Substantive Change Proposal
Realignment of the Yuba College Lake County Campus to Woodland Community College

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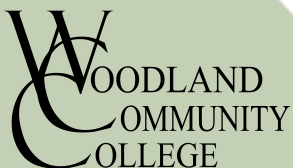
WOODLAND COMMUNITY COLLEGE
Your College, Your Future ♦Tu Colegio, Tu Futuro

Table of Contents

A. Description of the Proposed Change and the Reasons for It

Clear and Concise Description of the Change

The Yuba Community College District (YCCD) Board of Trustees, as part of one of its five 2013-2015 Short Term Strategic Goals, directed the Chancellor, Dr. Douglas Houston, to develop an analysis of the realignment of the Yuba College Lake County Campus (now renamed the Lake County Campus) with Woodland Community College (WCC) at the September 12, 2013 regular Board meeting (**Document 1, Page 5**). Subsequently, at the regular Board meeting on January 16, 2014, the Chancellor presented a report to the Board with a recommendation to align the Lake County Campus with WCC (**Document 2**). The Board approved the recommendation at that meeting (**Document 3, page 3**). There were three primary reasons for approving the transfer of the administration of a Yuba College center—The Lake County Campus—to WCC (**Document 2**):

1. **Geographic Boundaries between the Colleges**. Currently the Yuba Community College District (YCCD) Service Area divides the Yuba College Service Area in two. Transferring the Lake County Campus to WCC will provide clearer geographic boundaries between the two colleges.

2. **Geographic Representation for Board Members**. Currently, one member of the YCCD Board of Trustees represents both Clear Lake and Colusa Counties. Colusa County is within the Woodland Community College Service Area (served by the Colusa County Campus (CCC), while Lake County Campus is within the Yuba College Service Area (served by the Lake County Campus). Thus, one board member must respond to the sometimes competing interests of both colleges and their communities. Transferring Lake County Campus to WCC would provide more definitive representation for each member of the YCCD Board of Trustees.
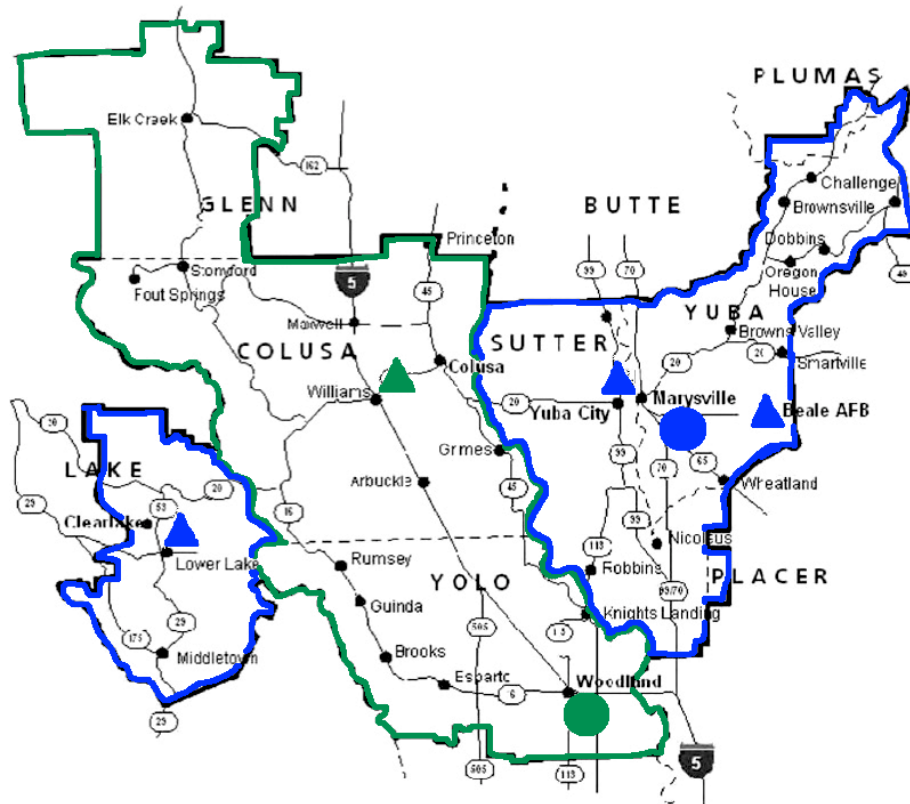
YUBA COMMUNITY COLLEGE DISTRICT MAP

Figure 1: The Yuba College Service Area, highlighted in blue, is intersected by the Woodland Community College Service Area, highlighted in green. Yuba College's main campus in Marysville and its Sutter County Center and Beale Air Force Base Outreach facility are separated from the Lake County Campus by the area served by Woodland Community College and its Colusa County Campus.

3. **Administrative Equity between the Colleges**. Currently, WCC has only one outreach campus, the Colusa County Campus, whereas Yuba College has three: the Sutter County Center, the Beale AFB Outreach Campus, and the Lake County Campus. Aligning the Lake County Campus with WCC provides greater equity among the colleges, allowing each to maintain two outreach campuses. This will provide more balance in college size and resource allocation. The FTES ratio is projected to change from 75/25 (Yuba College/WCC) to 66/34 (Yuba College/WCC).

Proximity of the Colusa County Campus to the Lake County Campus allows one administrative oversight (the Executive Dean of Lake County Campus will also supervise the Colusa County Campus) and leverage resources to create economies of

2

scale. This realignment will also enhance the academic portfolio for WCC, particularly in the Career and Technical Education (CTE) areas, which will allow WCC to assume new portfolios, such as automotive, welding, and culinary.

Evidence of a clear relationship to the institution's stated mission

The realignment of the Lake County Campus is consistent with the mission of WCC:

> "…*to provide high quality education that fosters student success and 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*."

It is also in concert with the Yuba College mission statement:

> *"Yuba College values 'student first' philosophy that emphasizes excellence in student learning and success, develops individual potential; and responds effectively to the diverse educational and economic needs of the community. As an open access institution of higher education within the California Community College System and as a gateway to the world, Yuba College embraces diversity and provides comprehensive quality educational programs and student services."*

A primary objective of this realignment is to streamline administrative and instructional processes that enhance capacities for student learning and success, which are key factors in both the WCC and Yuba College mission statements. The realignment project enhances the academic portfolio for WCC, improves the Yuba College Hispanic Serving Institution (HIS) eligibility status, more closely balances the two college FTES ratios, and better positions administrators for regional workforce or and educational leadership. Yuba College, with 25% Hispanic enrollment, is now an HSI. The alignment will increase Yuba College's ratio of Hispanic students with the reduction of the predominantly White (60%) student demographics from the Lake County Campus enrollment previously attributed to Yuba College. This will also preserve Yuba's HSI status and its ability to leverage the benefits associated with HSIs, including Title V and Title III grant opportunities. This will enable

both Yuba and Woodland Colleges to expand their resource capacities to meet stated missions of student access and success.

Lake County Campus Demographics Before Realignment 2015

	Number	Percent
Asian	14	2%
African American	32	5%
Filipino	8	1%
Hispanic	124	20%
Native American	38	6%
Other Non-White	*1*	*0%*
Pacific Islands/Hawaii/Samoan	5	1%
White	368	60%
No Response	21	3%

Source: YCCD ANSWERS

The realignment allows for leveraging scarce resources that allows the Lake County Campus to improve its capacity to serve students in an area with one of the highest unemployment (ranked 35th of 57 counties) and poverty rates in California. In terms of administrative capacities, the realignment positions College administrators to partner regionally and derive economies of scale that results from regionalization. For example, with the Lake County realignment, WCC now has the ability to expand noncredit English as a Second Language instruction to the Clear Lake area and provide an instructional service that was absent in the Lake County instructional portfolio. By the same token, economic and workforce development initiatives in terms of adult education and dual enrollment through regional K-12s, can be streamlined in partnerships with other colleges within the proximity of Clear Lake, i.e. Santa Rosa Junior College and Mendocino College.

All of these justifications for alignment – enhancement of academic portfolio for WCC, balance in resource allocation through FTES, advantages for regional collaborations – are clear evidence that the mission of WCC and Yuba College will be successfully fulfilled.

B. Description of the Planning Process Which Led to the Request for the Change

Following approval of the Chancellor's recommendation for a realignment on January 16, 2014, the Board of Trustees directed the Chancellor to develop an implementation plan for aligning the Lake County Campus with Woodland Community College (**Document 4, page 1**). An initial Realignment and Linking Framework was developed and completed in June 2014 by WCC Interim President, Dr. Judy Walters. Later, in August, 2014, the Chancellor assigned the current WCC President, Dr. Michael White, to lead a comprehensive planning activity, with a goal of completing the process by April, 2016 and formally implement the alignment by the fall of 2016. The scope of the planning activities involved an alignment of systems, processes, functions, activities and personnel between the Lake County Campus and WCC (**Document 5**). A salient goal of the planning process is the accomplishment of one of five goals of the YCCD Board of Trustees: Goal #4 - Complete multi-college district transition in structure, roles, responsibilities and processes (**Document 6**). A Realignment Implementation Plan (**Document 7**) with 10 identified project scopes, each with a project leader, was developed. A subsequent Gantt Chart (**Document 8, Document 9**) was also developed to guide the accomplishment of the project scopes towards the Spring, 2016 deadline.

The ten project scopes of the Implementation Plan included the following:

- Accreditation
- Budgets
- Committee Structures
- Curriculum

- Facilities
- Human Resources Staffing
- MIS Audits and Resolutions
- Software Applications

- Student Services
- Miscellaneous

The Plan also acknowledged technical and functional needs, seamless delivery of services to Lake County Campus students, possible constraints and limitations, cost estimates, and the role of project leaders to provide periodic updates on their respective tasks. A delineation of

the Plan's scope and deliverables is reflected in a Board presentation with attendant project status in November, 2015 (**Document 10**). It demonstrates that all projects associated with the Plan were proceeding towards meeting expected goals**.**

The change resulting from the realignment plan is consistent with the District's mission:

> *"…to serve the formal and informal educational needs to the extent possible under the States' legal charge and available funding, providing the environment for students and faculty necessary for the pursuit of knowledge, wisdom, and truth, and the communication of knowledge and its interpretation."*

The realignment leverages opportunities for enhancing the capacities of both Yuba College and WCC to meet the educational needs of its students; it allows Yuba College to expand academic offerings to a growing Hispanic student population while maintaining its existing curricular structure. Through the realignment, WCC expands CTE offerings to its Woodland and Colusa campuses while increasing general education and ESL courses in Clear Lake. The advantages offered by the realignment are inherent in the District's stated mission of providing an environment for faculty and students to pursue and communicate knowledge. The geographic, programmatic and organizational benefits of the realignment are also consistent with the District'**s** strategic planning and associated evaluation, where the realignment plan is evident in Strategic Goal #4 and highlights a need to complete the District's multi-college transition in terms of structures, functions and responsibilities (**Document 11**) Project leaders working on the Realignment Plan have considered and assessed needs and resources which have taken place, and have also anticipated effects of the proposed change on both Yuba College and WCC. These are reflected in the narratives of the Realignment Plan (**Document 7**)**.** One area in this regard is the financial aid processes that will be implemented to accommodate Yuba College students at the Lake County Campus who will be transitioning to WCC. Yuba College and the Lake County Campus, in collaboration with WCC, have developed district financial aid forms and similar processes to have accessible services to all students. The realignment will have an impact in the Board Financial Assistance Program funding (BFAP) and the Maintenance of Effort (MOE) for YC Financial Aid Department; however, the decrease in BFAP and MOE will not affect the level

and accessibility of services. The BFAP is a State categorical program funding for student financial aid administration (SFAA) specifically to supplement and not supplant existing institutional resources to enhance access to postsecondary education for low income and disadvantaged populations. The MOE is a match expenditure that qualify an institution to receive BFAP SFAA categorical funding in each corresponding future year and such match must be satisfied each fiscal reporting year (**Document 17**). An analysis shows Yuba College BFAP will decrease approximately by $35,000, which is close to the salaries of the .59% financial aid technician who will realign to WCC. Yuba College MOE match will decrease by approximately $74,000 (general fund), which constitutes the salaries and benefits paid to the 1.0% Full Time Equivalent (FTE) financial aid technician who will realign to WCC.

C. **Evidence that the institution has analyzed and provided for adequate human, physical, technology and financial resources and processes necessary to initiate, maintain and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality**

1. **Adequate and accessible student support services:** WCC has a wide variety of student support services that are administered through the Deans of Student Services and Student Success/Institutional Effectiveness. These services are enumerated below and are available at this non-password electronic link: http://wcc.yccd.edu/student/Default

   a. **California Works Opportunity and Responsibility to Kids (CalWORKs)** is a California welfare program designed to assist students who are receiving TANF/CalWORKs benefits (monetary assistance) to achieve long-term self-sufficiency through coordinated student services.

   b. **C.A.R.E/Extended Opportunity Programs and Services (EOP&S):** EOP&S provides financial and academic support to community college students whose educational and socioeconomic backgrounds might prevent them from attending college and/or otherwise discourage their successful participation in post-secondary education.

   c. **Mathematics Engineering, Science and Achievement (MESA):**

MESA (Mathematics, Engineering, Science Achievement) California Community College Program (CCCP) is an academic preparation program that assists California community colleges' educationally disadvantaged students to succeed in math, science, and engineering so they can transfer to four-year colleges or universities and attain four-year degrees in math, engineering, and science fields.

The MESA model for success includes a variety of services that results in a high rate of academic achievement. Elements of the MESA model include:

    i.   Individual Academic Plans

    ii.   Academic Excellence Workshops

    iii.   Academic and career workshops

    iv.   Collaborative learning techniques and study skills

    v.   Clustering of students in classes to enhance collaborative study

    vi.   Mentor Study Groups

    vii. Field trips to industry sites and university campuses

    viii. Leadership development and conference.

d. **TRiO Student Support Services (SSS):** SSS is a federally-funded program that is designed to assist participants from a low-income, first-generation and/or have a documented disability to enhance their academic skills, increase their retention, transfer to a four-year institution, and graduation rate.

e. **TRiO Student Support Services English as Second Language (SSS-ESL):** SSS-ESL is a federally-funded program that is designed to assist participants from a low-income, first-generation and/or have a documented disability for whom English is a second language and/or who are of limited English proficiency to enhance their academic skills, increase their retention, transfer to a four-year institution, and graduation rate.

f. **Counseling Services:** - Counseling services provide students with personal and academic counseling to help students achieve their academic

and career goals. Counselors provide assistance in the development of an educational plan of the courses needed to achieve Associate's degrees, certificates or transfer aspirations. A Career/Transfer Center, linked to counseling services, is manned by a career counselor and a transfer counselor who provide information on career explorations and transfer preparation to four year universities. University representatives from University of California, Davis and California State University, Sacramento, make periodic visits to advise and assist students in the development of plans to transfer to these four-year institutions. The Center also provides career oriented tools and processes that include resume and interview workshops, free interest and personality career assessments and access to a current library of occupation specific references and resources.

g. **Child Development Center:** Provides child care services for eligible students as well as community members. It serves preschoolers (ages 2-5 years) and includes facilities for outdoor and indoor play, learning activities and naps.

h. **Veteran Services:** The Veterans Service Office (VSO) assists veterans, reservists and dependents (of service-connected disabled or deceased veterans) with their educational benefits. The VSO also acts as a liaison with the U.S. Department of Veteran Affairs. The VSO also provides assistance for applying for benefits, educational pay, college registration, placement testing and counseling referrals.

i. **Department of Supportive Programs and Services (DSPS):** DSPS provides educational support services and reasonable accommodations for students with verified disabilities who are enrolled in courses at WCC. The program also provides instructional support through an assistive technology lab where students learn strategies that support their college classes; counseling services that allow students to discuss their disability related classroom needs; sign language interpreting; transcription of class notes; captioning; and assessment for learning disabilities.

j. **Library:** The library consists of academic holdings that include over 13,000 book volumes and more than 3,000 media sources. The WCC supplemental learning resources serve students in their variety of venues, diversity of delivery modes, and their accessibility. 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.

   i. The **Tutoring Center** provides instructional promotes the academic success of students. It is staffed by a faculty and includes students in a variety of disciplines who provide tutoring services based on referrals from faculty or expressed student needs.

   ii. **The Academic Reading Center (ARC)** provides free drop-in tutoring in reading strategies. It also provides test preparation and study skills that are tailored to the student's need as well as reading assistance for all reading levels and assignments.

   iii. **Writing and Math Center (WAM)** provides assistance with all writing, math and statistics assignments. WAM is staffed by instructional assistants (two in writing and one in math) and supervised by a faculty under the direction of the Dean of Student Success.

k. **Financial Aid:** The financial aid program includes scholarships, grants, and other aid designed to help students who need financial assistance to further their educational goals. These services assist in bridging the gap between student resources and the cost of attending college.

2. **Sufficient and qualified faculty, management and supporting staff**: WCC received affirmation of its accreditation from the ACCJC in a letter dated February, 2015 (**Document 12**). As a condition of that affirmation, the College demonstrated that it has sufficient and qualified faculty, management and staff. The current WCC catalog, pages 131-135 (**Document 26**) detail a listing of faculty and management staff and their qualifications. Additionally,

the District has centralized maintenance operations services at the District level, and restructured the position of the director. This change has enhanced the capacity of the maintenance operations unit to serve all campus sites. Pages 202 thru 204 of the Yuba College catalog (**Document 27**) highlights the qualifications and number of faculty and administrators who will be incorporated in the WCC operations. The reorganization that will result from the realignment is depicted in (**Document 15, Document 16**). The existing WCC organization is reflected in (**Document 14**). Two fulltime faculty who are the only fulltime faculty within their departments at Yuba College—Culinary Arts and Economics—teach from the Lake County Campus and will become WCC faculty along with nine other fulltime faculty at the Lake County Campus during the realignment. Two fulltime faculty positions in those disciplines will to be made available at the Yuba College Marysville campus in order to handle the additional workload for program management within these two disciplines.

3. **Professional development for faculty and staff to effect change**: The Yuba Community College District and WCC are committed to professional development of its faculty, staff and management. This will continue as the District manages the challenges of effecting the realignment. Already, faculty from the Lake County Campus have received training in the curriculum process and the WCC curriculum development culture. Some Lake County Campus CTE faculty and managers have received curriculum development training through the North Far North Regional Consortium. Faculty; administrators and staff from both campuses are slated to participate in several upcoming training programs including the First Year Experience in Orlando, Florida; the Student Success Conference in Sacramento; the Chief Student Services/Chief Instructional Officers Conference in Sacramento; the Asilomar manager's training; and the Association for California Community Colleges Administrators (ACCCA) Conference. Additionally, the District conducts regular training for faculty, staff and managers that will build capacities to

11

productively effect the changes generated by the realignment. Lake County Campus faculty continue to receive training in the WCC process for program reviews and institutional planning and effectiveness through the WCC TracDat system. The institution acknowledges the importance of professional development in the student learning process, and will continue to implement this practice after the realignment.

4. **Appropriate equipment and facilities, including adequate control over any off-campus site**: The realignment will be supported by appropriate equipment and facilities. The College administrators, in concert with the District Maintenance and Operations Office, will have adequate control over any off-campus site. WCC sites include the Woodland Campus, Lake County Campus and the Colusa County Campus. The Lake County Campus equipment and facilities are reflected thusly:

   a. Custodial Equipment List (**Document 18**)
   b. Grounds Inventory List (**Document 19**)
   c. Vehicle Inventory (**Document 20**)
   d. Map of Lake County Campus (**Document 21**)

   The WCC equipment and facilities are depicted in the following documents:

   a. WCC Custodial Inventory (**Document 22**)
   b. WCC Grounds Inventory (**Document 23**)
   c. WCC Grounds Vehicle Inventory (**Document 24**)
   d. WCC Maintenance Vehicle Inventory (**Document 25**)

5. **Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget:**

   The realignment will engender sustainable fiscal resources for a realigned WCC/Lake County Campus. **Document 35** shows an analysis of the institution's budget that includes the initial and realigned budgets. It also reveals the changes that will occur in categorical program allocations with the incorporation of Lake County Campus. The proposed realignment would shift the "designated funds" in Yuba College's budget for the Lake County Campus

to WCC and the ongoing budget process includes annual program reviews for programmatic needs for each of the entities. Yuba College has not leveraged the "designated funds" for purposes other than for Lake County Campus, so there will be no fiscal impact to Yuba College. There will be no negative impact on the overall fiscal picture of the realignment. Without negatively impacting Yuba College's budget other than shifting what has been designated for the Lake County Campus, the realignment will augment the budgetary capacity of WCC, especially so that the institution's administration plans to pursue a holistic expenditure and budget management process that includes Lake County Campus, Woodland Campus and Colusa County Campus as entities that will drive the institution's mission.

6. **A plan for monitoring achievement of the desired outcomes of the proposed change and evaluation and assessment of student success, retention and completion**.

   The essence of the realignment is the fulfillment of the District and College's mission to support student access and learning. WCC, in concert with the District, has established protocols for planning and institutional effectiveness (**Document 28**); and the WCC Institutional Effectiveness Framework (**Document 29).**

   These protocols will be utilized to monitor, evaluate and assess the anticipated outcomes of the realignment. Yuba College can anticipate an approximate loss of 10% in enrollment, and FTES after Lake County Campus is realigned with WCC. The anticipated loss can be mitigated by the College Success Center and Writing Language Development Center which are conservatively estimated to contribute approximately 50 FTES per academic year. With a proactive strategy and increased focus on effective enrollment management practices, Yuba College can work to decrease the losses caused by Lake County Campus' realignment.

D. Evidence that the institution has received all necessary internal or external approvals

The District and WCC has established a realignment plan that incorporates the need to address all necessary internal and external approvals. The following reflect some major steps that are being pursued:

Action Step	Status	Comment
YCCD District Board Approval	Approved (**Document 3**, **Document 4**)	
ACCJC Subchange Approval	Subchange Request submitted January 29th	Awaits ACCJC decision in March 2016
Department of Education Financial Aid Changes	To be submitted after ACCJC decision	
California Community College Chancellor's Office Approvals of Curriculum Changes and Catalog Transition from Yuba to Woodland	Await ACCJC decision	There will be no significant impact on curriculum since Yuba College/ Lake County Campus courses were transitioned to WCC at the onset of the multi-college transition. However, there will be some curriculum changes involving CTE and other courses which must be transferred to the WCC catalog and approved by the CCCCO.

E. Evidence that each Eligibility Requirement will still be fulfilled specifically related to the change

WCC's accreditation was affirmed by the ACCJC in February, 2015 letter to the College. The following Eligibility Requirements, all of which affect the realignment, will still be fulfilled.

1. Authority

Woodland Community College (WCC) 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 In February 2014, the ACCJC reaffirmed WCC's accreditation (**Document 13**).

2. Operational Status

Woodland Community College is operational, with students pursuing its degree programs.   Woodland Community College enrolls 3,020 unduplicated students in classes held on weekdays, evenings and, on many occasions, weekends. Woodland Community College classes are held at it main campus in Woodland and its Colusa County Campus 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 (**Document 31**).

3. 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 (**Document 26**).

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 College CEO does not serve as the Chair of the governing board of the College (**Document 14**).

5. **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.

6. **Mission**

   The Woodland Community College has a clearly defined 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 and 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. (**Document 30**). In anticipation of the Clear Lake realignment, the WCC College Council is currently in the process of revising the mission statement to incorporate the specific culture and services to areas served by the Lake County Campus as well as the Colusa County Campus (**Document 36**).

7. **Governing Board**

   Woodland Community College is part of the 4,200 square-mile area served by the Yuba Community College District. The Board is an independent policy-making body that is capable of reflecting constituent and public interest in board activities and decisions. 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, two student trustees elected by the student bodies of Yuba College and Woodland Community College, respectively, also serve 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 ensures its responsibilities to represent the public interest, assure fiscal health and stability, monitor institutional performance, educational quality, and the 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. (**Document 32**, **Document 33**)

8. **Administrative Capacity**

   Woodland Community College has sufficient administrative staff 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 (**Document 14**).

9. **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.

10. **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 (**Document 26**).

11. **Student Learning and Student 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 (**Document 34**). Student Learning Outcomes a regularly and systematically assessed to demonstrate that students who complete programs, no matter where or how they are offered, achieve the identified outcomes And that the standards for student achievement are met.

12. General Education

Woodland Community College has defined and incorporated general education requirements for the associate degree and for students with goals of transferring to four year universities.

13. 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.

14. 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 (**Document 26, Document 27**). Faculty responsibilities, which include the development and review of curriculum and the assessment of learning, are stated in Governing Board policies and the Yuba College Faculty Association Contract.

15. Student Support 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).

16. Admissions

Woodland Community College 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.

17. Information and Learning Support Services

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.

18. 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.

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. Integrity in Communication with the Public

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 concerning the following:

General Information

- The Official Name, Address, Telephone Numbers and Web Site Address of the Institution
- Educational Mission
- Representation of accredited status with the ACCJC and with

programmatic accreditors, if any

- Course, Program and Degree Offerings

- Student Learning Outcomes for Programs and Degrees

- Academic Calendar and Program Length

- Academic Freedom Statement

- Available Student Financial Aid

- Available Learning Resources

- Names and Degrees of Administration and Full-Time Faculty

- Names of Governing Board Members

Requirements

- Admission

- Student Fees and Other Financial Obligations

- Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty

- Nondiscrimination

- Acceptance of Transfer Credits

- Transcripts

- Grievance and Complaint Procedures

- Sexual Harassment

- Refund of Fees

Locations or Publications where Other Policies may be Found

- Catalog or other public document which serves that purpose

- Recent print or other media advertisements

- Policies regarding public disclosure

All of these requirements are also accessible in different modalities which

fully comply with regulations of the Americans with Disabilities Act. They can be found on the College website (http://wcc.yccd.edu), student handbooks as well as course schedules (course schedules).

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.

F. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change that all relevant Commission Policies are addressed:

Standard I

A. Mission

The College mission drives all planning and implementation processes related to student learning. The College will continue to demonstrate its commitment to student learning and access through its stated mission:

> *The mission of Woodland Community College is to provide high quality education that fosters student success and 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 essence of the realignment is grounded student learning and supports a goal of improving learning opportunities in the rural communities served by WCC. The realignment fosters diversity by linking Lake County Campus with the more diverse WCC campus, a Hispanic Serving Institution (HSI), and affording Lake County Campus expanded opportunities that result from an HSI designation.

The mission statement is currently being revised by the College Council. The revision considers the unique needs of all WCC campus sites, including Lake County Campus, and will continue to guide institutional effectiveness and planning at the college (**Document 30**).

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

The institution ensures academic quality through a series of planning initiatives. Student learning outcomes are defined and assessed at the course, program and institutional levels (**Standard 1**) and analyzed in program reviews (**Standard 2**) and institutional set standards (**Standard 3, p 8**) which are annually submitted to the ACCJC and assessed as part of the College's Institutional Effectiveness Reviews and Annual Action Plans (**Standard 4**).

Institutional Effectiveness

The institution assesses its mission through program reviews (**Standard 2**), plans that address equity and disproportionate impacts (**Standard 5**), and annual action plans (**Standard 6**). Dialogue about institutional effectiveness occur through governance committee reports presented to the College Council and the Academic Senate. The College's Student Learning Outcomes Committee (**Standard 7**), in keeping with the requirements of the new 2015 ACCJC Standards has begun dialogue on new protocols to present disaggregated data for subpopulations of students, specifically related to SLOs, although this protocol is reflected in the College's Student Equity Plan and Scorecard Reports.

C. Institutional Integrity

The institution assures the clarity, accuracy and integrity of information provided to students and prospective students and all persons or organizations related to its mission statement, learning outcomes educational programs and student support services. WCC gives accurate information to students and the public through its website and a printed catalog that meets and complies with Eligibility Requirements. The institution ensures accurate information to students and the public about its accreditation status with all of its accreditors (**Standard 8**).

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

The College ensures that all instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with its mission, are appropriate to higher education and culminate in student attainment of identified student learning outcomes. Both the WCC Academic Senate and the Curriculum Committee have already reached out to the Lake County Campus faculty to ascertain the consistency of curricular integrity at the two campus sites. The Clear Lake faculty and staff have already been introduced to the WCC program review process. This process, which includes a review of the curriculum, is managed by an online system,

TracDat. The degrees and programs follow practices common to American Higher Education. All courses and programs are thoroughly vetted through the Curriculum Committee prior to Board of Trustees and subsequent CCCCO approval. Information about instructional programs are included on the WCC website (**Standard 9**). Student Learning Outcomes are requirements of all courses and programs, and are reflected in course outlines of records stored in WCC's online curriculum system, CurricUNET (**Standard 10**).

B. Library and Learning Support Services

The institution supports student learning and achievement by providing a library. Both the WCC and the Lake County Campus have libraries with text and digital volumes. The College relies on appropriate expertise to provide library services and maintain equipment and other resources that support student learning. Library services are evaluated through program reviews that are submitted each academic year (**Standard 11**).

C. Student Support Services

The institution regularly evaluates the quality of student support services through program reviews and surveys. It assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. The evaluation and assurances of quality student support services are also accomplished through annual student equity plans, a Student Success and Support Program Plan (SSSP) (**Standard 12**), student engagement surveys, including the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). All student service programs and their descriptions are included on the WCC website (**Standard 13**).

Standard III: Resources

A. Human Resources

The College will continue to have adequate human resources and administrative capacities to operate a realigned Lake County Campus. Details have already been provided in the narratives above. Evaluation of faculty, administrators and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. This was done through a side agreement between the District and the faculty association.

B. Physical Resources

The institution has in place a Safety Committee and a Maintenance and Operations Staff that assures safe physical resources. Long range capital plans support instructional improvement and are developed in concert with the institutional planning framework (**Standard 14**).

C. Technology Resources

The institution provides adequate technology services, facilities and hardware and software to support instruction, operations and management. The program review process responds to technology needs through a prioritization activity. One time equipment funds also assures that technology resources at all locations are reliable, accessible and safe. A technology committee composed of faculty and staff provide input on procedures and policies related to technology use.

D. Financial Resources

Planning

The institution has sufficient resources to support the realignment and sustained student learning programs. Financial planning is implemented in consideration of District and College goals. As explained above, operational funds will be transferred from Yuba College to WCC, and future expenditures and budget preparations will reflect that change.

Fiscal Responsibility and Stability

Financial documents including the budget, have a high degree of credibility and accuracy. The institution responds to external audit findings in a comprehensive and timely manner and makes appropriate communication to stakeholders. The budget, including allocations for WCC and Lake County Campus, with attendant procedures and guidelines, is published in a budget document and approved by the Board of Trustees. It details indicators of fiscal responsibility and stability (**Standard 15**).

Standard IV: Leadership and Governance

A. Leadership and Governance

The institution will continue to recognize and use the contributions of leadership throughout the realigned WCC and Lake County Campus. There will continue to be a clearly defined role among faculty and administrators through existing policies and procedures and a system of Board and institutional governance (**Standard 16**). The functions of the College Council (**Standard 17**) and the Academic Senate (**Standard 18**) establish clear delineation of roles which will continue after the realignment.

B. Chief Executive Officer

Woodland Community College has a Chief Executive who will continue to exercise his role as the primary responsible personnel for the quality of the institution. He will continue to guide institutional improvement of the instructional environment, accreditation, compliance with statutes, and effective control of the budget.

C. Governing Board

The institution has a governing board which has authority and responsibility for policies to assure the academic quality, integrity and effectiveness of the teaching and learning processes and programs. All policies and administrative procedures, including a code of ethics and conflict of interest policy are detailed in the Board Policies and Administrative Procedures which can be found on its website (**Standard 19**).

G. Evidence

[Woodland Community College 2015-16 Catalog](#)

[Yuba College 2015-16 Catalog](#)

Document 1: [September 12 2013 Board Minutes](#)

Document 2: [20140116 District Realignment Presentation](#)

Document 3: [20140116 District Board Minutes](#)

Document 4: [Agenda Item approving realignment](#)

Document 5: [09.11.14 BOT CLC Realignment Presentation](#)

Document 6: [YCCD Strategic Plan](#)

Document 7: [Clear Lake Realignment Plan_09.11.14 BOT](#)

Document 8: [CLC Realignment Gantt v1.0 Distributable](#)

Document 9: [CLC Realignment Gantt v1.0 Distributable](#) (EXCEL)

Document 10: [Clear Lake Presentation 11.12.15](#)

Document 11: [YCCD Strategic Goals with Objectives, KPIs and Strategies](#)

Document 12: [Commission Action Letter 02.06.15](#)

Document 13: [ACCJC Letter, February 2014](#)

Document 14: [WCC Administration Chart without CLC](#)

Document 15: [WCC Administration Chart with CLC](#)

Document 16: [Clear Lake Organizational Chart](#)

Document 17: [BFAP SFAA Maintenance of Effort Guidance](#)

Document 18: [Clear Lake Custodial Equipment List](#)

Document 19: [Clear Lake Grounds Inventory List](#)

Document 20: [Clear Lake Vehicle Inventory](#)

Document 21: [Clear Lake Map](#)

Document 22: [Woodland Community College Custodial Inventory](#)

Document 23: [Woodland Community College Grounds Inventory](#)

Document 24: [Woodland Community College Grounds Vehicle Inventory](#)

Document 25: [Woodland Community College Maintenance Vehicle Inventory](#)

Document 26: [2015-2016 Woodland Community College Catalog](#)

Document 27: [2015-2016 Yuba College Catalog](#)

Document 28: [Institutional Effectiveness Review Protocols](#)

Document 29: [Institutional Effectiveness Review Framework](#)

Document 30: [WCC Mission Statement on Website](#)

Document 31: [Woodland Community College 2016 Spring Class Schedule](#)

Document 32: [Board Policy 2710 – Conflict of Interest](#)

Document 33: [Board Policy 2715 – Code of Ethics/Standards of Practice](#)

Document 34: [Planning & Research - Student Learning Outcomes Webpage](#)

Document 35: [CLC Total Cost of Ownership](#)

Document 36: [15.10.16 College Council Minutes](#)

STANDARDS

Standard 1: [Student Learning Outcomes Website](#)

Standard 2: [Program Reviews](#)

Standard 3: [ACCJC 2015 Annual Review](#)

Standard 4: [Institutional Effectiveness Review Annual Report: 2013-2014](#)

Standard 5: [Student Equity Plan 2014](#)

Standard 6: [WCC Annual Action Plan (2015-2016)](#)

Standard 7: [Student Learning Outcomes Committee Webpage](#)

Standard 8: [Woodland Community College 2015-16 Catalog](#)

Standard 9: [Academics Webpage](#)

Standard 10: [CurricUNET Website](#)

Standard 11: [Library Webpage](#)

Standard 12: [Student Success and Support Program Plan 2014-15](#)

Standard 13: [Student Support Services](#)

Standard 14: [Yuba Community College District 2014 Facilities Master Plan Update](#)

Standard 15: [Final Budget FY 2015-16](#)

Standard 16: [Governing Board Webpage](#)

Standard 17: [College Council Webpage](#)

Standard 18: [Academic Senate Webpage](#)

Standard 19: [Governing Board eGovernance – Board Docs Webpage](#)

Mission Statement

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.

WOODLAND COMMUNITY COLLEGE

Your College, Your Future ♦ Tu Colegio, Tu Futuro