Plan **(3B.4),** Instructional Equipment Matrix **(3B.5)** and a Five Year Staffing Plan **(3B.6 (Five Year Staffing Plan).** Following its accreditation as the 110th community college in the California Community College System, WCC undertook a planning initiative that identified program reviews as

the basis of its overall planning, evaluation, and resource allocation process **(3B.7).**  The College developed a Program Review Matrix in 2009 **(3B.8)** to track program and college-wide needs in support of its mission which is anchored in student learning. The Matrix, besides serving as a basis for integrated planning, is also intended to be used as a tool for assessing the College's response to physical and other resource needs as well as evaluating the status of plans reflected in program reviews. This also provides a means for a feedback mechanism that lends itself to continuous improvement in student learning and institutional effectiveness.

Emanating from the 2004 Educational Master Plan, the District developed a Facilities Master Plan that addressed the needs of existing facilities and the growth of the College.  The student-focused plan included the renovation of existing facilities and the construction of new buildings, including a Science Building and a Learning Resource Center. The plan also included the future construction of a Theatre and Visual Arts building and a multi-purpose building for physical education classes and activities. A Colusa County Outreach Facility was also constructed in Williams as part of the plan to engender access for students in remote Colusa County. Student access and learning

was also ensured through a corresponding Technology Plan that enhanced the expansion of classroom technology through smart classrooms and distributive education **(3B.9 [Technology Plan]).** Following the 2004 EMP and further evaluation of the needs of students and WCC programs and services, the 2010 EMP has identified physical resource needs and held dialogues at constituency meetings to prioritize these and other requests. These dialogues have occurred at the College Council, a joint meeting of the College Council and Academic Senate **(3B.10. 3B.11),** the Budget Committee, and between the Academic Senate Executive Team and the College's President and Vice President. These various forums of communication are reflective of the College's attempt to support integrated institutional planning with broad-based participation from constituent groups as well as the College's commitment to student learning and institutional effectiveness through integrated planning.

The College's planning profile is also inherent in its instructional equipment planning process. An Instructional Equipment Committee composed of faculty and administrators meets annually to prioritize equipment needs originating from program reviews. These prioritized needs are then submitted to the President's Office and included in the budget development process (**3B.12**). These requests are filled depending on the availability of general, categorical, and/or one-time funds,. The crux of the instructional equipment process is a response to, and improvement in, student learning. The process has resulted in

the purchase of computer equipment and laptops for science laboratories, English composition classes, and business instructional labs **(3B.11 [Results of prioritized funding from IE meeting]).**

One-time equipment monies are spent following a similar pattern of integrated planning. Group II Funds occasioned by the construction of the Learning Resource Center resulted in the purchase of computers, books, and other technological equipment for the library and other areas in the Learning Resource Center **(3B.13 [Itemized Listing of Group II expenditures])**. Similarly, Basic Skills instruction has featured prominently in the overall planning reflected in both the 2004 and 2010 Educational Master Plans. Basic Skills planning is integrated into the College's participation in the California Community College Chancellor Office's Basic Skills Initiative. The program plan developed by the College's Basic Skills Committee has also supported requests for equipment that have included clickers for effectively teaching courses in sciences and facilitating the success of basic skills students in science disciplines **(3B.14 [Basic Skills Minutes w/ approval for clickers**)].

The College's Facilities Master Plan and other physical resource needs that resulted from the 2004 EMP are being implemented through a successful bond measure, Measure J, (**3B.15**) that was passed in 2006 by voters in the District's service area. The WCC College Council, as arbiters of the overall planning process at the College, oversees the implementation and evaluation of the

Measure J facilities planning and held monthly *Measure J Bond facilities* meetings from 20?? – 2012 to assess the facilities planning. As part of its adherence to integrated planning, the College Council also assesses the implementation of the Board of Trustees strategic directives (**3B.16**)**,** an eight goal strategic plan that includes resource development and alignment, student access, and response to changing needs, which are cloaked in facilities, equipment, and other physical resources that support student learning and institutional effectiveness.

Several other plans that are linked to the EMP and have implications for physical resources include the Student Equity Plan as well as planning documents established through grant initiatives such as SB 70, Perkins Grant, Student Support Services, and Upward Bound. All these grants, which support student learning in either career and technical education or student services, have supported program review requests for equipment to facilitate training and instruction in career services, administration of justice, fire science, agriculture, and the creation of a seamless educational pathway from secondary schools to the community college and baccalaureate education.

Woodland Community College is situated on 120 acres of land with 140, 284 square feet of buildings at its Woodland campus. An additional 9,000 square feet building at its five acre Colusa County Outreach Facility opened in Spring of 2011 in Williams, California. These facilities and other physical resources are a demonstration of the College's commitment to support student learning and improve institutional effectiveness. The planning for physical resources is accomplished through an integrated approach that supports the College's mission and is embedded in a institutional effectiveness model that is driven by a strategic plan, the Board's Strategic Directives, program reviews, program review updates, other plans associated with the EMP, and the attendant EMP.

## Self Evaluation

Though the original Facilities' Plan called for several new buildings, the statewide economic downturn and the reduction in property values have resulted in a delay in the timeline for those buildings. The state budget cuts and legislative mandates have also inhibited the college's ability to offer courses that would have otherwise been served by the new facilities. Most directly, state mandates have impeded the college from developing a more comprehensive curriculum as originally planned. The college has responded to these circumstances and examined the prioritization of its offerings taking its present facilities under some consideration. This is evidenced by the attention that prioritization has received in groups such the Scheduling Committee, the Planning and Budget Committee, and the groups that have discussed short- and long-range strategic planning.

## Planning Agenda
None

**III.B.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

The College provides safe, physical resources that support and assure the integrity and quality of its programs and services. The College, as part of its Measure J Bond projects, completed the renovation of four buildings. A district-wide comprehensive facility assessment in 2002 by the 3D/International firm determined that these buildings reflected poor Facilities Condition Index **(3B.4).** All four buildings – the Administration Building (Building 100), The Nursing Building (Building 300), which also hosts the Campus Police; the Agriculture Building (Building 400) and the Student Services/Library Building (Building 700) underwent substantial repairs for leaky roofs; additionally, Building 100 was remodeled to provided modernized office spaces for administrators, a multicultural center, a high school equivalency program, and a student lounge. The remodel also included upgraded HVAC and lighting systems that support student learning. The previous system was a two pipe delivery which only allowed for all heating or all cooling throughout the building. The new system is four pipes which creates the capacity to cool areas of the building while providing heat to a different area where it may be required. HVAC and lighting systems will be integrated into the campus Automated Logic energy management system. The original fire alarm system was a twenty year old proprietary system which often malfunctioned causing false alarms. Much of the system did not meet current fire code or ADA compliance. Bond funds were used to upgrade the system to a state-of-the-art alarm and mass communication system. The system utilizes an on-line web address for remote access. First responders can view a display with critical information about the buildings, locations of activated detectors and sequence of activation pinpointing origin and spread of a fire. It can display CCTV video and a summary of building floor plans and other detailed information including locations of all fire alarm devices, water supplies, evacuation routes, access routes, chemical and structural hazards and shutoff for gas, power, and HVAC.

Building 700 was also remodeled to serve as a One-Stop Student Services Center that hosts the Admissions and Records Department, Extended Opportunity Programs and Services (EOPS), CalWORKS, Disables Student Programs and Services (DSPS) Financial Aid, Career and Transfer Center and a Health Center. To ensure the integrity and quality of these buildings as well as their support for student learning, stakeholders and constituents formed "user groups" to provide input into the planning and construction activities.

WCC sets a high priority on safety and security at the college. Yuba Community College District (YCCD) has its own police department with officers stationed at Woodland. Cameras and security systems have been included in new construction and remodeled buildings. WCC also constituted a Safety Committee to advise the College Administration on safety needs and policies. This committee meets in collaboration with the YCCD Police Department and Keenan and Associates, the District's Risk Management Consultant. Recommendations to the President from the Committee are intended to ensure the safety of employees and students.

For emergency evacuations of the LRC's second floor, a LifeSlider™ sled was purchased to assist disabled persons down the stairways in the event of an emergency and failure of the elevator. Training on the sled was given to the campus police, members of the Safety Committee members, and designated building contacts.

The College has also contracted with Communicare Health Services to provide on-campus primary health care and behavioral health services to students and communicate safety and health awareness to the campus community. **(3B.17 Communicare Contract)**

WCC Maintenance & Operations (M&O) Department uses an online request form to report safety issues on campus. Safety issues are assigned the highest priority and are handled immediately. There is also a provision for forms for students and employees to report accidents or safety hazards (**3B.18**). The campus is inspected annually by Keenan & Associates. The company issues a safety report which is also reviewed by the College. Maintenance & Operations reviews and acts on the recommendations from the report. The City of Woodland Fire Department annually inspects the College for compliance with the National Fire Protection Association (NFPA) and other related codes. This inspection is also reviewed by the Safety Committee and acted upon by M&O. **(3B.19 Keenan Annual Inspection Report)**

## Self Evaluation

Woodland Community College meets this standard. Safe and sufficient physical resources are maintained through a continual process of maintenance, training, inspections, reporting, renovations, and upgrades. Deficiencies identified in the Facilities Master Plan and Facilities Condition Index have been addressed through regular maintenance programs and the Measure J Bond program.

## Planning Agenda

None

**IIIB.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

The College utilizes its program reviews and its Institutional Effectiveness Model to plan, build, maintain, or upgrade its physical resources to assure continuing quality that supports its programs and services. Program reviews identify facilities needs which are incorporated in a Program Review Matrix that form part of the Educational Master Plan. Regular assessment of building conditions by M&O, annual inspection by the College's risk management consultants, the formation of a safety committee and on-line reporting by staff on building conditions provide the bases for building construction, maintenance, and upgrades. As a result of this process, the College constructed a 70,000 square foot Learning Resource Center which opened in fall of 2007 to provide the anchor for planned expansion of WCC. The Measure J bond program has funded renovations to the original twenty year old buildings that upgraded the roofing and HVAC systems. New equipment has upgraded classrooms with "smart" technology. In response to demand for local community college access in Colusa County, a 9,500 square foot outreach facility opened for classes in January of 2011funded by Measure J. All construction follows the District Sustainability Policy, and the Colusa County Outreach Facility is expected to

receive a LEED Gold Certification. A new Geology lab was also completed in 2009, and the College is in the queue for state funding to construct a Theatre Arts Building that will include instructional facilities for culinary arts. A Multi Purpose Sports Facilities is also planned.

### Self Evaluation

Woodland Community College meets this standard. The Facilities Master Plan provided a Facilities Condition Index which identified deficiencies in buildings that required repair or replacement. Based on these recommendations Measure J Bond funds were assigned to renovate Buildings 100, 300, 400, and 700. The Facilities Master Plan called for the construction of a District-owned facility housing classrooms, offices, and meeting rooms to provide educational services for the residents of Colusa County.

### Planning Agenda

None

**III.B.1.b** *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 a healthful learning and working environment.*

## Descriptive Summary

Woodland Community College assures all locations are constructed and maintained in a manner that assures access and a safe and secure environment for students, faculty, and staff. All management as well as some faculty and staff have received NIMS and SEMS training certification. (**3B.20**)Periodic drills have been conducted for fire safety. All managers and designated building contacts have access to radios for secure communication in an emergency. All buildings have emergency supply kits with food, water, first aid kits, bullhorns, flashlights etc. An AED (portable defibrillator) will be added spring 2012 and will be housed in the Police Department on Campus. Safety throughout the campus is addressed though a variety of programs and procedures. Service requisitions have a safety priority number which are given immediate attention. Annual safety inspections are performed by Keenan & Associates and the City of Woodland Fire Dept. A Campus Safety Committee has been formed with representatives from Campus Police and Keenan & Associates, faculty, staff, and the campus police. Every M&O staff meeting has a safety component on the agenda. In addition, M&O staff has access to online safety training offered by Keenan. In 2010, Image Works Architecture, Inc. produced an Accessibility Transition Plan, **(3B.21) which has been reviewed and**

**commented on by DSPS**. The Plan identified obstacles to program accessibility among such features as walkways, signage, restrooms, drinking fountains, classrooms, parking, fire alarms, paths of travel, and others. Many of the problems in the report are being corrected through renovation projects and by the M&O Dept. All construction projects are reviewed and approved by the Department of the State Architect for fire, life, safety, and accessibility requirements.

A healthful learning and working environment is enhanced by the Campus Green Cleaning and Integrated Pest Management programs which reduce or eliminate the use of harmful or toxic chemicals on site. Universal and Hazardous Waste Products are carefully collected and disposed of, and Administrative Procedure 3570 (**3B.22**) prohibits the use of tobacco in support of public health and air quality, making Woodland Community College a non-smoking campus.

## Self Evaluation

Woodland Community College meets this standard. The campus maintains a process of continual training of staff and inspection and repair/upgrade of facilities. Policies for Green Cleaning, Integrated Pest Management, Hazardous and Universal Waste Disposal, and No Smoking Policy

contribute to the reduction of toxins in the air and facilities, thus improving air quality.

The Colusa County Outreach Facility is also included in the safety plans for WCC. The evacuation routes for the building have met with the approval of the Williams Fire Department, and fire drills were scheduled to begin in fall 2012. Furthermore, despite having to resort to temporary solutions at times, the facility has managed to maintain adequate lighting and now contains a solar-operated lighting structure that services the lot. Past Safety Committee agendas and minutes reflect attention toward CCOF, and future agendas will show it as a standing item.

**Planning Agenda**

None.

**III.B.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**

The Facilities Assessment Report performed in 2002 cited a need to renovate and modernize buildings 100, 300, 400, and 600 which were listed in "poor" condition. In addition, responses to Woodland Community College's Quality Improvement Survey conducted in 2010, which included questions about the campus facilities, provided an insight into views from students and staff on the quality of the campus facilities. Both served as impetus for renovations identified for funding through Measure J. Building 100, completed in early July, 2011, houses administrative offices, a student lounge, a staff lounge, conference rooms, and a Multi-Cultural Center. Renovated classrooms and offices in Building 300 and 400 were completed in August 2011, in time for the fall 2011 semester. In addition, Building 700 was incorporated into the renovations and was transformed into a one-stop Student Service Center.

Evaluation of the facilities is incorporated in program reviews, maintenance reports from M&O staff, and reports from Keenan and Associates. The College also utilizes Cap/Load ratios from the Community College Chancellor's Office, building usage report generated through Datatel **(3B.23),** and deferred maintenance schedule reports. The College has also subscribed to a proposed District allocation model that sets aside funds on an annual basis to support deferred maintenance. Finally, in addition to its routine facilities maintenance, Woodland Community College, as part of the Yuba Community College District, participates in the annual State Scheduled Maintenance Program. The College also has a fixed asset inventory system monitored at the District level. This system requires the College to

annually account for fixed assets assigned to it.

**Self Evaluation**

The College meets this standard.

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**III.B.2.a** *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

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**Descriptive Summary**

The District's Sustainability Policy (**3B.24**), the Educational Master Plan, and the Facilities Master Plan provide direction for long-range capital plans that reflect total cost of ownership of new facilities and equipment. The College encourages:

1. Aggressively pursuing grants, subsidies, and rebates on each capital budget expenditure.
2. Maximizing cost efficiency and energy utilization while minimizing obsolescence in district and college facilities after completion (District Conservation Guidelines).
3. Placing a high priority on designs that incorporate a reduction in daily and on-going maintenance.

**Self Evaluation**

Woodland Community College has met this standard. District Policy and Campus programs contribute to long term cost effective life-cycle planning. M&O has worked to replace antiquated Energy Management Systems with state-of-the –art controls for lighting and HVAC management with the goal of creating "smart" buildings that schedule themselves on when occupied and conserve when vacant. This will drastically reduce staff hours for maintaining and scheduling the system and reduce energy use. Retrofit of interior and exterior lighting with energy efficient long life lamps also greatly decrease the cost of ownership. Proposed exterior induction lamps will reduce electrical use by 75% and last ten plus years while also reducing the labor involved with replacement of lamps and ballasts. Off grid solar powered carts, mowers, and grounds equipment require less maintenance and are less expensive to run while reducing the College's carbon footprint. M&O also aggressively pursues grants and rebates to further diminish the total cost of ownership. An ad hoc budget committee reviews and comments on capital plans.

**Planning Agenda**

None

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**III.B.2.b** *Physical resource planning is integrated with institutional planning. The*

*institution systematically assesses the effective use of physical resources and uses the results of the Self Evaluation as the basis for improvement.*

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**Descriptive Summary**

The College's planning process integrates physical resource planning with institutional planning. Program reviews, the District Resource Allocation Model, Facilities Condition Index, and the budget development plan that incorporates program reviews and the EMP, all lend themselves to integrated institutional planning. As a result, and in anticipation of the growth in Colusa County, the CCOF was constructed, and other construction activities supported by Measure J were also undertaken. Also, from an assessment that the science building was scheduled to reach capacity and thus a need for additional lab space, Measure J funds were used to complete the first phase of renovation to Building 300 by converting a classroom into a new geology lab. Temporary and permanent walls were removed to expand space for two larger capacity classrooms, also in Building 300. The art lab in Building 400 was converted

into a multi-use classroom. New and expanded space for the art program will be included in proposed new construction of the Performing Arts Center (Theatre Arts Building).

**Self Evaluation**

Woodland Community College has met this standard. New construction funded by Measure J is the result of integrated institutional planning that assesses the use of physical resources and uses results of the evaluation to improve facilities and, hence, student learning.

**Planning Agenda**

Woodland Community College will continue to evaluate and assess the effective use of physical resources, use the results of this evaluation as a basis for improvement, and ensure that physical resource planning is integrated with institutional planning.

**IIIB EVIDENCE LIST**

| | |
|---|---|
| 3B.1 | [2010 EMP](#) |
| 3B.2 | 2004 EMP link |
| 3B.3 | [Program Review Manual link](#) |
| 3B.4 | Facilities Master Plan |
| 3B.5 | Instructional Equipment Matrix |
| 3B.6 | 5 year staffing plan |
| 3B.7 | [IE Model link](#) |
| 3B.8 | [Program Review Matrix](#) |
| 3B.9 | Technology Plan |
| 3B.10 | [Minutes of College Council](#) |
| 3B.11 | campus-wide prioritization of facilities Nov. 2011Minutes |
| 3B.12 | [Budget development Process](#) |
| 3B.13 | Itemized listing of Group II Expenditures |
| 3B.14 | Basic Skills minutes with approval for clickers |
| 3B.15 | [Measure J Bond Document](#) |
| 3B.16 | [Board Strategic Directives 2007-2011](#) |
| 3B.17 | Communicare Contract |
| 3B.18 | [Accident Report Form](#) |
| 3B.19 | Keenan Report |
| 3B.20 | NIMS and SEMS Training |
| 3B. 21 | Transition Plan |
| 3B. 22 | [AP 3570](#) |
| 3B. 23 | Building Usage Report |
| 3B. 24 | [BP 6610](#) |

> ***Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.***

> ***IIIC.1 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.C.1a 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 (WCC) is a centralized operation for both academic and administrative services. The district-wide Information Technologies (IT) office, currently located at Yuba College, is the primary unit responsible for planning, implementing, and evaluating IT infrastructure and day-to-day operations. One full-time IT staff member is located at and dedicated entirely to Woodland Community College and is responsible largely for all technology services, including professional support and maintaining hardware and software. Distributive Education is supported via the Yuba College Distributive Education and Media Services Department. Some other individuals, who have assumed IT roles,

provide occasional services in support of WCC's IT operation.

The YCCD Technology Committee is a consultative team comprised of faculty, classified, management, and adjunct teaching staff. (**3C.1**) The Director Information Technologies is a co-chair of the Technology Committee, sharing this position currently with a Woodland Community College faculty member. Both WCC faculty as well as classified members serve on this committee. In addition to committee members, core resource personnel include the Yuba College Dean of Distance Education. The committee holds open meetings and distributes meeting information in a variety of formats including posting minutes and agendas on the web. The purpose of the committee includes:

1.       Manage the four-year Technology Plan for the District, a living document. This plan will use the Education Master Plan from each college for its basis.
2.       Provide a "think tank" where all areas in the district can come together to discuss new and emerging technologies and assess the feasibility and the implementation of that technology.

3. Create and maintain software and hardware per district standards.
4. Monitor Section 508 compliance and assist in its implementation.
5. Provide a complete cost analysis and total cost of ownership (TCO) for the implementation/use of new technology purchases. Create a plan for the implementation of any new technology.

For the complete Technology Committee purpose statement, see the Technology Master Plan (**3C.2**).

Instructional Needs**:** Instructional needs are identified through the *Educational Master Plan (EMP)* and program reviews (**3C.3**). This plan documents the needs and direction of all educational and student support service programs. The Plan outlines specific timelines and expectations in the acquisition and use of technological resources, delegating these to the Technology Committee.

Instructional equipment needs are identified and prioritized through a joint process involving both the Curriculum Committee and the Technology Committee. (**3C.4**)

The District IT office also uses data from the State Chancellor's office, *Technology Plans II & III (3C.5)*. *Tech II* sets minimum standards for various elements of the computing infrastructure. The standards include hardware, access, service level, security and disaster recovery, staffing, training, and support. Yuba Community College District is continually working towards meeting the goals of *Tech II*. *Technology III* is the State Chancellor's office roadmap, which is used as a guide.

Administrative Needs: Administrative system needs are identified by the departments using the software. Because administrators and staff rely heavily upon Datatel's *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, and problem resolutions (**3C.6**).

Individual Needs: In addition to the items above, the Information Technologies department also receives

direct requests for service from all areas, including students. Faculty and staff are provided with an online form to request help as well as direct phone access. (**3C.7**) 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. This type of request is forwarded to the Technology Committee for further review.

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 Board Policy BP 3720 (**3C.8**),

> "Employees and students who use District computers and networks and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The Chancellor shall establish procedures that provide guidelines to employees and students 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."

**Self Evaluation**

With a student-first mentality regarding technology, WCC is committed to growing its ability to communicate and allowing students to communicate and learn using the latest technology and equipment. WCC has modern computer labs for students to use, and many classrooms are smart classes with a computer, high-speed internet access, a projector, and speakers. Faculty and staff have access to high-speed internet and modern computers and printers in their offices. Online classes can take advantage of the latest versions of Blackboard software via the Yuba College DE Department. All faculty and students have access to Turnitin.com, a plagiarism-prevention and essay response/essay sharing technology. Wireless technology is available in some classrooms and public areas. More has been added recently as buildings have been remodeled.

While the technology budget suffers from the current state budget issues, WCC has been able to function with minimal on-site IT support staff. WCC worked closely with the District webmaster to create a new college website (**3C.9**) and will continue to make improvements to that site. WCC is also assisting in the development of MyCampus (also known as the portal), which will facilitate communications

among faculty, staff, and students. In some instances, technology implementation (such as turnitin.com integration with Blackboard, MyCampus development, and converting to a new email system) has been delayed due to a lack of funds, training, or support for technology. Occasional glitches and information loss in email and Blackboard functionality costs faculty, staff, and students time and money. DE support and training, specifically, is located at Yuba College and overseen by a Yuba College Dean and department. WCC does not get equitable support due to this arrangement. In addition, many staff, students, and faculty are unaware of current technology that is in place, or they become easily frustrated with computer programs due to usability issues. For example, many faculty and staff had trouble entering MyCampus for months due to a login glitch. Thus, the program went unused. WCC is working with District IT personnel to provide more support and outreach regarding technology initiatives to staff, faculty, and students (**3C.10**).

IT has been a key player in the development of the District's *Technology Plan*, a document designed to prioritize those services that lead directly to student learning. (**3C.2**)

The Office of Information Technologies is aware of the systemic nature of the services and support provided by this office. WCC is confident that the inter-related nature of services, support, facilities, hardware, and software is understood and being addressed as the College plans for the future.

**Planning Agenda**

Woodland Community College will advocate for a reorganization of Distributive Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Woodland Community College will ensure that current DE planning processes are tied to financial prioritization emanating from its Educational Master Plan. (**3C.3**)

| IIIC1b | *The institution provides quality training in the effective application of its information technology to students and personnel.* |
|---|---|

## Descriptive Summary

Flex sessions are occasionally offered for faculty at WCC to inform and educate on new technologies (**3C**).

Faculty and staff have access to training in Blackboard through the Information Technology (IT) and Distributive Learning and Media Services Department at Yuba College, although more general technological training (Campus Portal, web-based phone system, Colleague/Datatel, WebAdvisor, Email, smart classrooms) is poorly communicated and inconsistent. Training for Distributive Education is mainly offered at the Yuba College campus due to the fact that the Dean of Distributive Education is a Yuba College employee and is stationed at that campus. Occasionally workshops are offered at WCC or archived via the portal for WCC DE instructors.

Disabled Students Programs and Services (DSPS) is available for regularly scheduled flex session trainings to inform and educate WCC staff on new technologies that may be applicable to DSPS students who attend the college. Examples of such trainings may include: Kurzweil assistive reading software seminars, Zoomtext text enlargement software training and instruction on use of classroom FM assistive listening systems. Trainings are held in the DSPS lab to encourage "hands on" training sessions with assistive technology. Flex training are scheduled on an annual basis, at a minimum. Addition training sessions are added as needed.

## Self Evaluation

The Office of Information Technologies has categorized its end users into three distinct groups for the purposes of training. The needs of each group as well as those of many of the individuals within each group are unique.

Faculty and Staff: The first group, faculty and staff (and administration), has needs related to job performance. Providing a comprehensive end user training program will supply staff with the confidence and knowledge necessary to operate at peak performance. While there are a variety of flex offerings, other training opportunities should be encouraged. Some examples are courses through @One, training guides that are posted on the web and portal, and video tutorials. While professional development for faculty and staff is difficult because of the high costs associated with its implementation, the need for a technology trainer and training plan is crucial.

Students: Students currently have no technology training and mistakenly call the admissions office or ask librarians and faculty how to use various technologies. They are required to take no formal Blackboard training, but they are expected to understand the system intuitively upon signing up for classes. Formally, students need to access both the telecommunications infrastructure and the computing services that support the instructional mission of WCC. Informally, day-to-day questions that inevitably arise among students are addressed by staff in the appropriate area or through the Help Desk.

Technology Support Staff: Perhaps the most critical of all training needs is that provided to 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 when providing training. Training for IT staff is provided by the Information Technologies budget. Training opportunities provided by @One are utilized by all technology staff.

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 barely meet basic needs and this can, and does, cause delays, frustration among users, and project slippage.

**Planning Agenda**

Woodland Community College will finalize a Distributive Education training plan and seek resources for its implementation through the institutional planning process.

| III-C1c | *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.* |
|---|---|

**Descriptive Summary**

Each year the Technology Committee reviews and updates the four-year *Technology Plan* (3C.2) as part of the an effort to establish a formalized, systemic planning process. This plan 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
- Phased plan for network infrastructure improvements

- Overall recommendation that equipment be replaced on a four or five year cycle

The Office of Information Technologies utilizes four principal sources for establishing and maintaining the technology infrastructure, equipment, and software.

- General Operating Fund: During the annual budget development process, needs are assessed, the progress of previous plans are reviewed, priorities are reconsidered, and allotments are made. These additional funds are dependent on competing interests within the College.

- Technology Infrastructure Grant (TTIP): Through this annual (though severely constricted) funding source, CENIC acts as the Internet Service Provider. Currently WCC is allocated a high speed DS3 connection.

- Sponsored Program Support: This refers to program-specific funding provided through grants/categorical programs. Program directors, when applying for external support, are encouraged to carefully consider 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 funds: Through these funds the network infrastructure and switches have all been upgraded to improve the performance of internet access. This improvement also provided the backbone necessary for additional bond projects of wireless access throughout the campus (both at WCC and Colusa) and the completion of the voice over IP implementation.

The Office of Information Technologies is responsible for establishing and maintaining the District's technology infrastructure. This office is occasionally assisted by departmental classified staff who are assigned to various computer labs on campus.

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 six distinct areas: Colleague system, distance education systems, networking systems and components, desktop equipment and support servers, web services, and telecommunications.

- 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 in 2008 in addition to a new storage area network (SAN). 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 new system has dual quad processors should any one fail the system could still operate. The SAN is also fully redundant. In addition all systems are protected with support contracts with HP. HP contracts dictate a technician will be on-site within 4 hours of our call.

- Distance Education: The Yuba College Media Services and Distributive Education Department is responsible for videoconferencing and ITV networks and Blackboard. Blackboard is the current Distance Education software solution. The system was upgraded in 2009, moved to a virtual environment, and housed in a protected room which is independent of local power outages. The data is stored on the SAN and backed up using the same method as all servers.

- 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. Redundant disk arrays (RAID) provide back-up in case of physical disk failure and ensure reliability of DNS. The system has a routine scheduled back-up to tape drive, and back-ups are verified for reliability. Alternate off-site DNS entries are used on client workstations in case of on-site DNS failure.

A wireless network was added to the college in 2009, and coverage continues to expand. It will eventually encompass the entire campus. The center in Williams, CCOF, has complete coverage now.

In 2009, due to funding provided through Measure J, the WCC network and all of the components connected to it were upgraded to a 10/100-gigabit backbone.

- Desktop Equipment and Support Servers: Support servers are

numerous for Woodland Community College. A sample of those systems includes SharePoint Portal, WebAdvisor, YCCD Windows domain controller, Business Objects server, WCC web server, and local file servers. These systems all employ RAID technology for protection of physical disk failures. With the exception of local servers which are equipped with high capacity tape back-up drives, all data is stored on the SAN which is backed up daily to ensure each system can be restored. All equipment in the server room is protected from power failure by a generator system. All local systems are protected with an uninterruptible power supply in case of power failure.

A hosted email solution provided by Microsoft is also available to all students and staff including not only 10GB of email storage but also access to Microsoft Office Light and 25GB of file storage on Skydrive. Although IT does not have to provide the hardware, software, or physical support of this system, they are the first line response for issues, questions, concerns, and training.

- Web Services: The IT department maintains the core sections of the website and provides services related to updating content or creating new pages, creating forms, developing new sites, and maintaining both the public pages and the portal. In addition, on-line tools are provided for college applications, orientation, and the administrative student system through WebAdvisor.

- Telecommunications: In 2008 and 2009, the Yuba Community College District converted both colleges to Voice-Over –IP and now manages and maintains the telecommunications infrastructure and voicemail at a substantial cost savings. In addition to cost savings, the reliability of voicemail in particular has greatly improved. The negative side to this implementation has been the failure to hire the IT staff that was part of the original plan in order to support the new system.

In addition to the maintenance program devised by the Office of Information Technologies, the Office of Media Services has developed a five-year cycle (**3C.12**) through which all audio-visual equipment is reviewed. The criteria for investing resources in an item are threefold:

- Availability of parts for repair
- An item's age and usage
- Current manufacture

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.

**Self Evaluation**

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. Overall, the mission critical systems of the College have a downtime of less than 2 percent.

The Information Technologies department performs in a capable manner despite insufficient staffing levels for maintaining desktop equipment. With only 4.5 full-time desktop technicians and 1700 desktop units, spread over a 4,000 square mile district, tasks are often reactionary rather than proactive. One of these technicians is assigned directly to Woodland Community College. A request for a second technician has remained unfilled due to budget constraints.

One of the primary means of maintaining the "pulse" of the District's computing system and user needs is the YCCD "Help Desk." This service is the means through which emergency needs are addressed. The Help Desk is staffed with live personnel Monday-Friday from 8:00 am to 6:00 pm and provides 24-hour availability via email and voicemail. Access to the Help Desk is also provided through the use of the Internet by means of a web-browser interface. (**3C.7**) Users can input a request directly through this interface and are able to check on a case as it progresses. The goal is to provide assistance quickly and to minimize the frustration and loss of efficiency caused by hardware or software problems. Tracking of such problems is also a function of the Help Desk. Appropriate software is utilized to record help desk and service requests to provide data regarding common problems and solutions, as well as provide an analysis of response time.

Presently, Woodland Community College has almost no local resources devoted to help desk functions. While this may seem like a cost saving approach, it may well carry extensive costs in lost employee efficiency and loss of students due to frustration. As web-based distance education grows in importance to the college additional help desk operations will be required. A Frequently Asked Questions (FAQ) section has been added to the website. This should ease the load on the help desk.

Although the Technology plan specifies that desktop equipment should be on a five-year replacement cycle, lack of dedicated budget to accomplish this task has led to some desktop equipment that exceeds the recommendations. In the

2005-2006 budget, a general fund line item was added to begin addressing this problem.  In 2010, there was talk of expanding this budget beyond the initial amount which only covered faculty computers.  This discussion has been tabled due to anticipated budget cuts. Although it is not yet fully funded, this gesture indicates progressive intent by the District.  All the goals of the Technology Plan are, in fact, dependent upon available and/or enhanced funding. To elevate such support, the Technology

Committee will serve in an advocacy role.

## Planning Agenda

Woodland Community College will continue work with the District Technology Committee to evaluate and provide updates to the Technology Plan throughout its implementation.. WCC will develop a plan that identifies a prioritization process for the replacement of lab/classroom computers.

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|---|---|
| **III-C1d** | *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.* |

## Descriptive Summary

Woodland Community College has created a technology infrastructure that supports the development and delivery of instruction and services to students throughout the area.  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 College, on an ongoing basis, in the past and will continue to do so in the future.

Woodland Community College continues to provide hardware, software, and physical access, for students with disabilities to ensure all students can participate in post secondary education

opportunities.  The District's Section 504 Coordinator and DSPS staff are consulted when new laboratories or classrooms are developed to ensure all disabled students have equal access to educational programs.

## Self Evaluation

A critical component of the programming capability of the College resides in its ability to develop, maintain, and grow its networking infrastructure and to implement new software solutions.  Over the past two years, major upgrades have taken place, but concerns regarding the ability to support these systems with the current staffing levels remain.
The Colleague system provides the records management function for all

student, financial, and human resource data accumulated by the district. The District pays annual maintenance, which ensures that the software remains up to date with any new functionality offered by Datatel.

In 2009, due to funding provided through Measure J, the WCC network and all of the components connected to it were upgraded to a 10/100-gigabit backbone to provide increased bandwidth. A wireless network was also added, and coverage continues to expand. It will eventually encompass the entire campus. The center in Williams, CCOF, has complete coverage now.

Electronic access to services used regularly by students, staff, and faculty has been greatly expanded, thereby making these services easier and faster to use. WCC is providing access to a portal system to all students and staff. The system was developed by Microsoft and enhanced by Datatel to provide instant access to course information. This system is in addition to Blackboard and is not intended to replace it but to provide additional tools for those instructors who are not teaching an on-line course. Tools, such as TurnItIn, have been implemented in support of course instruction as well. WebAdvisor provides students on-line access for registration, grades, Financial Aid, account information, schedules, purchasing of textbooks, and 1098T forms. For staff and faculty, many of the

same tools are available in addition to time cards, W2's, and budget information. The District is currently implementing Business Objects for advanced reporting solutions enables users to easily and intuitively access, analyze, and understand reliable information. This solution will provide a strategic reporting and analysis tool to aid in making informed decisions and improve effectiveness. The outdated on-line library service was updated in January 2010 to a new state of the art system with full access at all of our campus locations.

A hosted email solution provided by Microsoft is also available to all students and staff including not only 10GB of email storage but also access to Microsoft Office Light and 25GB of file storage on Skydrive.

In 2008 and 2009, the Yuba Community College District converted both colleges to Voice-Over –IP and now manages and maintains the telecommunications infrastructure and voicemail at a substantial cost savings.

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 college realizes that this is a potential area for continued growth.

Blackboard is the current Distance Education software solution. The system was upgraded in 2009, and the Yuba College DE department controls whether WCC continues to install software updates as they are released.

ITV1 courses are ADA compliant, and all use close captioning. ITV2 is not compliant but currently is utilized only for nursing courses, which are exempt from such compliance.

The Office of Information Technologies has done a commendable job in balancing the varying and highly expensive needs of its constituencies. 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**

Woodland Community College will develop processes to ensure that infrastructure s monitored and replaced as it reaches its end of useful life.

| IIIC2 | *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 employs a shared governance process that incorporates a wide variety of input to the decision making process including program reviews, the Education Master Plan, and committee participation. The college also distributes an annual survey to students for feedback on overall satisfaction of technology services and availability. This input is then funneled to the Technology Committee as a request for service.

A request to the Technology Committee is prioritized for implementation based on a variety of information including cost, funding, need, who is impacted, and any adjustments to the information. (3C.13) This project proposal has been designed to place weight on these factors. The goal of the worksheet is to place all projects in a prioritization quadrant, removing personal inclinations from the process. The completed worksheet is forwarded to the executive staff of the college for final approval. This final approval is necessary to ensure that ongoing costs for the project are budgeted.

**Self Evaluation**

In general, the needs of WCC are properly prioritized and implemented.

The new worksheet developed by the Technology Committee was implemented in January 2011, so there has not been sufficient utilization to fully evaluate the effectiveness. Resources continue to be a concern as technology utilization grows at a rapid pace while staffing levels remain constant or are declining. Training for the new technology is also an issue, again due to a lack of appropriate staffing.

An additional issue has surrounded the support of distance/distributive education. In 2006, a move was made to remedy the situation by providing initial budgetary support, employing a Dean of Distributive Education and Media Services, but that was prior to WCC becoming an accredited institution. There is no administrative position at WCC devoted to Distributive Education, and WCC is dependent on a Dean that is a staff member at another college in the District with primary allegiance to that college. This position will better serve WCC if it is incorporated in the District administrative structure. Such a move would allow both colleges to leverage scarce resources.

In summary, the planning process, which has definitely integrated technology planning with other aspects of college planning, has improved. Program directors and those involved in the day-to-day operations of technology hope that the immense amount of time spent in planning will eventually produce gains in budgeting and the privileges that go with improved budgeting: staffing, professional development, equipment, and materials.

**Planning Agenda**

Woodland Community College will advocate for a reorganization of Distributive Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

**EVIDENCE**

**3C.1**  Technology Committee Purpose
**3C.2**  Technology Master Plan
**3C.3**  EMP
**3C.4**  Instructional Equipment purpose statement
**3C.5**  State Chancellor's office, *Technology Plans II & III*
**3C.6**  Datatel workshop list
**3C.7**  Link to helpdesk form
**3C.8**  BP 3720
**3C.9**  WCC website link
**3C.10**  list of flex offerings on these topics
**3C.11**  Flex workshops offered on technology portal etc.
**3C.12**   Media services 5 year plan for replacements
**3C.13**  Technology committee request form

**Standard III. D 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.*

*III.D.1 – The institution relies upon its mission and goals as the foundation for financial planning.*

*III.D.1a – Financial planning is integrated with and supports all institutional planning.*

**<u>Descriptive Summary</u>**
Budget development and financial planning at Woodland Community College are guided by the College's mission and goal statements. These statements also inform other planning documents that form the basis of future directions of the College. These include the Educational Master Plan (3D.1), program reviews, and the Board Strategic Directives (3D.3). Budget planning begins with program reviews coming from college divisions where managers integrate requests into budget documents for submission to the President. The President forwards the budget request to the District for inclusion in the District Budget Handbook. This process generally involved a rollover budget that aligned with the District financial planning and allocation of resources. However, as of 2010, the College

established a Budget and Planning Committee and began discussions relative to the development of a more structured budget planning process that integrated all institutional planning and avoided rollover budgets. At the same time, representatives from the College's Academic Senate were holding meetings with the Vice Chancellor for Administrative Services that would lead to a new District Reallocation Model that would distribute resources in a fair and equitable manner and allow the two colleges in the District to design budget planning based on its planning documents as opposed to budget rollovers. Overall, however, the budget development and financial planning process is dependent upon the District level planning and is guided by BP 6200 (Budget Preparation), BP 6250 (Budget

Management), and [BP 6300](#) (Fiscal Management).

Systems and processes are currently in place to ensure that financial planning is integrated with institutional planning. WCC plans and manages its financial affairs with integrity, which includes monitoring and oversight that ensures financial stability. Financial resources allocated through the District provide a reasonable expectation of both short-term and long-term financial solvency, despite statewide budget challenges that continue to demand prudent planning and prioritization. Financial resource planning is integrated with institutional planning.

**Self Evaluation**
The College meets this standard. Financial planning is integrated with and supports all institutional planning. The College utilizes the program review as the unit of analysis for planning purposes, and several institutional plans have been developed in relationship to the spirit and intent of program reviews. These plans include the Educational Master Plan, the Student Equity Plan, the Matriculation Plan, and the Basic Skills Initiative Plan. All plans are developed under the rubric of the College Mission Statement which inherently has student learning and student success as a goal, and budgetary needs are also reflected for the successful implementation of planning goals. In keeping with its goals to effect its mission, the College has also sought grant funding for goals established in the Board Strategic Directives, another document that propels campus wide

planning; this has resulted in several successful grants that support budget priorities at the College, including an Upward Bound Grant to establish a pathway to postsecondary education for low income, first generation high school students; an SSS/TRiO grant that facilitates learning for minority, low income, and first generation college students in Colusa County and Woodland; and SB70 and Perkins grants which support innovative curriculum development for career and technical education.

Prior to its accreditation in 2008, the College's budget development process was operated under the guidance of the District's Office of Administrative Services. The WCC management team, led by the President, continue to work with the District to develop and implement strategies aimed at distributing resources in a manner that will have the most impact on student learning and institutional improvement. In 2009, the College, in consonance with its planning agenda in the 2008 Self-Study, established processes and procedures to support integrated planning, reflect integrity, and ensure financial stability. As a first step, the College administration developed a Budget and Planning Committee (BPC) in collaboration with the Academic Senate. The BPC makes scheduled presentations to the College Council relative to its role in the implementation of the Board Strategic Directives **([3D.51](#))**.

The formation of the committee is also a response to the evaluation of the then existing budget development and assessment

processes in place since the College's accreditation in 2008. One of the first tasks of this committee was the adoption of a college specific flowchart that allows it to monitor the budget, establish priorities from program reviews and other planning documents, and make recommendations to the President in the budget development process. The emphasis of this process is that assessment of the goals developed at the program level will drive college-wide planning and that planning will in turn drive the budget development. This follows a history of integrated planning at WCC beginning with the College's Notice of Intent in 1999 (**3D.16**) when facilities, financial, and academic plans were tied to the overall fiscal considerations of the District. These early plans propelled WCC into the development of comprehensive annual budget development after its 2008 accreditation, a process that has been refined following evaluations of the budget development process.

The District's overall budget in 2011/12 is $53,254,634, including both restricted and unrestricted funding, of which 22% is allocated to the College. The unrestricted portion of the budget is $42,784,012 and is supported by funding from federal and state revenues (3C.42). While budget shortfalls at the state level affected the College in terms of reductions in personnel and class schedules, budget managers have responded through a process of reallocation of budget resources to areas of greatest needs for educational improvements, hence ensuring revenues to support educational improvements. Moreover, the District

Office, with input from WCC managers, is realistic in their revenue projections. During budget planning for the 2011/12 academic year, the College and District planners included a deficit factor that allowed the District to respond to budget reduction triggers at the state level. The result was a 22% fund balance, which provided a potential for absorbing the effects of midyear cuts in the subsequent year.

The College, in order to ensure that financial planning is integrated with institutional planning, utilizes its planning documents in the allocation of resources associated with budget development. The basis of its planning documents is program review, which is referenced in processes for responding to requests for faculty staffing, instructional equipment, and facilities. All requests for resources in terms of staff, equipment, and facilities are vetted through shared governance committees, which have established criteria that require College stakeholders to demonstrate that the requests are based on program reviews. Program reviews, in turn, are integrated in a planning matrix (**3D.18**) for easy reference for these committees. The matrix is also included in the Educational Master Plan adopted in 2011 to guide the future five-year direction of the College (2011-2016) (3C.1)**.** The Educational Master Plan is also aligned with the Board Strategic Directives, (3C.3) which have guided College planning based on the mission for supporting student learning and student success. Campus committees present reports to the College Council two times each year, in which they provide information on the status of the achievement

of the Board's Directives; these directives also have implications for budget planning and requests for resources. As a result of the Board's Directives, for example, the Student Success Committee completed the Student Equity Plan and noted the need for budget support through the established budget process (**3C.52**); the College allocated resources for release time for a Student Learning Outcomes coordinator; a Multi-Cultural Enrichment Center was included in the budgetary appropriations from Measure J Funds to renovate the Administration Building; the Educational Master Plan was developed with attention to the budgetary needs of the new Colusa County Outreach Facility that included ongoing staffing, supplies, and other operational requirements.

The financial planning process has relied on program reviews over the last three years since WCC's accreditation, and fiscal expenditures have supported the achievement of goals reflected in planning documents. The Board of Trustees and institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning through presentations from the District Administrative Services Office (3D.19) and other budget information located on the District's website.

**Planning Agenda**

None. The College meets this standard.

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*III.D.1b – Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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**Descriptive Summary**

The development of institutional plans considers a realistic assessment of the availability of financial resources, development of financial resources partnerships, and other expenditure requirements. At the time of initial accreditation in 2008, resources were distributed on an expense based model with resources allocated as follows: 60% of the resources to Yuba College, 24% to WCC and 16% to the District. Between 2008 and 2012, resources have been allocated based

on a FTES generation by the two colleges as follows: 78% of District revenues to Yuba College and 22% to WCC, after allocation to the District operations. Since 2010, a collaborative group known as the Resource Allocation Model workgroup has been evaluating multi-college District resource allocation and has developed a draft model. The draft model (3D.53 )will provide a more equitable share of resources among the colleges and the District, allow colleges to carryover unspent funds from prior year budgets into future expenditure plans, and develop a formula whereby fixed costs such

as utilities are considered ("above the line") before allocations are made to these entities. There were also discussions to consider District costs "above the line" so that growth factors are not built into budget allocations for the District. This new RAM was initially planned to be unveiled and piloted with the development of the 2012/2013 budget year, but this decision has been delayed.

**Self Evaluation**
Assessment of the availability of resources for budget planning is based on information provided at the District level and reflected in the annual Budget Handbooks. Individuals involved in institutional planning receive information about available funds, including annual budget showing ongoing and anticipated fiscal commitments (3D.33). This information is usually available through the District Office. It was disseminated at the college level through the Fiscal Analyst, a position which has remained unfilled since 2010 as a result of the state fiscal crisis (the duties, in the interim, are being handled by District staff, and the position is high on the list for future staffing priorities). The President also makes a bi-monthly budget report to the College Council that includes stakeholders from all campus constituencies. Although the budget information usually involves decision at the state level, it portends fiscal developments at the college level and informs considerations for college level budget planning.

With the establishment of the Budget and Planning Committee, which also includes stakeholders from the various campus constituencies – faculty, management, students, classified staff – college budget

information is presented, and the Committee now has the ability to also review expenditure levels at various intervals of the budget cycle. The College establishes funding priorities in a fashion that helps the institution achieve its goals in a reasonable fashion. The College has established committees that review funding requests coming out of program reviews for faculty staffing and equipment, and the Budget and Planning Committee is considering modalities for recommending the establishment of a facilities committee to the Academic Senate and the College Council. Each committee, as a basis for making realistic assessment of the availability of financial resources, ensures that requests are reflected in program reviews (3D.22; 3D.23). Program reviews must justify requests by presenting narratives on the budget implications. The committees, using ranking criteria that guides its operations, prioritizes the requests against the funding availability, and forwards them to the President and the College Council. The Council, against the back drop of budget information, makes a recommendation for the acceptance or rejection of the committee proposals. The President makes the final decision, and if it contradicts the Council recommendation, the President meets with the Council to provide explanation on the reasons behind the differing view.

Other budget planning decisions for other committees are carried out in similar fashion. The Basic Skills Committee, for example, with a limited budget of $90,000 per year, must respond to faculty requests for projects associated with the goal of transforming basic skills instruction at the

College. With this realization, the Committee allocates resources against a set of criteria that considers the budget limitation (**3D.24**). The Perkins Planning Team, which receives requests from career and technical education disciplines, also establishes criteria for allocating funds against fixed budget resource availability (**3D.25**).

The development of financial resources through grant funding and partnerships also reflect the realism that goes into institutional planning. The College has, since its accreditation three years ago, established a Foundation to seek external funding and through which it channels donations (3D. of the welding facility at nearby Pioneer High School and a partnership with Pacific Gas and Electric Company that resulted in the donation of a pickup truck for the Agriculture Program.

In all of its processes for resource allocation, the College and its committees ensure, as a primary criterion, that all items are focused on student learning and that proposals with this focus are given the appropriate priority in the rankings for funding. Other documents, besides the planning documents

26). The College has participated in state and federal grant competitions and has been successful in securing funding for basic skills instruction, MESA Calconnects, SSS/TRiO, Upward Bound, SB70 state funding (which resulted in the purchase of a mini bus for the Agricultural Program), and Perkins IV federal monies. As a Hispanic Serving Institution (HSI), the College continues to participate in grant competition for HSIs to supplement budgetary needs reflected in its Board Directives/Strategic Plans, program reviews and Educational Master Plan. The College has also developed partnerships with local school districts and business entities to leverage funding requirements. These include the use Office of Research, Planning and Student Success on productivity, retention, and completion rates; environmental scans that describe community needs for curriculum and instruction; and internal surveys of students and campus wide constituents (3D.27)**.**

**Planning Agenda**
None. The College meets this standard.

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*III.D.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.*

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already mentioned, used to describe funding priorities include annual data from the

## Descriptive Summary

The District handles all financial planning related to the payment of the College's liabilities and future obligations. The College, through the District, integrates its long-term liabilities in planning decisions related to short-range financial plans. These liabilities include retiree health and other post-employment obligations, expenditures on legal obligations and utilities, and other obligations for future total compensation expenditures established by bargaining agreements (3D.28). The District has done an actuarial study of its liability, which is current as of 2008. An update of this study for 2010 is nearing completion. Through this study, it has been determined that the actuarial accrued liability is $39 million. At this point, funding for the liability is not affected on an on-going basis. However, the District adheres to the Government Accounting Standards Board (GASB) Statement No. 45 that requires annual funding of post-employment benefits and has identified plans to meet these future obligations.

The College, through the District, also has other long term financing obligations through Solar and Central Plant sustainability projects in 2010 (these projects, for WCC, are located at its Woodland campus and Colusa County Outreach Facility). (3D.29). Other long-term obligations include building maintenance cost as a result of the passage of Measure J (See IIIB – Physical Resources), total cost of ownership considerations, and the replacement of capital equipment. These have presented additional budgetary burdens that must be considered when making short-term planning decisions. College level short-term decisions take into consideration the replacement costs of instructional equipment and their life span, program review needs and their long term support, and other reports or recommendations coming from advisory boards. For example, a statewide agricultural advisory board completed a review of WCC's Agriculture Program and made recommendations that included the renovation of the Greenhouse facility, a capital allowance that must be considered in the development of short-term priorities **(3D.30 Statewide Agriculture Report).**

## Self Evaluation

The College meets this standard. Short-term planning considers long-term obligations in the decisions for budgetary support.

## Planning Agenda

None.

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*III.D.1d – 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.*

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## Descriptive Summary

The College defines and follows its guidelines and processes for financial planning and budget development. These processes are included in the College Handbook which is updated annually and is available on the WCC Portal (3D.31). The development of the Budget and Planning Committee provides opportunities for representatives of campus constituencies to participate in the development of institutional plans and budgets. Included in the College Handbook is the purpose statement for the Budget and Planning Committee (3D.42) and the Budget Flowchart used to monitor and inform the budget planning process at the College level (3D.42) Prior to 2010, the College followed a District prescribed Budget Planning Flowchart, but with the establishment of the Budget and Planning Committee, this chart has been modified to incorporate college level planning and the involvement of governance constituencies, including the Academic Senate and the College Council.

Budget development guidelines are communicated to budget managers through the President's office following timelines and guidelines in the Flowchart. Budget managers then develop parameters for their line item requests and forward them to the President who presents them at the Chancellor's Executive Team meeting for discussion before they are forwarded to the District Fiscal Office.

These processes are also made known to constituencies through the District website (3D.33), budget presentations to the Board of Trustees (3D.19), and information shared by the President during annual college convocations at WCC (3D.34 Convocation Presentation Slides).

## Self Evaluation

The college meets this standard. The management team is required to share budget information with its constituencies throughout the budget cycle. However, although this aspect of the process is evolving, it has not been widespread in the past as some constituents report that they have not engaged in deliberations or information about budget planning with their managers.

## Planning Agenda

The Budget and Planning Committee, as well as the President's management team, will work to enforce requirements for constituent participation in the budget process, including ongoing dialogue on monitoring and assessing the process.

> **III.D.2** *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

> **IIID.2a** *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

## Descriptive Summary

The College has established appropriate control mechanisms to assure the financial integrity of the institution. A computerized system, Datatel, is used at the college and throughout the District to monitor and affect budget processes. Managers, departmental secretaries, and program directors have been trained in the use of the system, which has internal control features for processing purchase requisitions and orders and matches budget expenditures against available budget appropriations. It also has a feature that establishes various levels of clearances for those using the system. The financial integrity of its resources is also inherent in established District policies and procedures for purchasing which are reflected in Board Policies 6200, 6250, 6300 and Administrative Procedures 6250 and 6300 (3D.6, 3D.7, 3D.8, 3D.54). Financial documents, including the budget and independent audit, reflect the appropriate allocation and use of financial resources to support student learning programs and services. As part of this control mechanism and financial integrity, the College submits to annual audits conducted by an independent audit firm, Matson and Isom. While the college has received audit findings in the last three years, there have been no adverse or qualified opinions documented in the audit reports (3D.35). The College has implemented all recommendations emanating from the audit findings and have worked with District and Yuba College staff to develop processes that will prevent future occurrences of the findings **(3D.36;3D.37; 3D.38).** These institutional responses to external audit findings have been comprehensive, timely, and communicated appropriately **(3D.39).** Prior to the audit, the District Fiscal Office distributes the audit plan from the external auditor, and each manager accordingly

works on the provision of documents related to the plan **(3D.40).** At the College level, audit statements have concentrated mainly on procedural matters related to filing systems, FTES reporting, and curriculum representations in the schedule of classes. Relative to financial management at the College level, the audit statements have presented no serious indictment of the financial management system at WCC, despite the absence of a fiscal analyst, whose functions, as explained are carried out with assistance from the District Business Office staff **(3D.41).** The College

### Self Evaluation

The college meets this standard. The College's financial management system has appropriate control mechanisms and widely disseminates, through the District website and correspondences with College stakeholders, dependable and timely information for sound financial decision making. Members of the Academic Senate and College Council, through the College's Budget and Planning Committee and the newly formed District Budget Summit, are apprised of information on the budget

provides timely corrections to audit exceptions and management advice, which are followed by presentations to the Board on the overall status of these audit exceptions.

Funds are allocated in the budget to achieve the institution's stated goals for student learning. However, the College has indicated the need for a fairer or more equitable allocation of financial resources. This has prompted the ongoing discussions and planning for a new Resource Allocation Model which is expected to be piloted in the 2013 academic year

development process. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

### Planning Agenda
None.

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*III.D. 2b Appropriate financial information is provided throughout the institution.*

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### Descriptive Summary

Appropriate financial information is provided throughout the institution and this

information can be accessed on the District website (3D.33). As reflected on this site, information about monthly unrestricted budgets, the Budget Handbook, audited

financial statements, and presentations to the Board, including finance and budget reports in the CCFS 311 are all included on this site. The information is sufficient in content and timing to support institutional and financial planning and financial management. In addition, members of the Budget and Planning Committee have been trained in budget literacy and understanding of the WCC Budget allocations and they are expected to share information with their respective constituents.

Also, as explained above, the College uses Datatel's "Colleague" financial information system to record its financial data, and all managers and administrative support staff have the ability to share information at all times.

Financial information is also provided through open session Board of Trustees meetings, and campus constituents have the opportunity to view the Board approval process and glean information about the expenditure status of the District and colleges. The College President also presents information on the budget to the College Council as discussed in the

Chancellor's Executive Team, on which she participates. The Vice Chancellor of Administrative Services has attended Academic Senate and Budget and Planning Committee meetings to make presentation on the budget and respond to questions **(3D.55).**

The President, through her portal site and email distributions, has given updates on the budget and processes in her periodic Campus Updates.

## Self Evaluation

The College meets this standard. Financial information is provided throughout the institution via the District Fiscal Services website, Board meetings, President's campus updates, and presentations from District staff. Budget information has also been discussed by the Chancellor in the District Consultation and Administrative Committee (DCAS) (3D.44)**,** and the District Consultation and Communication Council **(DC3)** (3D.45**,** and these deliberations are captured on the College Portal.

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**III.D.2c. 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

The College, through the District, has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk

management, and realistic plans to meet financial emergencies and unforeseen occurrences. Board Policy 6300 on financial management and Administrative Policy 6305 dictates that the District retains a

minimum reserve of 8%, more than the 5% requirement mandated by the California Community College Chancellor's Office and anticipated by the Accrediting Commission for Community and Junior Colleges. This Board reserve requirement includes a 2% "set-aside" to enable campuses to provide funds internally for repairs and improvements to buildings and grounds. The set aside has been used in the past for roofing repairs and HVAC improvements, as well as improvements to gas lines. The proposed Resource Allocation Model will allow the College to have an amount of money automatically set aside taken these "deferred Maintenance" situations.

During the 2011/12 academic year, the District had a reserve of 21.9%, a significant change from 5.2% in 2008/2009 when the state budget crisis necessitated the use of reserve funding to support unforeseen emergencies.

The College and District continue to maintain adequate reserves for planning purposes and emergencies. The College and District have also maintained unrestricted fund balances over the last three years to support reserves needed for emergencies. The fund balances over the past three years are as follows:

**YCCD Unrestricted Fund Balance**

| Academic Year | Amount | Reserves |
|---|---|---|
| 2008/09 | $ | 5.2% |
| 2009/10 | $ | 7.04% |
| 2011/12 | $ | 21.9% |

Apart from the reserves, the District also has access to Tax Revenue Anticipation Notes (TRANS) to mitigate against delayed funding from the state when the political process sometimes inhibits timely distribution of funds to local colleges and districts. Also, TRANS facilitate the District's expenditure patterns given the fact that the state distribution pattern for property taxes, a source of its funding, do not align with the schedule for meeting its obligations.

The College funding is based on state and federal allocations. At the state level, the

College and District receive funding based on FTES allocations; property taxes through PROP 98, which are distributed in December and April of each year, represent another source of funding.

The College and District incorporate risk management in planning by maintaining adequate insurance coverage at several levels. The District maintains property and liability insurance through its participation in the Statewide Association of Community Colleges (SWACC) Joint Powers Authority, which also covers health benefits, workers compensation, and unemployment. Health

benefits are covered through TCSIG (3D.47) while workers compensation and unemployment benefits are covered through Keenan and Associates. At the regional level, the District is a member of the Northern California Community Colleges Schools Insurance Authority (NCCC SIA). 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.

**Self Evaluation**

The College meets this standard. The College and District provide for emergencies in financial planning by allowing for adequate cash flow and reserves to implement goals as outline in its mission for student learning and student success. The District, for example, incorporated the possibility of budget triggers in its 2011/12 budget planning, and when this did occur as a result of the state's inability to meet project projections, there was no effect in workload, class schedule, or general college operations.

**Planning Agenda**
None.

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> **III.D.2d 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**

The College practices effective oversight of its finances. The Office of the Vice Chancellor for Administrative Services monitors fiscal oversight of all expenditures and revenues. Financial aid funds, grants, externally funded programs, contractual agreements, auxiliary organizations such as the bookstore, and the WCC Foundation are included in the District's annual audit process. At the College level, the College Council serves as the Measure J Bond Steering Committee and receives reports on the WCC bond projects, while at the District level Measure J facilities expenditures are overseen by a Citizen's Oversight Committee.

Procedures for reviewing fiscal management are regularly implemented. They include an external audit conducted annually by the public accounting firm of Matsom and Isom. The College and District staff collaborate to respond to recommendations in a timely manner. The appropriate College unit works with the District fiscal office to write responses to audit findings and develop procedures to ensure that the College remains compliant with audit expectations.

Annual audits of the WCC Foundation reveal that it practices effect financial

oversight. The Foundation Director meets quarterly with the Executive Committee to review financial statements and reports.

The Financial Aid Office adheres to all state and federal mandates for accounting and distributing financial aid, which includes Federal Work Study, SEOG, Cal Grants, and Board of Governor fee waivers. The Director and staff of this offer receive regular training through attendance at state and national conferences and workshops.

Oversight for the District's investments in the Local Agency Investment Fund (LAIF) is directed by Government Code Section 53601, and these investments are constantly monitored.

Through the Datatel financial system, the College managers have the ability to review individual accounts and monitor monthly and quarterly budget reports.

### Self Evaluation

The college meets this standard. The College and District practice effective oversight of financial management processes, and these practices are vetted annually by external audits.

### Planning Agenda

None

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**III.D.2e) 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.**

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### Descriptive Summary:

The College ensures that 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. Budgets for auxiliary services, categorical grants, Measure J funds, and other fundraising activities through the WCC Board are developed based on the Board Policies that are consistent with the College mission. Oversight of financial practices follows acceptable financial management practices described in the previous section.

The College has improved its external funding base with state and federal grants, and external audit demonstrate that these funds are used with integrity and follow the purposes intended for these grants.

### Self Evaluation

The College meets this standard. Financial resources, including those from auxiliary activities and external sources, are used with integrity in manners consistent with the mission and goals of the institution.

### Planning Agenda

None.

> **III.D.2f 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

The College has entered several contractual arrangements with several external entities to affect its mission of student learning. These arrangements are governed by AP 6345 (Contract Review and Monitoring) (3D.50). This AP provides that the appropriate staff is aware of the grant, establishes triggers for regular reviews or renewal, and monitors the agreement for compliance. All contracts are submitted to the Office of the Vice Chancellor for Administrative Services for review. The review includes an examination of components that have implications for risk management, bid limits, and personnel. Following this review, the contract is submitted to the Board of Trustees for approval. The College President or Vice President is authorized to sign contracts. Contracts are subject to changes or termination at the initiation of the College or the contracting agency.

The District's Administrative Services staff working with the appropriate College department tracks the contract during the administration period to ensure compliance and renewal in a timely manner. All signed agreements are kept in the office of the Vice Chancellor for Administrative Services.

The College currently has existing contracts with several local, state and federal entities, including grant funds, provision for services, and facilities use.

## Self Evaluation

The college meets this standard. Contractual agreements are consistent with the college's mission and goals and are governed by institutional policies. AP 6435 and processes for Board approval of all contracts and the centralization of the contract procedures in the Office of the Vice Chancellor for Administrative Services provide appropriate control over all College contracts.

## Planning Agenda

None.

**III.D.2g** *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

**Descriptive Summary**

The College, through the District, regularly evaluates its financial management processes. The results of the evaluation are used to improve the financial management systems. College and District funds are audited annually by the accounting firm of Matsom and Isom. The Board of Trustees monitors the audit process and reviews the audit report to provide input for change and improvement of the financial management system. The Board also receives regular reports and updates on the status of the budget throughout the phases of budget development and implementation. Also, the College management team as reviews the effectiveness of its past fiscal planning process as part of its plans for current and future fiscal needs. At the District level, the College President participates in discussions with the Chancellor's Executive Team aimed at reviewing the District financial system and recommending improvements.

As part of the Program Review process, the Administrative Services Review responds to questions on fiscal management at the College. This provides the President and management team to review and implement ideas for controls and improvements in the financial management system at the College.

**Self Evaluation**

The college meets this standard. The financial management system is evaluated on a regular basis through external audits and discussions by the College as well as the District management teams. The College's Budget and Planning Committee is evolving to also provide input into this process. College and District staff review recommendations from auditors in a timely manner and implement them to comply with proper financial management systems of control. As part of this review, the College reviews prior year's findings to ensure that there are no recurrences of processes that led to findings and also to ensure that all corrective actions have been taken. Audit reviews and local evaluation of the financial system at the College and District level provide assurances that appropriate processes are in place to assess the financial management process and improve these systems to meet the mission and goals of the College. There are two visits scheduled by the audit firm. One visit is considered an interim visit where the auditors do a preliminary review of our records. The final visit will consist of audit of closed fiscal year as well as ensuring district's compliance with the appropriate Federal, State, & Local rules & regulations as well as Generally Accepted Accounting Principles and Government Accounting Standards Board. The firm presents the final audit

report to the Chancellor's Office by December 31st according to Contracted District Audit Manual (CDAM). Therefore, in order to meet this deadline, the College and District must have the year closed or nearly closed by September 17 in order for the auditors to wrap up their audit. The audit firm provides a list of items by end of April, and that list is distributed to appropriate areas for collecting those items and forwarding to auditors for their review and analysis. The auditors also have follow up requests in case questions arise based on the materials provided. It is also a norm for the auditors to interview various administrators and staff to ensure that there are no fraudulent activities around the district.

**Planning Agenda**
None.

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*III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

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**Descriptive Summary**

The College uses several processes to assess the effective use of its financial resources.

a) Budget Planning: When developing budgets for the upcoming fiscal year, the President and the management team have reviewed processes and expenditure levels of past years to ascertain whether the use of financial resources were effective in meeting College goals. Although the budget was generally rollover, there were certain line items that were changed to meet budget needs as recommended by managers to fulfill requests coming through program reviews. For example, when it was discovered that allocations for equipment in division budgets remained unused over several years, the decision was made to consolidate all equipment line items under the Vice President's budget. This fund was then used to respond to equipment needs coming out of program reviews and recommendations from the Instructional Equipment Committee. The evolving Budget and Planning Committee also has input into this evaluation process. Its flowchart calls for an evaluation of the budget process in order to make improvements for subsequent planning years.

b) Mid-Year and Year-to-Date Reviews: The budget is reviewed against past years at the mid-term and also on a monthly basis to evaluate areas of high needs. For example, student surveys revealed the need for increased counseling hours. An evaluation of the budget resulted in the transfer of funds from a line item impacted by workload reduction to accommodate funding for increased adjunct faculty hours.

c) Budget Updates at Board of Trustees Meetings: The Board receives periodic updates on the budget and discussions usually lead to financial prioritization that are linked to the mission and goals of the College.

d) Chancellor Executive (CHEX) Staff meeting: The College President also makes proposals to the CHEX team during discussions on the budget; these have led to modifications or recommendations for changes that support student learning. The current effort to implement a new Resource Allocation Model has resulted from some of these discussions.

**Self Evaluation**

The College partially meets this standard. With the Budget and Planning Committee now in operations, a formalized system for evaluating the effectiveness of the budget will be developed and included as part of the program review process. Although program review requests sometimes indicate the inadequacy or ineffectiveness of budget appropriations in meeting instructional needs, a more formal process that systematically assesses the use of financial resources is imminent.

**Planning Agenda:**

Work with Budget and Planning Committee and the Office of Research, Planning and Student Success to develop a plan to systematically assess the effective use of WCC's financial resources.

# EVIDENCE LIST

3D.1.    [Mission Statement](#)

3D.2.    [EMP](#)

3D.3.    [Board Strategic Directives](#)

3D.4.    [Budget and Planning Purpose Statement](#)

3D.5.    [DC3 Purpose Statement](#)

3D.6.    [BP 6200](#)

3D.7.    [BP 6250](#)

3D.8.    [BP 6300](#)

3D.9.    [Student Equity Plan Matriculation Plan](#)

3D.10.    [BSI Action Plan](#)

3D.11.    Upward Bound Grant

3D.12.    SSS/Trio Grant

3D.13.    SB 70 Grant

3D.14.    Perkins Grant

3D.15.    College Council Budget and Planning Presentation

3D.16.    Notice of Intent

3D.17.    Correspondence on Budget and use of Resources

3D.18.    [Program Review Matrix](#)

3D.19.    [Budget Presentations](#)

3D.20.    RAM Overview

3D.21.    [Annual Budget Information](#)

3D.22.    [Faculty Staffing Matrix](#)

3D.23.    Instructional Equipment Matrix

3D.24.    BSI Funding Criteria

3D.25.    Perkins Funding Criteria

3D.26.    [Foundation Flyer](#)

3D.27.    [Research and Planning website](#)

3D.28.    [YCCD Collective Bargaining Agreement](#)

3D.29.    [District budget with long term obligations](#)

3D.30.    Statewide Agriculture report

3D.31.    [College Handbook](#)

3D.32.    [Budget Committee Flowchart](#)

3D.33.    [District Fiscal website](#)

3D.34.    Convocation slides on budget

3D.35.    [Audit reports last 3 years](#)

3D.36.    Board Agenda item on Audit findings

3D.37.    Vice Chancellor Alt/President Fairchilds email on audit assignments

# Standard IV

## STANDARD IV: 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 services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

*IV.A 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 receiving initial accreditation in 2008, WCC has moved rapidly to establish a committee structure that ensures meaningful participation by all constituencies in the decision-making process.  The current state budget difficulties have been embraced by WCC as an opportunity to enhance the processes through which decisions are made, specifically through the formation of the WCC Budget Committee (**4A.1**) and the WCC Scheduling Committee (**4A.2**).  The groundwork done by the administration, faculty, staff, and students prior to initial accreditation has provided a smooth transition to a comprehensive committee structure hindered only by the occasional problematic nature of filling committee seats.

**WCC College Council**: The former WCC Site Council became the WCC College Council upon initial accreditation.   The WCC College Council is the primary body for achieving meaningful participation by all constituencies in the decision-making processes at WCC (**4A.3**).  The Council has representatives from administration (3), faculty (3), staff (3), and students (2 through the Associated Students of Woodland Community College - ASWCC), but filling the student seats has been problematic.

Through the College Council, information is shared with all constituencies, and through the College Council proposals, recommendations, and opinions are made to the WCC President either for consideration, action, or to be carried forward to the district. The College Council, in conjunction with the Academic Senate (**4A.4**), reviews the work of (most of) the other committees at WCC and provides feedback before those committees' recommendations are forwarded for action. As a result of these periodic reports, College Council has discussed implementing changes in its committee structure among other outcomes.

The WCC President, based on the work of the College Council, forwards input from administration, faculty, staff, and students to the District; thus each group is afforded a voice in the district-level decision-making. The minutes of the College Council are available at the WCC website (**4A.5**). The structure of the College Council and the other WCC committees are detailed in the WCC College Handbook (**4A.6**).

WCC Committee Structure: Upon receiving initial accreditation, WCC rapidly put in place committees to deal with most governance issues. Since that point, new committees have been formed (e.g., Planning and Budget Committee and Scheduling Criteria Committee) so that all important decision-making processes now have bodies that allow constituents' input.

The following committees were in place prior to the initial accreditation in 2008:
- College Council
- Student Success Committee
- Faculty, Classified and Administrators Staffing Committee
- Safety Committee

Following initial accreditation, the following committees were added:
- Curriculum Committee
- Flex Committee
- VTEA Local Planning Committee (Perkins IV Planning Team)

In response to recommendations about College stakeholders, WCC has expanded its governance and committee structure to include twenty-one bodies – 16 standing committees, two project teams, and two workgroups:
- Academic Senate
- Accreditation
- Basic Skills
- Bond Steering
- Budget and Planning
- College Council
- Colusa Advisory*
- Communication Resource
- Curriculum
- Diversity Committee
- Educational Master Planning
- Faculty Staffing
- Faculty, Staff and Administrative Staffing Comittee
- Flex
- Heritage
- Instructional Equipment*
- Safety
- Scheduling Criteria
- Student Learning Outcomes
- Student Success

- Sustainability**
- Perkins IV Planning Team

*Workgroup
**Project Team
See (4A.6) College Handbook)

## Self Evaluation

Immediately upon receiving accreditation, WCC embraced the challenge of being a stand alone college by putting in place a comprehensive collection of committees to cover nearly every aspect of the college operations. In 2009 (to some extent due to the downturn in the state budget), a Budget and Planning Committee and a Scheduling Criteria Committee were formed; both committees have been instrumental in curbing the effect of budget cuts on students, and there is general consensus that both will be valuable in planning the growth of the college in better budgetary times.

The four most serious drawbacks to having such a thorough committee structure established are: (1) finding sufficient members to fill all committee seats; (2) finding times that committees can meet (this is exacerbated by the number of people serving on multiple committees); (3) avoiding duplication of efforts or competing efforts; and (4) timely and meaningful communication of committee work to all constituencies.

Filling committees is problematic for two reasons: the limited number of administrators and faculty members and the limited availability of staff members and students. Faculty and administration have stepped up to fill all needed seats, but this leads to both scheduling issues and a drain on the time and energy of the administrators and faculty members. Finding time for classified staff participation and interest among students continues to be problematic.

Recently, as a result of committee reports to College Council, discussions have taken place to begin to identify and address the issues of duplication of efforts (e.g., a forum looking at the work of the Student Success Committee and the Basic Skills Committee. (**4A.7;**Basic Skills Committee)

**Communications**: Communication continues to be a concern. Positive steps have been made by College Council and the Academic Senate. College Council has a thorough process for monitoring the work and progress of college committees, and the Academic Senate implemented a similar process in fall 2011. At a joint meeting prior to fall 2008, the Academic Senate and College Council identified which committees should report to which (or both) bodies and whether the reports should be for information or review. (**4A.8**) Progress made through the Communication Resource Committee was setback by the introduction of a district portal and a new email platform. Although both have features that will eventually improve communication of committee work, the transition has been slow, awkward, and implemented sporadically.

## Planning Agenda

Now that a comprehensive committee structure is in place, College Council and the Academic Senate need to evaluate the effectiveness of committees under their

purview and look at the possibility of streamlining the structure if duplication exists.

Efforts must be taken to move toward use of the portal by all constituencies, and through the portal, increase access to information from all committees.

Efforts to increase participation by students, classified staff, and adjunct faculty members need to intensify.

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**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.**

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### Descriptive Summary

The WCC College Handbook (**4A.6**) contains the written policies and specific committee guidelines through which faculty, classified staff, students, and administration have meaningful input in the college's decision-making processes.

The policies and guidelines in the handbook support the college's "Model of Shared Decision Making" (**4A.9**) and is WCC's realization of the spirit and intent of AB 1725's edict that faculty, classified staff, administrators, and students shall all be provided the opportunity to "participate equitably and collegially in the decision-making process of the college. (**4A.10**) The model provides guidelines for decision-making processes at WCC and for WCC's participation in decision-making at the district level.  The model and the handbook delineate the roles of the Board of Trustees, the Chancellor, the college Presidents, the faculty, classified staff, students, and administrators.

### Self Evaluation

The WCC College Handbook states that the "Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations (**4A.6**). The Board's responsibilities include establishing policies, approving procedures for policy implementation, and reviewing recommendations brought forth by the Chancellor and the college Presidents.

The Handbook further states that the Chancellor has the "executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." (**4A.6**)

Under the "Model of Shared Decision Making," the Handbook states that the Chancellor grants the college Presidents the responsibility to "provide staff and students the opportunity to participate effectively in District and college decision-making" (**4A.6**).

Further, under the model, the Academic Senate represents the faculty and "makes recommendations to the administration of the college and to the governing board of the District via the Chancellor, with respect to academic and professional matters" (**4A.6**). The WCC Academic Senate has embraced this role and is a vibrant body with both full-time and adjunct representation.

The WCC College Handbook also provides classifies staff venues for playing a broad role in the formulation and development of policies and procedures while stating that students "shall have the opportunity to participate effectively in District and college decision-making," including policies and procedures "that have or will have 'a significant effect on students'" (**4A.6**). Although staff and students have seats on many WCC committees, the primary body for their participation in the planning process is College Council. The Associated Students of Woodland Community College (ASWCC) appoints student representatives to College Council (and other committees). At the district level, there is a Student Trustee (selected in alternate years from WCC and Yuba College) on the Board of Trustees. Additionally, either the Student Trustee or the ASWCC President is a member of the District Communication and Consultation Council (DC3) (**4A.11**).

In the three years since receiving accreditation, WCC has developed a comprehensive governance structure with committees that deal with all aspects of college planning. Through these committees faculty, staff, students, and administrators all have venues for participating in the development of policies, procedures, and programs. All constituent groups have the ability to participate meaningfully in the planning process, both at WCC and at the District.

**Planning Agenda**

Committee chairs and sponsors will be asked to ensure that their committees follow the guidelines in the "Model of Shared Decision Making" in the WCC College Handbook.

A structure similar to the structure used for faculty staffing will be developed for staff and administrative staffing, allowing for participation in the planning for growth in those areas by all constituent groups.

As ASWCC becomes a more established entity, filling vacant student seats on various committees will be a high priority. Additionally, conversations regarding making committee participation easier for staff members has started (Joint Senate/College Council meeting - **4A.12**). The Chancellor has expressed an interest in having more student, staff, and faculty participation on DC3.

## Descriptive Summary

Faculty and administrative roles in planning and decision-making are clearly defined in the WCC College Handbook. Through the Budget and Planning Committee, the Scheduling Committee, and College Council, both administrators and faculty have a substantive voice in the planning process at WCC. Through DC3, administrators and faculty also have a substantive voice in planning at the district level. Faculty and administrators have roles on all committees that deal with planning at WCC. The majority of these committees have administrative sponsors and faculty chairs or faculty and administrative co-chairs.

Staff also has seats on most planning committees. WCC's College Council includes faculty, staff, administrators, and students. College Council reviews the work and provides input to the recommendations of nearly all college committees. The co-chairs of College Council can come from faculty members, administrative members, or staff members. Through committee membership and College Council, staff is provided avenues to engage meaningfully in the planning and decision-making processes.

Although many seats are unfilled, students also have seats on some college committees and on College Council. Additionally, there is a Student Trustee on the Board of Trustees. The Student Trustee seat alternates between the two colleges. During the 2011-12 academic year, the seat is filled from WCC. The Student Trustee and the president of the other college's Associated Students both have seats on DC3. Through the Student Trustee, the Associated Students of Woodland Community College (ASWCC) and the students appointed to College Council and other college committees, students have the potential to have a meaningful voice in both WCC and the District planning processes.

## Self Evaluation

Through the establishment of a comprehensive committee structure WCC has created a shared decision-making structure that affords administrators, faculty, staff, and students substantive participation in the planning processes at WCC and the District. The primary shortcomings of the structure are: (1) the sheer number of committees taxes the small administration, faculty, and staff at WCC; (2) communications to and from the various committees is of uneven consistency, and some committees are very responsive to concerns and report out well while other struggle with one or both parts of the process; (3) student participation continues to be sporadic (with the exception of the

Student Trustee); and (4) staff participation on committees is also inconsistent.

At joint meetings of the College Council and the Academic Senate, discussions are underway to address these flaws (**4A.13**). Both bodies are reviewing the current committee structure with the goal of looking for ways to consolidate committees that have overlapping purposes. The two bodies have agreed which committees report to College Council, which report to the Academic Senate, and which report top both. Further, they have agreed whether the reporting is for information or review. College Council has established a well defined reporting structure for the committees that report to it. The structure has been refined each year. The senate recently established a formalized reporting structure and will use the structure for the 2011-12 academic year, after which the efficacy of the structure will be assessed and improvements made, as needed. (The Communication Resource Committee is working to make reporting of meeting times, agendas, and minutes more uniform across the various committees and information more uniformly accessible (**4A.14**). At joint meetings, solutions to the issue of staff and student participation are also being sought (**4A.13**).

Efforts to strengthen ASWCC have been stymied by the combination of the commuter nature of the student population, other demands for student's time, and the transitory nature of the community college student population. After two years of positive progress in ASWCC, this year the elected president was unable to fill the position, and the formation of an elected body had to be restarted.

Although there are myriad committees and the faculty, staff, and administration are small, nearly all WCC committees do meet regularly, meetings are well planned, and meetings are well attended.

### Planning Agenda

Consolidate committees that have similar or overlapping concerns.

Increase information sharing from committees to all constituencies and from all constituencies to committees.

Work with student groups to strengthen ASWCC and to increase student participation on committees and in the planning process.

Continue discussions between managers and staff to facilitate staff participation on committees and in the planning process.

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*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

The processes for developing, assessing, and improving student learning programs and student services are structured so that faculty and academic administrators share vital roles in making recommendations to the President. Regarding student learning programs, the faculty participates in the processes through the Academic Senate, the Curriculum Committee, the Program Review Validation Committee (PRVC), the Student Success Committee, the SLO Committee, the BSI Committee, the Faculty Staffing Committee, and the Instructional Equipment Request Committee. With the exception of the Academic Senate, each of these committees has one or more academic administrators as members, providing input in the processes.

The roles of committees involved in making recommendations regarding student learning programs and student services are defined in each committee's purpose statement, which can be found in the WCC College Handbook (**4A.6**). The College Handbook and the purpose statements found within are dynamic, "living" documents, reflecting continual assessment and improvement of the processes. Committees review and modify, when needed, their purpose statements, goals, timelines, and integration with other processes on an annual basis.

**Academic Senate**: The Academic Senate consists of nine senators: the president (elected from the tenured faculty), one senator elected from each of the five divisions at WCC (Student Services, Social Sciences, Language and Fine Arts, Math and Science, and Career and Technical

Education - CTE), an at large full-time faculty member, an adjunct faculty member from WCC, and an adjunct faculty member from the Colusa County Outreach Facility (CCOF). The CCOF seat was established with the intent of providing the faculty (and through them, the staff and students) at that site a direct voice in the senate. When the position is unfilled, it becomes an at-large adjunct seat. The current at-large holder of the seat has been in regular contact with faculty and staff at CCOF and has brought their voice to the Academic Senate. (**4A.4**)

As delineated in the College Handbook (**4A.6**), the senate "makes recommendations to the administration of the college and to the governing Board of the District, via the President and Chancellor, with respect to academic and professional matters." These matters include the "10+1" from Title 5:

- 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, an annual reports;
- Policies for faculty professional development policies;
- 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.

The senate and the administration have worked together to form committees wherein the faculty does indeed make recommendations in these matters. In the last two years, the Planning and Budget Committee has been formed and the staffing process has been altered to provide faculty with their voice in the forming of recommendations regarding planning and budget. With these changes the senate bridged the last identified gap in the WCC processes regarding "10+1" matters.

The senate provides faculty with a voice in all processes involving student learning programs and student services. The senate appoints faculty members to the various recommending bodies and reviews the work of those bodies.

**Curriculum Committee**: The Curriculum Committee, a subcommittee of the senate, is the primary body with responsibility and authority for curricular matters at WCC. Their charge includes evaluating new courses, programs, degrees, and certificates and making recommendations to the senate and to the governing Board. (**4A.15**) The WCC Curriculum Handbook (**4A.16**) clearly defines the roles of faculty and academic administrators in this most vital body for providing recommendations regarding student learning programs.

Originally, the college provided 20% reassigned time to the faculty co-chair of the committee. At the urging of the senate (which gave up 10% of its reassigned time for one year to support the role of the curriculum committee co-chair thereby providing 30%), as of 2011-2012, the college increased the co-chair's reassigned time to 40%, reflecting the importance of this body to student learning programs.

The Curriculum Committee includes a faculty chair, faculty members from each of the college's divisions (academic and student services), the Dean of Instruction and Learning Resources, and the Vice President of Instruction and Student Services (the other co-chair). Thus both faculty and academic administrators have clearly defined roles in this recommending process.

**SLO Committee**: Reflecting WCC's understanding of the importance of student learning outcomes (SLOs), in 2010, the Administration and the Academic Senate formalized the WCC SLO Committee. The SLO Committee is charged with guiding WCC in the development and assessment of SLOs and with integrating SLOs into the planning and Continuing Quality Improvement of student learning programs and student services at WCC. (**4A.17**)

A faculty chair receives 20% reassigned time. The SLO committee includes faculty members (full-time and adjunct, the Dean of Instruction and Learning Resources, as well as the Vice President of Instruction and Student Services. Again, faculty and academic administrators are relied on to provide recommendations regarding student learning programs and student services through this committee.

**Other Committees:** The Student Success Committee, the BSI Committee, the Faculty Staffing Committee, and the Instructional Equipment Request Committee are other committees where faculty and academic administrators work together to make recommendations regarding student learning programs and student services. Through these committees and the bodies above, WCC has a compressive structure wherein the faculty and the academic administration are relied upon to make recommendations to the college president and through the President to the governing Board.

**Academic and Student Support Administrators**: The Vice President of Instruction and Student Services, the Dean of Instruction and Learning Resources, and the Dean of Student Services (currently vacant) all have roles in the recommendation processes. These roles are primarily defined in the position descriptions **(4A.18, 4A.19, 4A.20)**, but they are also defined through membership on the above bodies.

Vice President Of Instruction and Student Services: The VP provides leadership in the areas of student learning programs and student services. The VP, working with faculty and staff, plays a major role in shaping the directions of academic programs and student services. The VP is co-chair of the Curriculum Committee and of the PRVC. Currently the VP is also the acting dean of the Student Services division and of the CTE division. Additionally, the VP is also on the Faculty Staffing Committee, the BSI Committee, the Student Success Committee, the Scheduling Committee, and the Planning and Budget Committee. The

college clearly relies on the VP in the recommending processes. In fact, there may be too much reliance. The VP's time is spread to too many responsibilities, and his administrative support is not at a level to properly support the myriad.

Dean of Instruction and Learning Resources: WCC has one academic dean who currently oversees three academic divisions (Social Sciences, Language and Fine Arts, and Math and Science). The Dean is supported by an Instructional Support Specialist and a Clerical Assistant. The Dean provides leadership in the divisions in the program review process and through that process in the development of both immediate and long-range planning for student learning programs. The Dean also is a member of the PRVC, the Curriculum Committee, the BSI Committee, the BSI Committee, the Faculty Staffing Committee, and the Scheduling Committee. Through these committees, the Dean is thoroughly integrated into the processes for making recommendations to the President regarding student learning programs.

Dean of Student Services: The Dean of Student Services position, when filled, has provided and will provide leadership in developing recommendations regarding student services. The Dean will oversee the Student Services division and has a seat on the Student Success Committee and the Faculty Staffing Committee. The position is currently unfilled. During this period, most of the responsibilities of the position have been assumed by the VP.

## Self Evaluation

Through the well-defined committee structure at WCC, faculty and academic administrators are relied on the make recommendations to the President and governing Board regarding student learning programs and student services. Currently the Academic Senate, the Curriculum Committee, the SLO Committee, the Faculty Staffing Committee, the Student Success Committee, and the Instructional Equipment Request Committee are the bodies making recommendations regarding student learning programs. On these bodies, the faculty works collegially with the VP of Instruction and Student Services and the Dean of Instruction and Learning Resources to assess needs and make recommendations.

The VP and/or Dean also work with the Student Services division, the BSI Committee, and the Students Success Committee and the Faculty Staffing Committee to make recommendations regarding student services.

Two weaknesses are clear at this point. First, the administrative structure and administrative support is inadequate to support the processes in place. The vacant Dean of Student Services position taxes the VP, as does inadequate clerical support for both the VP and the Dean of Instruction and Learning Resources. Secondly, there are too many committees to be supported by a faculty/administration the size of WCC's. The faculty and administrators do an admirable job keeping the committees and processes operating, but administrators and faculty members are spread too thinly.

Discussions focused on consolidating committees to alleviate the strain and to increase efficiencies are underway in the senate and College Council.

**SLO Progress**: SLOs will guide the planning in both student learning programs and student services. The SLO Committee has made brisk and steady progress. In academic programs, all courses have identified SLOs as have all programs/departments. All programs/departments have formed assessment plans, and most are (or soon will be) using assessment results in the quality improvement cycle. Similar strides have been made in student support services. SLOs have been integrated into the curriculum development process and the program review process.

## Planning Agenda

The program review process, critical to evaluating and providing recommendations, needs to be integrated with the other planning processes. The Program Review Validation Committee will begin doing so in 2012 **(4A.21).**

Refill Dean of Student Services position and hire sufficient clerical staff to support the administration and faculty.

Consolidate committees, where possible, to increase efficiencies, reduce duplicated efforts, and reduce the strain on a small faculty and administration.

**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 and the WCC administration have established policies that confirm their commitment to a collegial process of shared decision-making in academic and professional matters as required by Title 5 of the California Education Code (**4A.22**) E.C. 53200). Workshops with the leaders from the State Chancellor's Office and the State Academic Senate have been held in the district and at WCC to ensure that the Board of Trustees, administration, faculty, staff, and students are aware of their roles and their duties in ensuring a system of shared decision-making consistent with the letter and the spirit of Title V. All constituencies have a voice at meetings of the Board of Trustees (faculty through the academic senate, staff through their union, students through a student trustee, and all groups through the WCC President).

Committees, project teams, and leadership groups are formed so that administrators, faculty, staff, and students all have opportunities to provide meaningful input into the governance and decision-making processes. As areas that are identified as weak in this regard are brought to light, efforts are quickly undertaken to improve the voice of any under-represented group. Board meetings are held monthly and are rotated among the two district colleges and the Clearlake Center.

**Self Evaluation**

Members of the Board of Trustees have a firm understanding of their role in setting policy. They further understand their charge to consider recommendations that are brought forth through shared decision-making policies and that they possess the authority to approve recommendations that they receive through the shared decision-making processes of the colleges and the district.

**WCC College Council**: College Council is the primary body for allowing all constituent groups participation in the governance and shared decision-making processes at WCC. College Council is sponsored by the WCC President and has representation from managers (3), faculty (3 fulltime and 1 adjunct), staff (3), and students (1). There are two (2) co-chairs which have, at times, come from any of the first three groups. Recommendations regarding college issues are developed and approved through a consensus model. Through College Council, recommendations are forwarded to the WCC administration for college issues or forwarded to the District by the WCC President through the Chancellor's Executive Committee (CHEX) **(4A.23)**.

College Council also provides a venue for all constituent groups to share information with other constituent groups. Further, nearly all standing committees make semi-annual presentations to College Council allowing dissemination of committee work to all constituent groups.

College Council meetings are held twice monthly and are open to all members of the campus community, the district community, and the communities that WCC serves. Additionally, since 2009 College Council has held joint meetings with the Academic Senate each semester.

**Standing Committees**: Prior to receiving initial accreditation, WCC had four (4) standing committees in place in addition to a Provisional Academic Senate. Plans were underway to form four additional standing committees. At this point, there are – in addition to an Academic Senate – fifteen (15) standing committees. With the recent addition of the Planning and Budget Committee, the Library Advisory Committee, and the Schedule Criteria Committee, there is general consensus that nearly all governance and decision-making issues have an appropriate venue for consideration that allows administration, faculty, staff, and students meaningful participation. The notable exception, staff and administrative planning, will ideally be addressed in discussions that began at a college forum focused on budgetary issues and is continuing amongst the VP of Instruction and Learning Resources, the Faculty Staffing Committee, and the Academic Senate. Complete purpose statements and memberships can be found in

the Woodland Community College Handbook (**4A.6**).

**Project Teams**: WCC uses project teams, developed under college auspices, to address specific, usually short term, issues. Project teams typically are either disbanded upon completion of their charge (e.g., program review process) or evolve into a standing committee, if the issues addressed warrant (e.g., student learning outcomes). Typically, project teams report to both the College Council and the Academic Senate.

**Management Groups**: The participation of WCC managers in the governance and shared decision-making at WCC and the district is ensured through many avenues. All managers are members of The President's Group (PS), which serves as the primary venue for collaboration and coordination of planning by managers. The recommendations of the managers are forwarded through their representatives to the College Council and through the WCC President to the District at the Chancellor's Executive Staff (CHEX). Managers are sponsors, chairs (or co-chairs), or members of all WCC standing committees and project teams. In addition to the WCC President sponsoring the College Council, there are three managers seated on College Council.

**District Governance Structures**: At the district level, administrators, faculty, classified staff, and students participate in shared decision-making through the District Consultation and Communication Council (DC3) (**4A.11**). The membership of DC3 includes the chancellor, both vice chancellors, both college presidents, the president and vice president of each

college's academic senate, the Student Trustee, the Associated Student's President from the college the Trustee does not come from, and three classified staff members from the district.

DC3 reviews Board of Trustee Agendas, provides a venue to communicate about district issues, and will be the leading body in the development of the new Strategic Plan for the District. Various constituencies have asked to have items removed from the Board agenda at DC3 until further discussion can be held; those requests have been accepted. The new chancellor has expressed an interest in expanding the role of DC3 and in expanding its membership to create a more inclusive shared decision-making body.

**Student Governance**: The Associated Students of Woodland Community College (ASWCC) annually elect officers and address student concerns. ASWCC has a WCC faculty advisor(s). Through ASWCC, students participate in governance and shared decision-making by appointments to seats on standing committees and College Council. Additionally, ASWCC representatives sit on various WCC advisory committees (e.g., the Ag Advisory Committee and the Disabled Students Programs & Services Advisory Committee). Due to the commuting-nature of the WCC student population, finding sufficient students to fill the ASWCC leadership and to fill student seats on committees is frequently problematic.

ASWCC and the WCC administration hold annual Student Forums, where students get the opportunity to meet with the college president, vice-president, and deans.

Students are encouraged to attend the monthly Board of Trustees meetings where students frequently address the trustees either in the public comment portion of the meeting or as part of presentations from various services or programs. At the district level, there is a Student Trustee on the YCCD Board of Trustees. The Student Trustee is elected annually by the students of the two colleges and attends Board meetings providing a student voice at those meetings. The student Trustee for the 2011-2012 academic year is a WCC student.

Another impediment to student participation is communication. Although all students have free email accounts through the college, few students use those accounts. Additionally, student use of the new portal is extremely limited. Admissions & Records has recently undertaken an advertising campaign to increase student awareness of these resources. Additionally WCC has established a presence on Facebook. It is anticipated that through these venues student awareness of opportunities to participate in the collegial governance and decision-making processes will increase and that eventually student participation will grow.

**Communication**: Work of most committees is disseminated through a number of avenues. All committees have web-pages where agendas, minutes, and other documents are posted. Some committee meeting agendas are also distributed via email or through announcement/event areas of the portal. As the district and colleges transition to the use of the portal and a new email platform, there is the expectation that those tools will be

leveraged to increase accessibility to committee information and to standardize the electronic distribution of committee information. Most committees have representation (or at least membership slots) from the administration, faculty, classified staff, and students. There is the expectation that these members report out to their constituencies. That expectation is met

remarkably well in some cases and poorly in others. It is also anticipated that the portal will be leveraged to make reporting out more efficient and more consistent across the various committees.

### Planning Agenda

See Planning Agenda above.

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**IV-A4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and 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.**

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### Descriptive Summary

WCC prides itself in the honesty and integrity which serve as a basis for its relationships with external agencies, ACCJC/WASC, and external constituencies. The rural nature of the communities WCC serves and the poverty and unemployment levels in those communities make an external focus an essential piece of WCC's mission. Within the communities it serves, WCC works with local and regional civic and educational agencies toward common goals for economic development in the communities. WCC also works with state and federal agencies to enhance programs at WCC and to implement and evaluate programs that will benefit WCC students and the communities that WCC serves.

### Self Evaluation

**ACCJC/WASC Relationship**: WCC worked with ACCJC through the YCCD District prior to WCC's Self Study for Initial Accreditation. In writing the initial self study, faculty, classified, and administrative accreditation team members worked to ensure the Self Study was an accurate portrayal of both the strengths and weaknesses at WCC. Where problems existed (e.g., communication), they were identified as were planning agendas to address the issues.

WCC is vigilant in understanding ACCJC policies and practices. Since receiving initial accreditation, a faculty member has been assigned to co-chair the Accreditation Committee and that committee has worked year round each year since to keep abreast of changes and trends in the accreditation process. The WCC President, Vice

President of Instruction, and a number of faculty members have participated on WASC accreditation visitation teams to other colleges, both to fulfill WCC's responsibility as a member of the college system and to gain and share insight with WCC regarding the current accreditation process.

**Board Commitment to Accreditation –** YCCD Board Policy 3200 (**4A.24**) lays the foundation for the District and WCC's adherence to both the requirements and the spirit of the accreditation process. The policy states that the Board, the Chancellor, and the WCC President will oversee matters relating to accreditation, will ensure the Self Study is an honest assessment of the college's programs and services, and will ensure that the Self Study is a document that reflects an institution wide self assessment. The Self Study was reviewed by the Board and Chancellor at the Board's July 2012 meeting.

**Sponsored Programs –** Since receiving accreditation, WCC has actively pursued external funding to enhance the programs and services it offers its students and the communities it serves. WCC has been designated an HSI and is pursuing both STEM and MESA programs. The College has secured Perkins grants which have helped fund programs in Agriculture, AJ, and Digital Media, among others. WCC has a Director of Planning, Research and Student Success whose responsibilities include grant writing and providing statistical support for grant writing.

**Planning Agenda**

The grant process will be integrated into the planning and budget process with assurance that there is proper input from constituencies, proper resources for administering and assessing any funded programs, and sustainability analysis to continue programs once grant funding expires.

**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**

At both the district level and the college level, there are processes for evaluating and assessing the leadership and the shared decision-making processes. The processes are "living" processes, evaluated regularly and improved upon as needed. At WCC, the work of committees and project teams are reviewed by the College Council and the

Academic Senate where appropriate. Through this review process, integration of committee work with Board goals is achieved.

## Self Evaluation

**Board of Trustees –** The Board of Trustees conducts a "self-evaluation" annually. These evaluations lead to making changes where needed in district processes and strategic direction. At the request of the new Chancellor, the Board has held two retreats to plan direction for the Board as the 2011 academic year started. The Board has directed the Chancellor to undertake a district-wide strategic planning process to develop the new strategic plan for the district. The Chancellor working with DC3, and an independent consultant facilitator held a meeting in December 2011 to initiate the process. The Chancellor's stated objective is to simultaneously develop the Board Strategic Plan and to develop a sustainable process for updating that Plan which leverages the work of existing bodies as well as integrating the plans of other decision-making bodies. The Chancellor and DC3 have agreed that the Boards Strategic Plan should reflect both the commonalities and the differences of the two colleges and the communities they serve.

**Committees and Project Teams –** At a joint meeting, the College Council and the Academic Senate determined which WCC committees should report to College Council, which should report to the

Academic Senate, and which should report to both. College Council has created a structure wherein each committee reporting to the council does semi-annually (once each semester). College Council has developed and approved a reporting structure (**4A.25**) that focuses on identifying how each committee's work connects to the Board Strategic Plan and how WCC committees can work together to strengthen efforts and avoid duplication. College Council assesses and updates the reporting process annually. Additionally, the Director of Planning, Research and Student Success has conducted surveys regarding shared decision-making processes (**4A.26**), and College Council and the Academic Senate have used the results in assessing the efficiency of their efforts [(**4A.27, 4A.28**) - one each for CC and AS]

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**Dissemination of Results** – WCC's Director of Planning, Research and Student Success has created both a website and a portal location where results of surveys, program reviews, and the like are posted and can be accessed by college and community members (**4A.29**). Although not all are aware of the sites and traffic indicates they are underused, they are a definite positive step toward transparency in self assessment and evaluation of programs, services, and governance structures at WCC.

## Planning Agenda

Administrative Review should be reviewed, improved, and put into use.

EVIDENCE LIST:

4A.1. [Budget Committee Purpose Statement](#)
4A.2. [Scheduling Committee Purpose statement](#)
4A.3. [College Council purpose statement](#)
4A.4. [Academic Senate purpose statement](#)
4A.5. [WCC Website](#)
4A.6. [WCC College Catalog](#)
4A.7. Work of the [Student Success Committee](#) and the [Basic Skills Committee](#)
4A.8. [Joint minutes of CC/Senate deciding committee reporting structure 2009](#)
4A.9. "[Model of Shared Decision Making](#)"
4A.10. [AB1725](#)
4A.11. [DC3 Purpose Statement](#)
4A.12. [Aug. Jnt Senate-CC meeting](#)
4A.13. Joint CC Senate meeting discussing staff and student participation issues
4A.14. [Communication Resource Purpose Statement](#)
4A.15. [Curriculum Committee Purpose Statement](#)
4A.16. [WCC Curriculum Committee Handbook](#)
4A.17. [SLO Committee Purpose Statement](#)
4A.18. VP Instruction job description
4A.19. Dean of Instruction job description
4A.20. Dean of Student Services job description
4A.21. Program Review Validation Committee purpose statement
4A.22. [Ed.Code. 53200](#)
4A.23. CHEX Purpose Statement
4A.24. [BP 3200](#)
4A.25. [College Council Reporting Structure and Forms](#)
4A.26. CC use of evaluation to make improvements
4A.27. Senate use of evaluation to make improvements
4A.28. [Survey on Effectiveness of Shared Governance](#).
4A.29. [Management Handbook](#)
4A.30. [Research and Planning website](#)

STANDARD IVB

**B. Board and Administrative Organization**

> *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 organizational roles of the district/system and the colleges.*

> *IVB.1. 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 for 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 which 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. A student trustee also serves on the Board as a non-voting member. Beginning fall 2012, a second student trustee elected by the student body will serve on the Board to allow each of the two colleges in the District to have representation. Two Board members directly represent Woodland Community College, while a third member, representing Lake County, also represents Colusa County. According to the WCC *College Council Handbook* (2011-2012) **(4B.1), t**he Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations, and it establishes policies by which the District is governed. Recommendations for policies and other decisions or actions are provided to the Board by the Chancellor. The Board delegates to the Chief Executive Officer (Chancellor) the executive responsibility for administering the

policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Board also follows established policy in the selection and evaluation of the Chancellor. The YCCD Chancellor is hired based on BPs 2430 **(4B.2)** and 2431 **(4B.3)**. The Chancellor's evaluation and succession procedures are outlined in BPs 2432, 2435 (**4B.4, 4B.5**). The Board delegates authority to the Chancellor via BP 2436 **(4B.6).**

**Self Evaluation**

Woodland Community College meets this standard. Both Board Policies and their related Administrative Procedures are the foundation for the designated responsibilities of the Board. The Board adheres to these defined policies and procedures to guide its overall operations and also to select and evaluate the Chancellor of the District. Its role in selecting and evaluating the chief administrator is outlined on a page on the District website that is dedicated to informing the public about the Board's activities, its minutes and agenda, and the policies and

procedures upon which its decisions for the effective management of the District are based (4B. 7).

> **IVB1.a. 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

The Board of Trustees serves as an independent policy-making body that reflects the public interest in board activities and decisions. Voters in the YCCD service area elect the seven trustees. Their regular meetings are held each month; special meetings are also held to address issues that require immediate, high level decisions. All Board meetings are held in accordance with the California Brown Act, and as such, they are publicized in advance and open to the public. The public is invited to comment on the agenda as well as on items not on the agenda. 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" **(4B.8)**. 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-BP 2315 **(4B.9)**. All decisions of the Board are made to ensure that the District is protected from undue influence or pressure. The Board makes informed decisions that are in the best interest of the public and the mission of the District.

Apart from its policies, the Board is also guided by a mission statement which states that *"The Yuba Community College District Board of Trustees is committed to the values and principles of diversity, to maintaining high ethical standards and to promoting sustainability efforts throughout the district."*

The Board works, through the Chancellor, with District staff, and uses information from various District units to reach decisions. Once the Board reaches a decision, it acts as a whole.

The values and principles under which the Board operates are inherent in the Board policies, specifically in BP 2715 (4B.10) on ethical standards; BP 6610 (4B.11) on sustainability; and BP 1300 (4B.12) on diversity.

The Board participates in the activities of the California Community Colleges Trustees League (CCLC) and uses this platform to advocate for, and support, statewide efforts that promote the interest of the District.

## 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 Policies*. 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.

> *IVB.1.b. 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**

Board policies are consistent with the mission statement of the District and are designed to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.  Board committees are formed, in accordance with BP 2220 (4B.13), as deemed necessary to respond to issues inherent in the District and college missions and to respond to issues related to programs in the colleges and District.

In October, 2011, the Board adopted a vision statement that aligns with its policies and the mission statement. It states:
*The vision of the Yuba Community College District Board of Trustees is to ensure student success by:*

- *Providing an innovative, world-class learning environment;*
- *Building and maintaining an atmosphere of trust within the college district
  and with our communities;*
- *Developing and maintaining programs and facilities that best meet the needs of our students and communities;*

- *Stewarding resources strategically to meet the diverse needs of our communities and region;*
- *Providing educational, economic, cultural, and civic leadership for our communities and region.*

**Self Evaluation**

The YCCD Board of Trustees has adopted a vision statement that describes its expectations for quality, integrity, and improvement of student learning programs and services. 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 2009-2012 academic years. These sessions enable the Board to evaluate its policies in terms of the successful operation of the District's programs and services.

**Planning Agenda**

None.

**Descriptive Summary**

Board Policy 2200 (4B.14) demonstrates that the Board has ultimate responsibility for educational quality, legal matters, and financial integrity of the District. In representing the public interest, maintaining the fiscal stability and educational quality of the District, the Board is responsible for all outcomes. The Board, in ensuring financial integrity, reviews audit findings and quarterly financial reports presented by the Chancellor through the Office of Fiscal Services. The Board also has an Audit Committee that performs an advisory role in decisions relating to state audits and the Districts response or remediation of audit findings. The Academic Senates and College Presidents regularly report to the Board on educational and financial matters.

**Self Evaluation**

The District meets this standard. Its policies and procedures that guide the operations of all areas of the College and District operations reflect that it bears the ultimate responsibility for the educational and fiscal health as well as legal compliance of the District. The Board also participates in a statewide legislative and advocacy forum that promotes the interest of the District.

**Planning Agenda**

None.

**Descriptive Summary**

The Board publishes its bylaws and policies on its size (BP 2010), duties, responsibilities, structure (BP 2210, 2220), and operating procedures (BP 2305, 2315, 2320) and are available on the Board of Trustees page on the District website (4B.7). The website page is regularly updated to disseminate information on the Board's meetings, agendas, and minutes. The District has also 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 2010 and is periodically reviewed to include new or revised Board initiatives. The *Board Policy Manual* is available in the Woodland Community and Yuba College libraries, on the YCCD website, and at the offices of the President and Dean of Instruction and Learning Resources on the WCC campus.

**Self Evaluation**

The District reviews and adapts each new CCLC policy individually, updating its Manual biannually, 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 legislations, to Title 5 concerns or to best practices. The Board publishes its policies and operating procedures, and these are available electronically on the District website or in hardcopy at strategic locations and upon request.

**Planning Agenda**

None.

*IVB1.e. 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**

The Board acts in a manner consistent with its policies and bylaws. The YCCD Board updates its Policies and Procedures on a biannual basis. This occurs in January and June at special board sessions. In accordance with BP 2745 (BP.15), the Board performs an annual self evaluation utilizing an instrument adapted from the Association of Community College Trustees (ACCT). In 2011, as a result of the assessment of its procedures, The Board developed a revised self evaluation instrument with the help of an external facilitator. The Board also receives annual training during its summer retreat as part of its Board development.

**Self Evaluation**

The YCCD Board meets this standard. The Board continuously updates it policies and procedures and acts in a manner that is consistent with these policies, procedures, and bylaws.

**Planning Agenda**

None.

*IVB.1.f. 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 District provides orientations for all new members in keeping with Board Policy 2740 (4B.16). New Board members receive information about the operations of the various units of the colleges. Information on the Academic Senate, fiscal services, governmental relations, educational planning, and college operations are included in a binder prepared for this purpose. New trustees also visit the colleges and meet with the College leadership as part of the orientation. The members also receive a CCLC Trustees handbook on effective trusteeship, and they also participate in CCLC conferences and workshops. Orientations include a daylong retreat for new Board members. The student trustee receives a copy of the CCCT Student Trustee Handbook, which serves to help orient the trustee to his/her duties. The student trustee is also required to attend an orientation session provided by the Chancellor or designee as

part of BP 2015 (4B.17). The YCCD Board has a formal written method of providing for continuing membership and staggered terms of office, with at least three seats open on a rotating basis. Elections are held every two years.

**Self Evaluation**

Board orientation as well as ongoing board development is a well established practice within Yuba Community College District. Several professional development opportunities, both internal and external to the District, are provided for new and continuing board members. 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 Chancellor joins the new member in attending these. Each YCCD board member has received a copy of CCLC's publication entitled, *Trustee Handbook* revised in 2011. The fact that CCLC is in nearby Sacramento provides an excellent opportunity for YCCD's seven trustees to participate in trainings. 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.

A copy of the YCCD New Trustee Orientation binder 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 with his executive assistant, with that year's Board of Trustees president, and with the YCCD Vice Chancellors.

A formal orientation session is also planned, generally in conjunction with one of two (January and July) 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. Additional orientation activities and attendant social events may also be planned at each campus and within the community of the newly elected trustee.

**Planning Agenda**

None.

> *IVB.1.g. 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's self-evaluation processes for assessing its performance are clearly defined, implemented, and published in its policies and bylaws. The Board of Trustees, as stipulated in the *Board Policy Manual* (BP 2745), conducts a self-evaluation annually (BP.15). The Board has historically conducted this quantitative/qualitative self-evaluation during its January and July retreats. The ACCT self-evaluation test bank is utilized as the instrument for this process, and it includes board policies and practices and the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness. Board evaluation is also part of the evaluation criteria established for the Chancellor, who is expected to facilitate board development.

**Self Evaluation**

The Board meets this standard. The Board formally assesses itself annually utilizing a qualitative/quantitative survey provided by the Association of Community College Trustees (ACCT). Each trustee completes this evaluation exercise.

**Planning Agenda**

None.

> *IVB1.h. 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 has a Code of Ethics, as detailed in the *Board Policy Manual*, which 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. The Code of Ethics is highlighted in BP 2715 (4B.10). BP 2715 also outlines ethical practices for trustees and includes the processes for addressing violations that may lead to censure of the member.

**Self Evaluation**

The Board meets this standard. BP 2715 defines a code of conduct for members and establishes processes for dealing with violations of its Code of Ethics and Standards of Practice.

**Planning Agenda**

None

## Descriptive Summary

The Board is informed and involved in the accreditation process. Beginning the fall of 2010, the Board received monthly updates of the progress of the College's self-evaluation in preparation for its accreditation visit in 2012. A first draft of the self-study was published for Board review in the spring of 2012, and a presentation on the process as well as the final draft of the study was also presented to the Board during its summer 2012 retreat for members' comments. The Chancellor reiterated the role of the Board in the accreditation process during this and previous planning retreats. The Board's involvement in the accreditation process is highlighted in BP 3200 (4B 18). The Board also provided input in the development of the College's Accreditation Follow-Up Report in March of 2009.

## Self Evaluation

The Board meets this standard. The Board is involved throughout the self-study process. The Board is responsible for certifying the self-study after its final review of the document.

## Planning Agenda

None.

## Descriptive Summary

The Board of Trustees, as stipulated by Board Policy 2431, is responsible for selecting and evaluating the Chancellor of Yuba Community College District. The Board led the search to fill the vacant Chancellor's position in the spring of 2011. A member of the Board served as the chairperson of a committee that evaluated candidates during a national search process. BP 2431 (4B.19) establishes the Board's clearly defined policy for selecting and evaluating the Chancellor. In accordance with BP 2435 (4B.20), the Board completed a closed session evaluation of the Chancellor

during its May meeting. The Board has delegated full responsibility and authority to the Chancellor to implement and administer board policies without Board interference. The Chancellor is held accountable for the operation of the District, as stipulated in BP 2430 (4B.21).

The Chancellor has the authority to select and evaluate college presidents. BP 2440 requires the Chancellor to establish the administrative procedures to select and evaluate the college president (4B.22). The selection process for college presidents was reviewed and updated by the DC3 Committee in 2011. Recommendations from this review process were adopted by the Board. The YCCD Management Handbook provides a template for evaluating presidents; however, the Chancellor has indicated a desire to replace this template with the criteria utilized by the Board to evaluate him. The current template has criteria that reflects the responsibilities of the position; contributions to achieving the District's strategic plan; leadership, management, and operations; and other performance measures.

### Self Evaluation

The District meets this standard. The District has well established policies for the hiring and evaluation of the Chancellor. These are based on the CCLC Board Policy template.

The Board has maintained an inclusive process for hiring the Chancellor as was evidenced in its selection process for the Chancellor in spring 2011. The Chancellor is responsible for the implementation/oversight of Board policies and is responsible for all aspects of developing and implementing Board goals. The Chancellor has authority to establish procedures for hiring and evaluating presidents in the District.

### Planning Agenda

None.

*IVB2. 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.*

> *IVB2.a. 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.*

> *IVB2.b. The president guides institutional improvement of the teaching and learning environment by the following:*
> - *Establishing a collegial process that sets values, goals, and priorities.*
> - *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.*
> - *Ensuring that educational planning is integrated with resource planning an distribution to achieve student learning outcomes.*
> - *Establishing procedures to evaluate overall institutional planning and implementation efforts.*

## Descriptive Summary

The president has primary responsibility for the quality of the College and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President oversees a management team that is staffed to reflect the College's purposes, mission, and organizational complexity, and she delegates authority to administrators as appropriate. The President's management team is composed of the Vice President for Academic and Student Services, two deans and four directors. The Vice President for Academic and Student Services, the Director of Planning, Research and Student Success, and the Director of Maintenance and Operations report directly to the President. The Vice President for Academic and Student Services is responsible for campus-wide planning and instructional and student services. He also oversees the Career and Technical Education Division. The Dean of Instruction and Learning Resources oversees the Divisions of Behavioral and Social

Science; Math and Science; Fine Arts, Language Arts, Humanities, and Library; and Learning Resources. He is also responsible for the oversight of the Colusa County Outreach Facility. The Dean of Student Services (currently vacant), oversees counseling services, transfer and career services, Disabled Student Programs and Services, Extended Opportunities Programs and Services, Admissions and Records, CalWorks, SSS/TRiO and Financial Aid. Budget cuts emanating from the state fiscal crisis resulted in the elimination of the positions of Campus Operations Specialist and Public Information Officer; these positions had also served on the management team. A planned position of Fiscal Analyst remained unfilled until spring 2012, when those duties were consolidated into District functions.

The President also guides institutional improvement of teaching and learning at the College. She oversees a collaborative and collegial process that sets values, goals, and priorities. As the sponsor of the College Council, which is the body responsible for

facilitating institutional planning with the Vice President, the President consults with the Council on the direction and outcomes of program reviews, the Educational Master Plan, the College Strategic Plan, the Board Directives, and activities related to planning, research, and student success (4B.23; 4B.24; 4B.25; 4B.26). The President consulted with the College stakeholders to craft a College Strategic Plan during three campus-wide meetings in late fall 2011 and early spring 2012. Through these deliberations, the College has designed a Strategic Plan for 2012 – 2017 that will focus on activities under four themes:

- Student Success
- Communication
- Community Engagement and Outreach
- Campus Growth and Development

The President has also presided over the evaluation of the first year implementation of the 2011-2016 Educational Master Plan (4B.27). The evaluation and updates were presented to the College Council and Academic Senate for approval. She also worked with the College Council to revise the College's mission statement which was approved by the Board at its June, 2012 meeting. She has made regular updates on the Board Strategic Directives of 2007-2011; these directives guided the College in setting and implementing strategic goals during this period. Working through the College Council and governance committees, the President compiled information on the progress of

goals for presentation to the Board during its annual retreats. The President also ensures that evaluation and planning rely on high quality research and analysis on external and internal conditions. As the direct supervisor of the Office of Research, Planning and Student Success, she monitors the evaluation of college-wide institutional activities through the implementation of the Institutional Effectiveness Model and commissions studies or reports on student learning and other institutional outcomes. Through these data based evaluations, she also ensures that educational planning is integrated with resource planning. For example, she worked with the Academic Senate to establish a Planning and Budget Committee that provides advice on the college budget process and also ensures that budget and resource allocations are aligned with planning documents.

## Self Evaluation

The College meets this standard. The President provides leadership for overall campus planning and implementation and is active in the development of all college documents that underlie these efforts, including the Strategic Plan, the Educational Master Plan, staff selection and hiring, and budget preparation.

## Planning Agenda

None.

> *IVB2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

## Descriptive Summary

The President assures the implementation of statutes, regulations, and governing board policies through an established college governance system and compliance with mandates of state, federal and regulatory organizations, including the ACCJC. The President is also well versed with Board policies and District administrative processes. She is the sponsor of several campus governance committees, including the College Council and meets weekly with the Academic Senate leadership. She is also a member of the Chancellor's Executive Team, where high-level District leadership holds discussions to ensure that institutional practices are consistent with District plans, mission, and strategic initiatives. The President delegates responsibility to appropriate college administrators and provides leadership to ensure that statutes, regulations, and policies are implemented. Her regular meetings with the Academic Senate, specifically, ensures that the College is compliant with the Statewide Academic Senate's 10 plus 1 initiative, in recognition of that body's role in making recommendations with respect to academic and professional matters.

## Self Evaluation

The college meets this standard. The president leads a management team and participates on, and supports the purpose statements of, campus governance committees that ensure the implementation of state statutes, regulations, and Board policies. The President regularly communicates the status of campus goals with college stakeholders through her portal site, staff meetings, convocations, or college-wide emails. As an advocate of integrated planning, she consistently works with stakeholders to ensure that the goals of college planning documents meet the dictates of the Institutional Effectiveness Model, Strategic Plans, and the mission of the College.

## Planning Agenda

None.

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**IVB.2.d. The president effectively controls budget and expenditures.**

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## Descriptive Summary

The President meets regularly with the management team to monitor budget activity. As budget managers under the guidance of the President, they develop budget and expenditure scenarios based on the latest information from state and local sources.

Moreover, the President also works with District fiscal staff in the development, implementation, and evaluation of the college budget. In addition, the College has a Planning and Budget Committee which monitors the budget process and makes recommendations to the President in accordance with its purpose statement in the

College Handbook (4B.26). This committee works with the President to inform various college constituent groups of the budget status, review expenditures, income, benchmarks, and outcomes. Members of this committee include representatives from the Academic Senate, Classified Staff, Associated Students, and administration. The planning, budgeting, and assessment process used by the College is a yearlong process that includes participation of all constituents and links budget allocation with strategic planning and institutional assessment. A flowchart outlining this process is available in the College's Handbook.

**Self Evaluation**

The President is involved in all aspects of planning and implementation of the College's budget and expenditures. The President

works with District staff, the management team and governance groups, including the Planning and Budget Committee, the Academic Senate, and College Council to realistically assess budgetary needs and their effective use.

The establishment of the Planning and Budget Committee and the budget process flow chart responds to a planning agenda in the 2008 accreditation self-study which required WCC to "closely track and evaluate early budgetary trends to ensure that long-term problems can be avoided; and ensure that all internal stakeholders continue to have a voice in the planning of college and attendant budgetary priorities."

**Planning Agenda**

None.

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*IVB2.e. The president works and communicates effectively with the communities served by the institution.*

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**Descriptive Summary**

The President actively works and communicates effectively with the communities served by WCC. She uses a variety of media to communicate with internal communities, including campus-wide emails, a portal site, campus forum, convocations, and meetings with governance leaderships. Externally, she attends meetings of local civic and educational groups. She is a member of the Woodland Chamber of Commerce and the Woodland Rotary Club and is actively involved in the activities of local school boards, the offices of education in the WCC service area, Workforce

Investment Boards, and the State Chancellor's Office. She also participates in other statewide and national organizations, including the American Association for Community Colleges, the Hispanic Association for Colleges and Universities and the Community College League of California.

**Self Evaluation**

The College meets this standard. The President is committed to enhancing the College's community visibility and, as such, attends meetings of community and civic organizations to address issues of concerns

related to the College. She participates, at the highest levels, in such organizations as the Woodland Sunrise Rotary, the Government Affairs Committee of the Woodland Chamber of Commerce, the Workforce Investment Board, the Chamber of Commerce Board, and the GED Task Force. She continues to enhance partnerships with the Woodland Joint School District, Yolo County Office of Education.

In addition, the President makes regular updates to the Board on College activities. This allows the Board members and their constituencies to keep abreast of College goals and their implementation (4B.28).

The President continues to work extensively with the Colusa County Advisory Task Force which was organized in 2005 to determine and respond to the overall needs of the Colusa area. A result of this task force has been the development of the Colusa County Outreach Facility, the construction of which was supported by funds from the successful bond campaign. The President has supported community input in the development and assessment of long range plans for Woodland Community College (as well as the District). Such input was evident when she presided over a town hall meeting in Colusa County to seek community views on the future direction of WCC's facilities and programs in the area.

**Planning Agenda**

None.

> *IVB.3. 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.* [6]

> *IVB.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

**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's Strategic Directives, which is driven by its mission statement, is the impetus for overall planning within the District. At the expiration of the Board's 2007-2011 Strategic Plan in fall 2011, the Board developed a new vision statement that will propel educational goals within the District. The vision statement ensures student learning and student success through the following:

- Providing an innovative, world class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

The mission clearly communicates the Board's high expectations of educational excellence and integrity in the District. Following this vision, WCC has developed a new Strategic Plan for 2012 – 2016 that aligns with the Board's vision.

The Chancellor's Executive Staff (CHEX) serves as the liaison between the college and the Board of Trustees. It has facilitated discussions on multi-college transitions by commissioning a Multi-College Transition Team which continues to meet to discuss strategic directions that guide the colleges in the District. This Team has been instrumental in delineating the operational roles and responsibilities between the colleges and the District, and it has communicated information about these administrative structures throughout the District through a functional map that emanated from the functional transition plan (see Introduction Section above).

## Self Evaluation

The College and District meet this standard. Expectations of educational excellence have been provided by the District to Woodland Community College in recent years in several ways:

- The hiring of a new chancellor with a goal of keeping the multi-college district functioning in adverse budget times;
- The creation of a new board vision in fall 2011, which has provided a foundation on which WCC can build its own strategic directives.
- The growth and redefinition of the District Consultation and Communication Council, which has given Woodland Community College a substantial voice in the communication of expectations of educational excellence and integrity.

At this time, however, Distributive Education, while having District implications, remains a function of Yuba College, and this department oversees Distributive Education at WCC. The transition of this department from Yuba College to District has been slow and is still not complete.

## Planning Agenda

Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

**Descriptive Summary**

The Yuba Community College District provides ongoing and effective services and support to the colleges in their mission and functions. The functional mapping chart in the introductory section of this document delineates the District's roles in furthering the mission of the College. The District organizational chart also shows the functional units that provide support to the colleges. The Chancellor is the chief executive officer of the District. The Educational Planning and Services Office and the Administrative Services Office provide leadership for college functions, and they report to the Chancellor. The Educational Planning and Services Office is headed by a Vice Chancellor. The Administrative Services Office was previously headed by a Vice Chancellor, but the position was eliminated in the spring to streamline District operations.

The Educational Planning and Services Office is responsible for academic services, including processing articulation agreements with four year colleges and high schools; contract education; career and technical education grants and collaborations with high schools; technology; foundation; governmental relations; and institutional effectiveness. The Office also processes documents for state apportionment for the colleges. The Administrative Services Office provides support to the College in all aspects of fiscal services, including budget development and monitoring through Datatel; accounting, payroll, risk management and grants; contracts; administration of the purchasing and the competitive procurement of goods and services process; facilities, operations, and construction management; and training for college staff on the procurement process. The office also oversees the campus police and human resources. The Director of Human Resources serves as the chief negotiator and point person in labor negotiations and bargaining agreements. Human Resources is also responsible for the District diversity initiative and trains faculty and staff on the hiring process for college personnel.

**Self Evaluation**

The District plays roles in oversight and support of the College, specifically in terms of examples with respect to Human Resources, police operations, fiscal services, governmental relations and technology. The District organizational structure and the functional mapping chart (see Introduction section) show how responsibilities are delineated throughout the District and WCC. A review of the chart, however, will demonstrate that authority is often shared (4B.29).

**Planning Agenda**

None.

**Descriptive Summary**

The District allocates resources to the College through the budget process and based on a model driven by full time equivalent students (FTES). The budget process is highlighted on the District budget website, and includes the role of a group of campus stakeholders, the Budget Summit, that provides input on the budget development (4B.30). Colleges prepare their individual budgets which are submitted to the Chancellor and his executive team (CHEX) for review. Recently, as of spring 2012, the Chancellor has presented the budget to the Budget Summit for input and information. In response to recent concerns for the fair distribution of resources and the adequacy of those resources for the operation of the College, the District has been discussing a new resource allocation model that will

potentially provide a fair distribution of resources to each of the colleges.

**Self Evaluation**

Resources provided to the College are generally adequate to support its functions. However, in fall 2010 an ad hoc subcommittee of the DC3 was commissioned to create a Resource Allocation Model that would be vetted by all constituencies in the District. This allocation was data driven and supported by both colleges. This model was presented to the Board at the June 2011 meeting and was planned to be used as a template in the 2012-2013 budget year. However, the District is rolling over the budget allocation from the 2011-2012 year (See Standard IIID).

**Planning Agenda**

None.

**Descriptive Summary**

The District implements several measures to effectively control its expenditures. The Datatel system has a budget monitoring pneumonic that allows periodic review of expenditures against the adopted College budget and line items. This system is available to all budget managers within the District. Budget review also occurs at discussions in the Chancellor's meetings with

his executive team and with the Board Finance Committee (IVB.31). The Board, through the Finance Committee, also reviews the monthly financial report of the District to ensure that expenditures are in line with is approved adopted budget. The Budget Summit also provides input in budget development and expenditure controls.

**Self Evaluation**

The District meets this standard. Apart from discussions and budget processes, the District utilizes technology through the Datatel system to monitor budget expenditures. As part of its reserve requirement, the District also has a capital maintenance set aside of 2% to fund unforeseen capital repairs. Scheduled maintenance and institutional planning that links budget development to program reviews and other planning documents also contribute to the effectiveness of expenditure controls.

**Planning Agenda**

None.

*IVB.3e. 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 gives full responsibility and authority to the presidents of the colleges. The functions of the presidents are defined by the laws of the State of California and the Educational code 70902. For Woodland Community College, the Multi-College District Plan of 2005 specified the duties of the president as such:

> *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 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, and and/or delete duties.*

The Chancellor delegates responsibilities to the presidents without his interference. Board Policy 2436 **(4B.6)** authorizes the Chancellor to "Delegate any powers and duties entrusted to the Chancellor by the Board; however, the Chancellor will remain responsible to the Board for the execution of such delegated powers and duties. Such delegation must be in writing and specific as to the scope and duration of the delegation." The presidents are held accountable for the operation of the colleges, and they are evaluated annually in accordance with processes in the Management Handbook (4B.32) and the Performance Planning and Evaluation for Managers (4B.33). The Chancellor has indicated his plan to change the evaluation process of the presidents to reflect one that is utilized by the Board for his own evaluation.

**Self-Evaluation**

The district meets this standard. The Roles and responsibilities of the presidents are inherent in California laws and the Educational Code, and the Chancellor delegates duties in accordance with these legislations and Board policies. The Chancellor continues to assign responsibilities to the presidents in response

to needs to seamlessly operate and administer the District. Recently, following the resignation of the Vice Chancellor for Educational Planning and Services, the Chancellor assigned the leadership of two key management committees, the District Academic and Student Services (DASS) and the District Colleges and Academic Senates (DCAS), to each of the college presidents. These were duties under the purview of the Vice Chancellor for Educational Planning and Services.

**Planning Agenda**

None.

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*IVB.3f. 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.*

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**Descriptive Summary**

The District hired a new Chancellor in fall 2011. The Board identified several key characteristics of his duties, including trust and transparency, and the Chancellor has worked with his executive staff (CHEX) to reflect these characteristics in their own duties and in communication with the District. CHEX is the main governing body that acts as a liaison between the Board and the colleges. The college presidents are members of CHEX, and members attend governance committee meetings, participate on committees with representatives of campus stakeholders, and hold meetings with faculty leaders, including the Academic Senate and College Council, to seek input on decisions. The Chancellor and his staff communicate information emanating from these meetings. The Chancellor and the presidents have portal pages on that serve as a medium of communication. The District website publishes the agenda and minutes of the Board on a regular basis. The Board agenda is also discussed through the District Coordinating and Consultative Committee (DC3) before it is distributed to the public.

The chancellor and the vice chancellors attend campus meetings when appropriate to provide or gather input or information. CHEX usually discuss topics coming from campus meetings and committees before they are forwarded to the Board for final approval. Recently, the District made a major revision to its parking policy. Prior to Board approval, the policy was extensively discussed by DC3, which is composed of representatives of all campus stakeholders. The policy was later adopted as a Board Policy and communicated in a timely manner to the public through the District website.
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**Self Evaluation**

The District meets this standard. Following Board meetings, information is communicated to the public through the District website. Some decisions of the Board are the result of recommendations coming from the Chancellor through his executive staff. The executive staff members occasionally seek input from their constituencies that inform their discussions in these executive staff meetings.

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**Planning Agenda**

None

> ***IVB.3g. 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**

The District evaluates its role delineation and governance and decision-making structures regularly. The results are communicated district-wide and utilized as a basis for improvement. A primary means of this self-evaluation is the Institutional Effectiveness Model that examines District roles in five areas: Academic, Student Services, Administrative Services, District Image and Marketing, and Planning and Shared Decision Making. This process is overseen by the office of the Vice Chancellor of Educational Services and Planning. This office presents an annual report to the Board and makes recommendations for change based on its evaluation of its role delineation. Input in the development of this report come from program reviews, meetings of governance committees, and reports from the colleges' Planning, Research and Student Services offices.

**Self Evaluation**

The District meets this standard. The District evaluates its role delineation through an institutional effectiveness process (4B.33) that is highlighted in the Institutional Effectiveness Model (4B.34). An annual report on institutional effectiveness is presented to the Board. These processes form the basis for continuous improvement in governance and decision-making structures.

**Planning Agenda**

None.

**EVIDENCE**

(4B.1) [College Council Handbook](#)
(4B.2) [BP 2430](#)
(4B.3) [BP 2431](#)
(4B.4,) [BP 2432](#)
(4B.5) [BP 2435](#)
(4B.6). [BP 2436](#)
(4B. 7). [Board Page on District Website](#)
(4B.8). [BP 2310](#)
(4B.9). [BP 2315](#)
(4B.10) [BP 2715](#)
(4B.11) [AP 6100](#)
(4B.12) [BP 1300](#)
(4B.13) [BP 2220](#)
(4B.14) [BP 2200](#)
(BP.15) [BP 2745](#)
(4B.16). [BP 2740](#)
(4B.17) [BP 2015](#)
(4B 18) [BP 3200](#)
(4B.19) [BP 2431](#)
(4B.20) [BP 2435](#)
(4B.21). [BP2430](#)
(4B.22). [BP2440](#)
(4B.23) [Educational Master Plan](#)
4B.24 College Strategic Plan (available in hard copy)
(4B.25) [Planning, Research and Student Success Activities](#)
(4B.26) [WCC Planning Documents](#)
(4B.27). [2012 Update of the WCC Educational Master Plan](#)
(4B.26). [College Handbook – (WCC Planning Documents)](#)
(4B.28). [Board Minutes and Agendas](#)
(4B.29). [District website with services to the College](#)
(4B.30). [District Budget website](#)
(4B.31) [Board Finance Committee Agenda](#)
(4B.32) [Management Handbook](#)
(4B.33) [Performance Planning and Evaluation for Managers](#)
(4B.34). [Institutional Effectiveness Handbook 2011-2012](#)

# Summary of Planning Agendas

## PLANNING AGENDAS FOR STANDARD I

Standard I.A

- WCC will continue to evaluate and monitor program reviews to ensure that all units are using results to meet the mission of the college.

Standard I.A.4

- The mission statement will be reviewed on a regular basis as a part of the College's integrated and decision-making process.

Standard I.B.1

- Student learning outcome assessment plans from departments and units that have not submitted a plan will be collected, and these outcomes will routinely inform course and program evaluation and improvement.
- Institutional SLOs are to be assessed each semester in accordance with the WCC iSLO Plan.
- Administrative Unit Outcomes(AUOs) will be 100% developed by 2011-2012, and begin assessing all AUOs in 2012. Results will be incorporated in the ongoing annual Administrative Unit Reviews.
- Program SLOs will be assessed during the regular program review cycle. All active courses in the program will be reviewed at least twice during the four-year review cycle.

Standard I.B.2

- Woodland Community College will continue to monitor plan timelines to ensure that outcomes are measured, reported, and integrated in the planning process.

Standard I.B.3

- Woodland Community College will continue to rely on and incorporate program review recommendations in the planning process to support evidence-based resource allocation.

Standard I.B.4

- Woodland Community College will make efforts to increase student and adjunct membership in standing committees as appropriate.

# PLANNING AGENDAS FOR STANDARD II

Standard II.A.1a

- Woodland Community College will continue its efforts to enhance SLO assessment and use the results for planning and making changes in the curriculum.

Standard II.A.1c

- The development and assessment of course-level SLOs will be monitored and adjusted as necessary. The use of assessment results for program and institutional improvement will also be monitored through a system of integrated planning that includes the Academic Senate, the College Council, Curriculum Committee, the Scheduling Committee and the Budget and Planning Committee. The College will also focus on adjunct understanding and participation in SLO assessment as well as on Administrative SLOs and shared governance.

Standard II.A.3

- The Woodland Community College Curriculum Handbook will include a section on General Education as part of its revision.
- Develop a plan for the assessment of General Education learning outcomes.

Standard II.A.5

- Woodland Community College will develop a system for post-completion student employment tracking in all career and technical education programs.

Standard II.B

- Woodland Community College will continue to evaluate and assess its student support processes through program reviews and its integrated planning processes to ensure that student support services address the identified needs of students and enhance a supportive learning environment.

Standard II.B.1

- Woodland Community College will continue to emphasize data-based analysis of all its student support services, including counseling and advising services to demonstrate that these services enhance the achievement of the mission of the College.

Standard II.B.3c

- In spite of challenging state budget environment, Woodland Community College will continue to seek innovative approaches and leverage resources to enhance counseling and academic advising functions that support student development and success.

Standard II.B.3f

- While Woodland Community College has made progress in document imaging of student files since 2009, efforts will be made to electronically file all student documents and develop a backup system for all student records.

Standard II.C.1b

- Woodland Community College Media Services will use Program Review and other elements of the planning process to determine future equipment needs in the College.

Standard II.C.1c

- The Woodland Community College Library and Tutoring Center will extend services to the Colusa County Outreach Facility to ensure that the needs of the students at that location are met.

# PLANNING AGENDAS FOR STANDARD III

Standard III.A.1b

- The institution will adopt processes to ensure that all classified evaluations are timely and work towards a 100% evaluation compliance of all classified staff within a two year period.

Standard III.A.2

- Woodland Community College will respond to the recommendations of hiring priorities when the economic climate improves. Key to this will be the employment of high priorities for positions forwarded from the Faculty Staffing and Administrative Committee.

Standard III.A.4a

- Woodland Community College will continue to evaluate its Diversity Plan to ensure that practices, procedures and timelines are implemented.

Standard III.B.2b

- Woodland Community College will continue to evaluate and assess the effective use of physical resources, use the results of this evaluation as a basis for improvement and ensure that physical resource planning is integrated with institutional planning.

Standard III.C.1a

- Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.
- Woodland Community College will ensure that current DE planning processes are tied to financial prioritization emanating from its Educational Master Plan.

Standard III.C.1b

- Woodland Community College will finalize a DE training plan and seek resources for its implementation through the institutional planning process.

Standard III.C.1c

- Woodland Community College will continue work with the District Technology Committee to evaluate and provide updates to the Technology Plan throughout its implementation.

Standard III.C.1d

- Woodland Community College will develop processes to ensure that infrastructure is monitored and replaced as it reaches its end of useful life.

Standard III.C.2

- Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Standard III.D.1d

- Woodland Community College will continue to work with the District for the development and implementation of an equitable Resource Allocation Model and Process.
- The Budget and Planning Committee, as well as the President's Management Team will work to enforce requirement for constituent participation in the budget process, including ongoing dialogue on monitoring and assessing the process.

Standard III.D.2g

- As part of the planning process, Woodland Community College will develop a system for evaluating its financial management processes and use the results to improve financial management systems.

Standard III.D.3

- Woodland Community College will work through its Budget and Planning Committee and the Office of Research, Planning and Student Success to develop a formalized system for evaluating the effectiveness of its budget and include this system in the program review process.

# PLANNING AGENDAS FOR STANDARD IV

Standard IV.A.1

- Now that a comprehensive committee structure is in place, College Council and the Academic Senate need to evaluate the effectiveness of committees under their purview and look at the possibility of streamlining the structure if duplication exists.
- Efforts must be taken to move toward use of the Portal by all constituencies, and through the Portal, increase access to information from all committees.
- Efforts to increase participation by students, classified staff and adjunct faculty members need to intensify.

Standard IV.A.2

- Committee chairs and sponsors will be asked to ensure that their committees follow the guidelines in the "Model of Shared Decision Making" in the WCC College Handbook.
- A structure similar to the one for faculty staffing will be developed for staff and administrative staffing, allowing for participation in the planning for growth in those areas by all constituent groups.
- As the Associated Students of Woodland Community College (ASWCC) becomes a more established entity, filling vacant student seats on various committees will be a high priority. Additionally, conversations regarding making committee participation easier for staff members have started. The Chancellor has expressed an interest in having more student, staff and faculty participation on DC3.

Standard IV.A.2a

- Consolidate committees that have similar or overlapping concerns.
- Increase information sharing from committees to all constituencies and from all constituencies to committees.
- Work with student groups to strengthen ASWCC and to increase student participation on committees and in the planning process.
- Continue discussions between managers and staff to facilitate staff participation on committees and in the planning process.

Standard IV.A.2b

- The program review process, critical to evaluating and providing recommendations, needs to be integrated with the other planning processes. The Program Review Validation Committee will begin doing so in 2012.

- Refill Dean of Student Services position and hire sufficient clerical staff to support the administration and faculty.
- Consolidate committees, where possible, to increase efficiencies, reduce duplicated efforts, and reduce the strain on a small faculty and administration.

Standard IV.A.4

- The grant process will be integrated into the planning and budget process with assurance that there is proper input from constituencies, proper resources for administering and assessing any funded programs, and sustainability analysis to continue programs once grant funding expires.

Standard IV.A.5
- Administrative Review should be reviewed, improved and put into use.

Standard IV.B.3a

- Woodland Community College will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.