WOODLAND COMMUNITY COLLEGE

Your College, Your Future ● *Tu Colegio, Tu Futuro*

ACCREDITATION MIDTERM REPORT

Submitted by: Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776
Yuba Community College District

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

October 15, 2015

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Midterm Report Certification Page
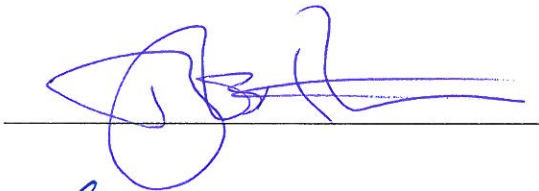
To: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: Dr. Michael A. White
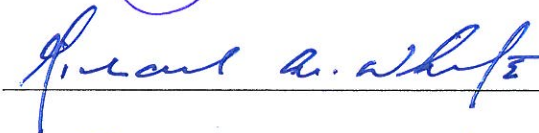   Woodland Community College

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.
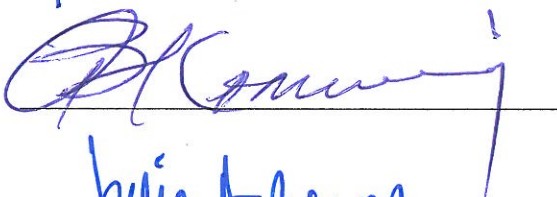
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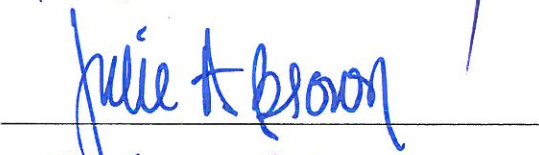President, Board of Trustees

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

Dr. Michael A. White
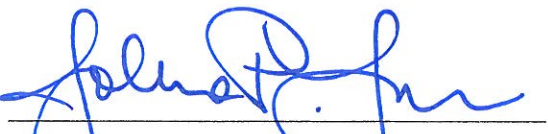President, Woodland Community College

Dr. Alfred B. Konuwa
Accreditation Liaison Officer/Co-Chair/Interim
Vice President Academic and Student Services

Professor Julie Brown
Accreditation Faculty Co-Chair

Dr. Matthew Clark
President, College Academic Senate

Jolene Torres
Classified Employee

Christopher Recouvreur
President, Associated Students of
Woodland Community College

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Date: October 15, 2015

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

From: Michael A. White, Ed. D
President, Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

The Accreditation Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signed: _____
Chief Executive Officer

Statement of Report Preparation

Woodland Community College (WCC) was accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) in June, 2008 as the 110th community college in the California Community College System. In August 2012, the college submitted a Self-Evaluation Report in preparation for a comprehensive visit to support Reaffirmation of its Accreditation. An external evaluation team appointed by the ACCJC subsequently visited WCC in October of 2012. Following that visit, the ACCJC acted to issue a warning to the College in a letter dated February 11, 2013, and requested that WCC, in collaboration with the Yuba Community College District (YCCD) correct deficiencies noted in the External Evaluation Team Report as they relate to the following:

- Integrated planning (College Recommendation #1)
- Student learning outcomes (College Recommendation #2)
- Distance education (DE) (College Recommendation #3)
- Technology training (College Recommendation #4)
- Development of short and long term strategic plans (District Recommendation #1)
- Development and implementation of a resource allocation model (District Recommendation #2)
- Delineation of functional responsibilities (District Recommendation #3)
- Human resource planning (District Recommendation #4)
- Hiring and evaluation of the college president (District Recommendation #5)

The ACCJC also required the College to complete a Follow-Up Report by October 15, 2013, demonstrating resolution of the deficiencies noted in the External Evaluation Report. In response to that requirement, the College's Accreditation Response Team (ART) spearheaded the development of planning activities related to the ACCJC recommendations. The ART worked with campus constituents, the Office of Research, Planning and Student Success and the following committees and groups to resolve the four College recommendations:

- Student Learning Outcomes Committee (Recommendation 2)
- Distance Education Committee (Recommendation 3)
- Flex and Communication Resource Committees (Recommendation 4)
- Academic Senate
- College Council
- Associated Students of Woodland Community College (ASWCC)
- Faculty
- Classified Staff

Through these committees and their collaboration with other college wide stakeholders and the District Services Executive Team (DSET), the College presented two follow up reports to the ACCJC to demonstrate its resolution of deficiencies noted in the reports of the ACCJC External Evaluation Teams (EVIDENCE: 2013 Follow Up Report; 2014 Follow Up Report). WCC has worked over the last three years to establish processes and procedures to implement a culture of integrated planning, assess the effectiveness of the planning processes, and ensure that the College's mission is central to decision making imperatives. Student Learning Outcomes (SLOs) are identified and assessed in all courses and programs. The Program Review Vitality Team (PRVT) is using assessment results to make decisions on resource

allocation and planning. The Distance Education Committee and faculty continue to participate in ongoing dialogues at the state, district, and college levels about the continuous improvement of student learning for distance education students, and like other District and College units, it is implementing a mechanism for regular and systematic assessment that will inform continuous quality improvement (EVIDENCE: Institutional Effectiveness Review Protocol). Finally, through an assessment of technology training, the College gleaned information that is being used to implement comprehensive technology training for faculty and staff, with a goal of using a similar approach for students (EVIDENCE: Supplement Instruction Training Announcement).

The College management team (President's Cabinet) and the ART collaborated with the DSET to respond to district recommendations. The District Services Executive Team also held meetings with the college's Director of Research and Planning, the Vice President for Academic and Student Services, and the President. Additionally, the District Director of Fiscal Services participates on the College's Budget and Planning Committee to discuss District fiscal processes related to resource allocation and integrated planning. The Vice Chancellor for Educational Planning and Services and the Director of Human Resources met separately with the College's President and Vice President to develop District responses which are integrated into this report. The DSET also held a joint meeting with the Accreditation Liaison Officers and accreditation steering committees from the two colleges in the District to develop timelines and procedures for the development of their respective midterm reports (EVIDENCE: Accreditation Midterm Report Timelines).

This report represents a summary of campus wide participation through governance processes and presentations and demonstrates the collective affirmation of the mission. The report was shared with the campus wide community, and special presentations were made to governance committees including the Academic Senate, the College Council and the Associated Students of Woodland Community College. Input from all groups is incorporated in this final report. This Midterm Report speaks to the dedication of its faculty, staff and administration to high quality programs and services to support student learning and student success.

Response to the Commission Action Letter

College Recommendation 1 (Integrated Planning)

The visiting team in 2012 identified WCC's need to complete a full cycle of its integrated planning process, including evaluating the effectiveness of the planning process. Specifically, the college was given the following recommendation:

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, IB.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.2.g, and III.D.3.)

November 2014 External Evaluation Team Conclusion:

In a Commission letter dated February 2014, the ACCJC notified the college that it had resolved the deficiencies related to integrated planning (EVIDENCE: ACCJC Action Letter February 2014). This letter also reflected a recommendation from the follow-up team which read:

> "Since the October 2012 comprehensive visit, the college had completed a full cycle of integrated planning, evaluated the results and made modifications to the process, timing, and committee structure, as needed. In accordance with the Sustainable Continuous Quality Improvement level of the Accrediting Commission for Community and Junior Colleges planning rubric, the college has resolved this recommendation and meets the Standard."

Sustainable Progress

Following the initial external Evaluation Site Team visit, the College, working in conjunction with the District, has completed two full cycles of planning, and the planning process is now entering its third year. While minor refinements have been made to the planning process, as a result of assessment and evaluation, the Educational Master Plan and annual program reviews continue to remain the basis of the planning process. Specific College accomplishments are:

- Refined the program review validation process to include division-level ranking prior to review by the Program Review Validation Team and Budget& Planning committees. Valuable feedback was received, such as the need for standardization for 1) how requests are proposed and 2) for how requests are scored, which will be used to improve the program review format (within TracDat) (EVIDENCE:

Program Review Validation Team Agenda and Minutes).

- The Program Review Validation Team has completed its third year of reviewing all the program review requests, providing feedback to the writers of the program reviews. Budget and Planning, Program Review Validation Team and Faculty Staffing Committee are working towards aligning the planning processes with the goal of merging some committee functions in the future to become one process (EVIDENCE: Program Review Validation Team Agenda and Minutes).

- Completed two iterations of the College's short term planning (known as Annual Action Plans) based on the evaluation of past goals as well as the College's priorities for the upcoming year (EVIDENCE: Annual Action Plan 2014-2015; Annual Action Plan 2015-2016).
- Identified priorities for ongoing and one-time resources based on the integrated planning process, which were used to fund items such as the fume hood repair in our Chemistry lab (EVIDENCE: Annual Action Plan 2014-2015; Annual Action Plan 2015-2016).
- Developed Key Predictive Indicators (KPIs) in order to monitor progress on the achievement of the College and District goals. The College incorporated an annual review of KPIs as a part of its regular student equity planning, thus has established a culture of research and evidence that supports decision-making (EVIDENCE: Student Equity Plan 2014).

Additionally, the College worked in collaboration with the District to:

- Standardize the template for the Annual Action Plan, including linkages between the College Educational Master Plan and the District Strategic Goals (EVIDENCE: Annual Action Plan 2014-2015; Annual Action Plan 2015-2016).
- Streamline the annual integrated planning and evaluation cycle by collapsing the four components of the process into three (DC3 3/3/2015).
- Establish a regular planning rhythm that includes student surveys (such as SENSE and CCSSE) and staff surveys (such as the Noel-Levitz Survey, first administered during spring 2015). These surveys will be offered on a regular cycle, allowing the Colleges and District to embed continuous quality improvement on an annual and biannual basis, in addition to providing measurable outcomes for institutional Key Performance Indicators (EVIDENCE:WCC iSLO Survey Fall 2014; WCC SENSE Survey 2013).

In conclusion, the College continues to demonstrate commitment to institutional effectiveness, and has established a culture of ongoing assessment, every semester, every year. The College believes that assessment, evaluation and quality improvement are everyone's responsibility. Whether it is institution, program, unit, or course – all levels conduct ongoing assessments of student learning outcomes, reviews, and undergo a thorough peer-review prioritization process. The College also remains committed to working with the District to ensure that overarching technology and human resource plans are fully integrated and the College-specific needs are reflected and addressed in the District plans (EVIDENCE: Comprehensive District Master Plan 2015-2018).

College Recommendation 2 (Student Learning Outcome)

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

November 2014 External Evaluation Team Conclusion:

The College has met this recommendation. In a letter dated February 2014, the ACCJC acknowledged that the College had resolved the deficiencies related to student learning outcomes (EVDIENCE: ACCJC Action Letter February 2014). This was also reflected in an ACCJC Evaluation Team report that noted:

"The College's mantra to "assess every semester" has laid the foundation to swift progress in completing a full cycle of course SLO assessments. The percentage of the courses that have undergone documented SLO assessment increased by 65% since the comprehensive visit in October 2012, despite facing the significant challenge that 80% of faculty at the college are part time faculty. Therefore, the College took great efforts to include part-time faculty in this dialogue, which led to improvements in gathering SLO assessment data from part-time faculty with a simplified form. Lastly, the College created a clear and uniform deadline for the recording of SLO assessments every semester by requiring data submissions when term grades are due."

In conclusion, the Report continued:

"Based on the evidence reviewed during the visit, the College meets the Proficiency standard of the Accrediting Commission for Community and Junior Colleges student learning outcome rubric. Thus the College has resolved this recommendation and meets the Standard.

Sustainable Progress

The College has continued to make progress in SLO assessment and planning. In two years since the External Team visit in 2012, the College has completed one full cycle of assessment of all eight iSLOs for WCC. All data from iSLO assessments are made public through the WCC website (EVIDENCE: WCC iSLO Assessment Reports 2011-2013; SLO Committee Meetings and Agendas). Periodic reports are made public to our Board of Trustees and other local campus governing bodies (EVIDENCE: Board Report - Examples of Student Learning Outcomes Implementation; Academic Senate & College Council Minutes). In an effort to increase adjunct faculty awareness of college wide SLO efforts the development of The SLO Lane, a newsletter from the WCC SLO committee is published once a semester with updates and recommendations (EVIDENCE: SLO Documents and Newsletter). Two iSLOs are assessed each semester with various survey

instruments ensuring a sampling from various academic areas that have identified a direct connection with the iSLO (EVIDENCE: WCC iSLO Assessment Reports 2011-2013). These iSLO surveys are now collecting data for our Administrative Unit Outcomes (AUO). In two years we were able to complete one full cycle of assessment of all eight iSLOs for WCC, allowing for almost three full cycles of assessment during a typically Accreditation cycle for our college. We also have Posters in all buildings that outline the iSLOs and the benefit for students in the attainment of these outcomes. The institution has standardized the expectation that at least one SLO per course will be assessed each semester, allowing each program to have ample course level assessments to compliment program reviews.

All courses, degrees, and programs are aligned with the eight iSLOs for WCC. The eight iSLOs were originally developed for all programs selected to develop program specific SLOs (EVIDENCE: Planning & Research Student Learning Outcomes Reports). In each program all courses developed their own outcomes that connected with the program outcomes. This made the mapping of outcomes easy to follow. All programs use both course assessments and program assessments to discuss the status of their program and make any necessary recommendation in their program review. WCC's Program Review Validation Team provides feedback to the programs based on the use of their assessments. Data and executive summaries from all program reviews are aligned for college wide budget/planning, staffing, and other college level institutional planning.

In this program review process all academic programs will need to update and review curriculum. Using course-level SLO assessments the program can make recommendation for their curriculum in regards to the establishment or continuation of prerequisites or co-requisites. WCC has also changed the due date for program reviews from the spring semesters to the fall semesters to align with larger college/district planning cycles.

All programs submit program reviews/updates every year (EVIDENCE: WCC Program Reviews). Program reviews require both academic and non-instructional areas to address the assessment and evaluation of course and/or program outcomes. The creation of the program review is a collaborative process of faculty and staff that are associated with the program and requires dialogue in which the outcome results are reported.

Reports from the program reviews are provided and shared on the college website and summative data are shared with other college and district governance groups as necessary. As a result of the faculty driven assessment of SLOs numerous programs have made positive adjustments to advance learning at WCC. One example is from the Academic Reading Center (ARC). Based on the assessment and survey of students and faculty the Center has utilized marketing strategies to increase awareness and use of the service. The retention rate and success rates for heavier uses of the ARC were notably higher than that of the college at large (EVIDENCE: ARC Program Report). There has also been the creation of academic success presentations based on the assessment of the students who use the ARC.

College Recommendation 3 (Distance Education)

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

November 2014 External Evaluation Team Conclusion:

In a letter dated February 2015, the ACCJC notified the College that WCC had resolved deficiencies related to College Recommendation 3 (EVDIENCE: ACCJC Action Letter February 2015), consistent with the ACCJC Evaluation Team Report that concluded:
"Woodland College now has complete oversight and authority over all distance education (DE) courses, which allows the college to ensure continuous quality improvement of student learning to provide appropriate student support services, to provide technology training to students and faculty, and to control staffing levels and resource allocation. The college regularly assesses its DE courses and programs through established program review policies and uses results from Student Learning Outcomes, student achievement data, and biannual surveys of students enrolled in DE courses. The College has resolved this recommendation and meets the standards."

Sustainable Progress

WCC continues to take action to ensure continuous quality improvement for all DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, resource allocation, and technology training through regular and systematic assessment.

The WCC DE Committee, administration, Academic Senate and other stakeholders are working collaboratively to respond to the recommendations. As a result:

- WCC continues to assess its DE programming and functions through multiple activities, including Program Review surveys of students and faculty, assessment of student learning outcomes and other matrices, and the functional relationship between the college and district (EVIDENCE: Program Review Surveys, DE Surveys).
- Authority and oversight of key processes are now under the aegis of the College. Scheduling, allocation of DE FTEFs, interaction with the State Chancellor's Office as well as planning for DE student training are now controlled by the College.
- Instructional quality is ensured through the authority and oversight that resulted in the delineation of functions between the colleges and district. Besides providing opportunities for professional development activities to online faculty, the College

continues to adhere to state and national standards and have established minimum standards for new courses to be offered online (EVIDENCE: DE Responsibility Matrix; CurricUNET Course Template). A DE State Liaison has been appointed by WCC to ensure compliance with statewide regulations.

- The College continues to participate in dialogue at the State and District levels.
- DE services and instruction continue to be evaluated and assessed through bi-annual DE surveys and Program Reviews.
  WCC has established the basis for continuous quality improvement through a system of dialogue, planning, assessment and oversight of ongoing learning support, services required by DE students, and appropriate staffing levels.

WCC participates in District dialogue that forms the basis of DE planning and evaluation. The College is represented on the District DE Committee by the Vice President, Dean of Instruction and the Chair of the College's DE Committee. The College's DE Liaison serves as a resource to the District DE Committee.

Technology training is discussed as part of the Communication and Technology Committee (CAT) processes, the District Technology Committee, and DE Surveys administered by the WCC DE Committee (EVIDENCE: Communication and Technology Committee Agenda and Minutes, District Technology Committee Agenda and Minutes). Technology training has also been decentralized wherein the College is now responsible for student and faculty training.

WCC's Educational Master Plan documents a commitment to keep abreast of the latest programs and technology to adequately prepare students for the world beyond the classroom. WCC has also committed to increase its online class offerings, student/staff/faculty communications capabilities, and interconnectivity of its networks and hardware. As a result, the ability of students to learn and grow using technology on campus and off will be enhanced. This commitment is regularly evaluated through the Annual Action Plan, Flex Committee presentations or other governance committees that have implications for technology enhancement at WCC (EVIDENCE: Annual Action Plan 2014-2015; Annual Action Plan 2015-2016).

WCC has made progress in the areas of Distance Education (DE) courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the College, and technology training. District wide planning, dialogue, and regular assessment cycles now ensure sustained institutional continuous quality improvement.

College Recommendation 4 (Professional Development and Training)

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

November 2014 External Evaluation Team Conclusion:

In a letter dated February 2014, the Commission verified that WCC had resolved deficiencies related to College Recommendation 4, consistent with the ACCJC Evaluation Team Report which noted:

"Based upon the evidence provided in the report and site interviews conducted at the College, the College and District have worked together to provided multiple technology training opportunities to faculty and staff. They have assessed the workshops, gathered feedback, and planned for training, which seems to have been well received. Multiple technology trainings, Canvas workshops, and other online materials (e.g. YouTube Videos) have been produced throughout the year. The WCC Technology Training Survey was also conducted in the spring to inform decision on technology training for students, staff, and faculty. Lastly, the District has identified the improvement of leadership and managerial competencies as one of the five short-term goals across the District. The College has resolved issues related to this recommendation and meets this Standard."

Sustainable Progress

WCC, in conjunction with the District Human Resources Department, identified professional development as a salient source of promoting productivity in its workforce. The District and College promote professional development of all personnel through support for the Flex and Staff Development program. Opportunities exist throughout the year for all constituents. Management training, from onboarding of new managers to skills development in labor negotiations, effective management practices, and planning processes have been offered by the District and facilitated by the District Chancellor and Human Resources Director (EVIDENCE: HR CORE Training Announcement, Keenan Safety Training). The Fiscal Services Department continues to hold training programs for managers and classified staff (EVIDENCE: Fiscal Services Announcement). The College continues to leverage grant and other general funds to provide training and support conference travels for staff (EVIDENCE: ACCCA Mentor Program Announcement). The College and District have collaborated to develop a training website for faculty and staff, LEARN (EVIDENCE: LEARN Training Website).

The WCC Flex Staff Development Coordinator and Committee provides more than 30 workshops per semester for professional development. Training topics are based on regular assessment of WCC faculty, staff, administration and students' needs obtained through annual surveys and workshop evaluations (EVIDENCE: WCC Annual Flex

Survey Results). Besides traditional surveys and dialogues, effective online training is offered in areas such as student tutoring and learning management system training for faculty (EVIDNCE: Announcement for TracDat Version 5 Training).

The College is taking measures to strengthen professional development trainings that includes students. Technology training for students, for example, is incorporated in the new Learning Management System, Canvas, that allows students to view an online training video of how to log into the portal when they register for courses. The College also provided training opportunities for student tutors and those interested in becoming supplemental instructors (EVIDENCE: Supplement Instruction Training Announcement).

Evaluation ensures that activities are meaningful, current, and meet the expectations of all constituent groups. Staff Development activity evaluations also include feedback from participants regarding their own improvement in knowledge or skills resulting from participation in individual or group activities (EVIDENCE: WCC Annual Flex Survey Results).

WCC continues to effectively analyze and evaluate professional development activities and uses these results in planning, developing, and improving future professional development activities.

Introduction to District Recommendations

The 2013 and 2014 Follow-up Reports presented the work addressing the five District Recommendations (EVIDENCE: 2013 WCC Follow-up Report, 2013 YC Follow-up Report, 2014 WCC Follow-up Report, 2014 YC Follow-up Report). The intent of this document is to provide evidence that the changes and improvements are being sustained through ongoing review, dialogue, and process modification as the colleges and district work together to continuously improve institutional effectiveness.

The information in this report was collected from a wide variety of constituents and represents broad participation by the district community through all major participatory governance bodies. A review of the five District Recommendations was called for by a formal agenda item on one or more regular meetings of each governance body and the following committees and the feedback from those reviews is incorporated in the document.

- Participatory governance groups at the Colleges and at the District included:
  - Academic Senates
  - College Councils
  - District College Academic Senate (DCAS)
  - District Consultation and Coordination Council (DC3)

- Committees (non-governance groups) from each College and the District included:
  - Chancellor's Executive Cabinet (CHEX)
  - District Services Executive Team (DSET)
  - Accreditation Response Team (ART)
  - College Effectiveness and Accreditation Committee (CEAC)

District Recommendation 1 (Strategic Planning)

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

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

November 2014 External Evaluation Team Conclusion:

"YCCD has a well-defined ongoing process for integrated planning that is inclusive, transparent, and broadly communicated across the district. The process integrates all components of planning at the colleges and district services. The process allows planning to drive resource allocations, based on collaborative prioritization and well-defined roles, responsibilities, and timelines. Long-term district-wide goals with measurable objectives have been established and will inform the 2014-15 planning cycle. A complete cycle of the integrated planning model has been fully implemented, assessed, and modified with robust dialogue in accordance to the principles of sustainable continuous quality improvement. The district and the colleges have developed recurring cycles with annual timelines that align across sites. The college has documented progress toward achieving its educational goals over time (using longitudinal data and analyses) and has communicated matters of quality assurance to appropriate constituencies. The college has resolved this recommendation and meets the standards."

Sustainable Progress

Following the initial External Evaluation Site Team Visit in October 2012, the college and district worked diligently to address the strategic planning recommendation. The 2013 and 2014 Follow-up Reports chronicled the development, implementation, assessment, and evaluation of the integrated district strategic planning process and structure, as well as the adoption of short- and long-term goals (EVIDENCE: 2013 WCC Follow-up Report, 2013 YC Follow-up Report, 2014 WCC Follow-up Report, 2014 YC Follow-up Report). The planning process is now in its fourth year.

- Year 1 (2012-13) included design, dialogue, and approvals of the integrated strategic planning and budgeting process.
- Year 2 (2013-14) heralded the adoption of short-term goals and the first full-cycle implementation and assessment of the planning and budgeting process.
- Year 3 (2014-15) implemented process improvements based upon ongoing dialogue and evaluation, including a refined resource allocation process (addressed in Recommendation #2 below) and recommended modifications from the formal institutional effectiveness review of the planning and budget process. The Board of Trustees approved five long-term goals replacing the interim short-term goals adopted in the prior year.
- Year 4 (2015-16) implements five process improvements in the planning and budget process following the comprehensive evaluation that occurred in summer 2015 (EVIDENCE: Process Improvement Recommendations for 2016-17 Planning). Planning for 2016-17 will be based upon the five strategic goals (EVIDENCE: YCCD Strategic Goals).

The Institutional Effectiveness Review Team (IERT), a sub team of DC3, conducted the first review of the planning and budgeting cycle June through September 2014 (EVIDENCE: Fall 2014 IERT Minutes). The review included a district-wide survey, debriefs at the conclusion of the Program and Services Vitality (PSV) process, and

ongoing discussions in college and district committees. The final report presented to the Board of Trustees in November 2014 included thirteen recommendations for modifying and improving the annual cycle (EVIDENCE: 2013-14 Institutional Effectiveness Review, 2014-11-13 Board Regular Minutes (see page 4)). An excerpt from that report follows:

"Evaluation results of the Annual Planning, Budget and Evaluation Cycle indicate that while the process as a whole proved effective, recommended modifications will strengthen the cycle for the coming planning year. Improvements include:

1) Provide additional training on the District integrated annual planning, budget and evaluation cycle with special emphasis on PSV and the link to program reviews.
2) Simplify the Strategic Planning process as appropriate to reduce duplication of effort and level of workload for individuals engaged in District planning.
3) Modify the planning and budget process evaluation survey to include questions:
   a. that gauge satisfaction with the level of knowledge and understanding of the planning process for personnel across the district and
   b. Seek input for annually updating the Strategic Goals and Objectives
4) Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overturn college priorities.
5) Clarify through broad communication that the intent of the strategic planning cycle is to coordinate resource allocation across priorities for the three entities in pursuit of student success throughout the district.
6) Communicate results of the decision-making that occur in PSV and publish a mechanism for tracking outcomes of those resource decisions.
7) Further refine the budget development and resource allocation process to include communication on differing budget scenarios (e.g., budget reduction or stability as opposed to augmentation/restoration funding).
8) Communicate the five long-range Strategic Goals objectives and provide additional explanation on the development of targets for those objectives by the Colleges.
9) Centralize all information on the District annual planning cycle to assure broad dissemination and knowledge of the process.
10) Standardize templates for the PSV process and Annual Action Plan objectives.
11) Modify the planning process to position the District for multi-year planning and budgeting.
12) Modify the planning schedule by incorporating planning meetings within the DC3 meeting schedule to address challenges encountered in scheduling meetings.
13) Simplify the planning cycle by reducing the components from four to three and redistributing the tasks associated with component two to existing committees."

As a result of these recommendations, DC3, IERT, Budget Advisory Team (BAT), DSET, and CHEX worked together to:

- streamline the annual integrated planning and evaluation cycle by collapsing the four components of the process into three (EVIDENCE: 2015-03-03 DC3 Minutes, Annual Integrated Planning and Evaluation Cycle (Before and After 2015-08-07)).
- formalize the process of communicating strategic imperatives and emerging trends (EVIDENCE: 2015-03-19 CHEX Email)
- enhance district planning and institutional effectiveness websites
- provide training on the process (EVIDENCE: DSET Presentation Schedule and DSET Presentation PowerPoint)
- create a tracking mechanism that includes an assessment of the outcomes resulting from allocating resources on the colleges' and district meeting their goals set forth and in line with their vision and mission (EVIDENCE: PSV Tracking Spreadsheet, 2014-10-02 DCAS Minutes)
- standardize planning and resource allocation templates (EVIDENCE: Action Plan and Resource Allocation Request Templates).
- and, most importantly, position the district for multi-year planning and budget development (EVIDENCE: 2014-10-21 Joint IERT and BAT Minutes).

Following implementation, and as a critical part of the ongoing cycle of improvement, IERT formally assessed these modifications in spring and summer 2015. As a result of this evaluation, IERT recommended five process improvements for implementation in the 2015-16 integrated planning, budget and evaluation cycle (EVIDENCE: Process Improvement Recommendations for 2016-17 Planning). Under the guidance of the college presidents, training on these revised processes and planning priorities occurred in fall 2015 prior to the Program Review cycle that heralds the beginning of the annual planning cycle (EVIDENCE: 2015-09-21 Memo from Chancellor on 2016-2017 Planning).

In addition, the district carefully examined the institutional planning rhythm. This included the Board of Trustees' annual schedule, participatory decision-making groups' annual schedules, and Colleges' and District Services planning activities. The Colleges and the District aligned calendars to assure a robust planning agenda that follows defined, integrated timelines and includes responsible recommending groups. As an example, the work of the DC3 sub teams overseeing various components of the planning rhythm was incorporated into the participatory decision-making calendar for this committee for 2014-15 (Evidence: YCCD Annual District Planning Rhythm (2014-15)). Following the evaluation, the calendar was modified for planning year 2015-16 (EVIDENCE: YCCD Annual District Planning Rhythm (2015-16)).

An examination of the Key Predictive Indicators (KPIs) is slated for fall 2015. IERT, the DC3 sub team, established the KPIs to monitor progress on the achievement of the short-term goals. The Chancellor is now guiding a process to investigate the efficacy of these KPIs in similarly monitoring the five long-term strategic goals approved by the Board of Trustees in November 2014 as well as assuring the KPIs are inclusive of the College's Institution-set Standards, Institutional Effectiveness Partnership Initiative (IEPI) Indicators, and Student Success Scorecard Indicators. (EVIDENCE: YCCD Strategic Goals, 2014-11-13 Board Regular Minutes, Crosswalk of Accountability Frameworks (Working Document)).

District Recommendation 2 (Resource Allocation)

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

November 2014 External Evaluation Team Conclusion:

"The colleges and district have now completed a cycle of inclusive planning, budget development and resource allocation. The resource allocation model has been evaluated with input from all constituents groups across the district and results of this evaluation have been used for sustainable continuous quality improvement. The college has resolved this recommendation and meets the standards."

Sustainable Progress

The Institutional Effectiveness Review Team (IERT) designed and administered a survey instrument to evaluate the effectiveness of the four components of the integrated planning process. The survey was administered via email to all District employees in September, 2014. In addition, the IERT considered committee feedback on the process (EVIDENCE: Committee Feedback on the Strategic Planning Process). These results were presented to District/College/Academic Senate (DCAS) for consideration in process improvements for the 2014-15 planning cycle (for 2015-16 planning) beginning in October 2014 (EVIDENCE: Planning and Budget Process Evaluation, 2014-10-02 DCAS Minutes).

Components of the recommendations specifically aimed at strengthening the resource allocation/budget development process included:

- Codify allocation "principles" to assure PSV prioritization honors appropriate college decision-making processes and is supportive of the District strategic intent.

- Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overturn college priorities.
- Standardize templates for the PSV process and Annual Action Plan objectives.
- Modify the planning process to position the District for multi-year planning and budgeting.
- Assure communication through a widely disseminated tracking mechanism that demonstrates the direct relationship of program review, Colleges and District planning to resource allocation.

Based on recommendations from these assessments, modifications were implemented to address the recommendations as the resource allocation process unfolded in 2014-15. The Budget Advisory Team (BAT) met on March 17, 2015, to discuss the Governor's Budget Proposal for Fiscal Year 2015-16 and the impact of the proposal to the District (EVIDENCE: 2015-03-17 BAT Minutes). Soon after, the Colleges and District Services forwarded their action plans and one-time resource allocation requests to the Chancellor's Executive Committee (CHEX) using standard templates that linked strategies to the District's strategic goals and imperatives (EVIDENCE: Action Plan and Resource Allocation Request Templates). This modified process streamlined the PSV prioritization and assured the coordination of resource allocation across priorities for the three entities. The resources were allocated and communicated with DC3 and BAT (EVIDENCE: 2015-05-26 BAT Minutes). In addition, a tracking mechanism was developed to track outcomes from the prior years' PSV process (EVIDENCE: PSV Tracking Spreadsheet).

The evaluation of the Integrated Planning, Budgeting and Evaluation Cycle that occurred in spring and summer 2015 assessed the process improvements listed above. As a result of that comprehensive assessment, IERT recommended further modifications for the 2015-16 cycle. These improvements include refining the district-level resource allocation process to (EVIDENCE: Process Improvement Recommendations for 2016-17 Planning):

- o Support resource allocation for projects and strategies to include Total Cost of Ownership,
- o Support multi-year budget planning,
- o Define the criteria and data elements necessary for resource allocation decision-making for one-year and multi-year projects and strategies

The action plans submitted in spring 2015 were incorporated in the Comprehensive District Master Plan 2015-18, the District's multi-year operational plan (EVIDENCE: Comprehensive District Master Plan 2015-18). Expanding the operational planning horizon now positions the District for multi-year modeling setting the context for current year planning. It is noteworthy that the evaluation of resource allocation is pervasive and an ongoing component of institutional dialogue. Recent discussions clearly demonstrate a need not only to continue multi-year planning but also to develop and codify a transparent and inclusive process for intra-year allocations (EVIDENCE: 2015-08-25 CHEX Follow-Ups, 2015-08-25 Joint BAT-DC3 Minutes, 2015-09-01 DC3 Minutes,

2015-09-08 Board Finance Committee Meeting, 2015-09-10 Board of Trustees Meeting
This need is significant given the tempo and evolving nature of state allocations and categorical funding which do not align well within a fixed annual budget cycle. Developing this process for implementation in 2016-17 is a high priority over the coming year as the resource allocation process is further refined to support the achievement of the Colleges' and District missions.

District Recommendation 3 (Delineation of Functional Responsibilities)

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

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

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

November 2014 External Evaluation Team Conclusion:

"Over this past year, the district has worked to communicate broadly college and district functions, assess the effectiveness of centralized functions and make modifications as needed based upon assessment results. There appears to be an infrastructure and process in place for evaluating and improving district provided services in support of the colleges. The college has resolved this recommendation and meets the standards."

Sustainable Progress

The strong work accomplished over the last three years in codifying delineations, evaluating and improving district-provided services, and clarifying roles in decision-making continues with a great deal of intentionality. Seven areas are particularly noteworthy:

1. The district acknowledges the full transition to a multi-college district remains incomplete and is a vital component in sustaining quality improvement in these areas. In November 2014, the Board of Trustees adopted five long range, measureable strategic goals (EVIDENCE: YCCD Strategic Goals with Objectives KPIs and Strategies, 2014-11-13 Board Regular Minutes). Goal #4 demonstrates YCCD's commitment:

   4. Complete multi-college district transition in structure, roles, responsibilities,
      and processes

- *Objective 4.1 By June 2015 delineate the functional relationships between the colleges and the district, and where needed, reorganize to enhance and improve efficiency (KPI 18)*
- *Objective 4.2 By June 2015 improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success as compared to Communication Survey baseline data 2013-2014 (KPI 19)*
- *Objective 4.3 By June 2015 restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload (KPI 14)*
- *Objective 4.4 By April 2017 complete the Woodland Community College–Clear Lake Campus realignment*

Strategies:
- Define, delineate, and evaluate responsibilities, functions, and key processes
- Implement reengineered responsibilities, functions and key processes

This goal assures measureable progress and an institutional focus on best practice and organizational redesign of key district and college functions and processes.

2. DCAS recently adopted an approach to the construction of Administrative Procedures that formally delineates responsibilities that reside at the District from those of the Colleges (e.g., AP 4105 Distance Education and AP 4260 Prerequisites and Corequisites) (EVIDENCE: AP 4105 Distance Education, AP 4260 Prerequisites and Corequisites, 2015-05-21 DCAS Minutes).

3. In response to the evaluation of the district strategic planning cycle last year, the application of the Program and Services Vitality Prioritization (PSV) process was modified (EVIDENCE: 2015-03-03 DC3 Minutes). The process is designed to assure that resource allocation does not change the college's priorities.

4. The evaluation of district-provided services is ongoing. Examples include the annual Human Resources survey with results reported district-wide (EVIDENCE: 2014 HR Annual Employee Survey Summary. A survey administered in spring 2015 includes general questions about District Services (EVIDENCE: District Provided Services Survey Results). The comprehensive District Services Evaluation survey is administered in alternating years. The fall 2015 administration includes an assessment of the improvements implemented as a result of the fall 2013 survey. The results of the fall 2013 survey are available on the Institutional Effectiveness website and subsequent administrations will be similarly published (EVIDENCE: Institutional Effectiveness Website).

5. DCAS charged a standing sub team, the District Distance Education Committee with ongoing assessment of DE functions and responsibilities including appropriate delineations (EVIDENCE: 2014-02-21 DCAS Minutes). During a DE Summit, this committee revised the DE Responsibility Matrix and codified that the annual DE reports to the Board be prepared and presented by the colleges in 2015-16, not through the District Office as was the prior practice (EVIDENCE: 2015-01-07 DE Summit Agenda, DE Responsibility Matrix).

6. The Committee Effectiveness Reviews (CER) for the standing District committees were completed in spring 2015. The CER was piloted in 2013 and fully administered in spring 2014. The results of those assessments were used to improve practices and processes within the committees over the last year. By utilizing the same instrument, the committees can now assess the effectiveness of their modifications and determine additional improvements to enhance effectiveness over the coming year.

7. The configuration of standing District committees is currently under review to examine the feasibility of reducing the number of groups thereby increasing effectiveness (EVIDENCE: DDE Committee Effectiveness Review Results Spring 2015).

District Recommendation 4 (Human Resources Planning)

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

November 2014 External Evaluation Team Conclusion:

"As a result of the work done over the past two years, the college and the district have implemented timely and consistent evaluation processes and a systematic approach to human resource planning that is integrated into the overall college and district planning processes. There is also evidence of ongoing assessments of human resources planning and processes that is used for sustainable continuous quality improvement. The college has resolved this recommendation and meets the standards."

Sustainable Progress:

The District remains in full compliance with this recommendation. In the spring of 2013, the Colleges and the District revisited the staffing planning processes and embarked on developing integrated planning processes as a result of the feedback

received through the institutional effectiveness review process. For its part, the Office of Human Resources created a Strategic Alignment Plan to guide how these district-provided services support institutional effectiveness in the deployment of human resources and ultimately student success (EVIDENCE: Human Resources Strategic Alignment Plan).

The District and Colleges reassessed their independent planning processes and revised these processes to develop a single approach that integrates the human resources staffing and professional development considerations found in the Colleges' Educational Master Plans and the District Services Master Plan (EVIDENCE: Strategic Planning Process). This structure now aligns the District's human resource needs and resource allocation with program prioritization and service needs for the Colleges and District Services (EVIDENCE: HR Staffing Planning Process). Furthermore, this clarifies the relationship between the Colleges' and District Services' human resource planning and the linkage to resource allocation and institutional effectiveness review.

The District Human Resources Master Plan is a framework to comprehensively address all of the human resources services and functions in the institution, including the staffing planning, performance management (evaluation) and professional development needs of the Colleges and the District.

Since the follow-up visit in November 2014, the district and colleges have used the institutional planning and evaluation process to improve the Human Resources Master Plan. Based upon the feedback from the evaluations by the colleges, the district is revising the Human Resources Master Plan, particularly Chapters 2 and 3: Staffing Planning and Professional Development.

In concert with the District focus on multi-year planning and budgeting, both Colleges and District Services are currently updating their multi-year staffing plans. Most recently in September 2015, the Chancellor is guiding a process of assessing the effective deployment of human resources to identify needed staff and appropriate redistribution of district administration functions. The assessment of the effective deployment is being widely communicated across the district. Most recently, at the convocation on August 12, 2015. (EVIDENCE: Chancellor's Convocation Presentation).

The colleges continue to conduct annual surveys to ascertain the needs and opportunities for staff development (EVIDENCE: WCC Annual Flex Survey Results, YC Staff Development Needs Assessment Results). The district has convened a number of task forces that are charged with, among other things, restructuring the evaluation process for all faculty and staff through the lens of professional development, as well as exploring ways to restructure the sabbatical leave process to be more connected to student success (EVIDENCE: 2015-02-05 DCAS Minutes). The goal is to improve the district's performance management platform to be more closely connected to student goals. Taken together, these initiatives assure ongoing

improvement and the implementation of best practices is embedded in all of the district's human resources practices and protocols.

District Recommendation 5 (Hiring and Evaluation of Presidents)

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

November 2013 External Evaluation Team Findings and Conclusion:

"Evidence and interviews indicate that AP 7122 has been recently evaluated and revised regarding evaluation of the college president. The process now more closely aligns with the chancellor's evaluation and includes a survey to solicit feedback from faculty, staff and administrators that work closely with the president. Constituent feedback is used to create professional development goals for the president. This process was most recently completed in summer and early fall 2013. The college has completed work on this recommendation and meets the Standard."

Sustainable Progress

As the ACCJC Visiting Team concluded in its initial report of November 2013, the colleges and district have appropriately developed and implemented an effective evaluation process for the college president.

The District has a long history of promulgating written policies that govern the hiring and recruitment process for employees including college presidents. The leadership of the District effectively utilized its policy analysis and review mechanisms to review and update the Administrative Procedure (AP) 7122 Hiring the College President, most recently in October 2013 (EVIDENCE: AP 7122 Hiring the College President, 2013-10-01 DC3 Minutes). AP 7122 reflects "best practices" in hiring and recruiting community college presidents. The colleges and District Services have continued to refine the process and protocols for the hiring of a college president.

During the 2014-15 academic year, as a result of the collaboration with the Aspen Institute, the college and District Services embedded new criteria for the selection of a college president which focuses on 21st century attributes of effective leadership (EVIDENCE: Aspen Institute Crisis and Opportunity Report).

The colleges and District Services implemented these selection criteria informally during the recruitment of the Woodland Community College president, and more formally in the recruitment process for the Yuba College president (EVIDENCE: YC President Job Description).

As a result of successfully implementing the Aspen Institute criteria for the college presidents, the college and District Services have now implemented these criteria during the recruitment and selection processes for all academic managers and supervisors. The college and District Services will continue to assess and evaluate the effectiveness of these new criteria.

In September 2013 AP 7151 Evaluation of the College President was formally approved through the appropriate participatory decision-making bodies (EVIDENCE: AP 7151 Evaluation of the College President). As a result, the details of the evaluation process were codified and implemented during the 2014-15 evaluation cycle (EVIDENCE: Self-Evaluation Template).

Response to Self-Identified Improvement Plans

Woodland Community College identified several Planning Agendas for each accreditation standard in its October 2012 Self-Evaluation Report of Educational Quality and Institutional Effectiveness. The following pages reflect the Self-Identified Improvement Plan and the Sustainable Progress that the College has made to address these improvement plans.

Standard I.A
Institutional Mission and Effectiveness: Mission
Self-Identified Improvement Plans:
WCC will continue to evaluate and monitor program reviews to ensure that all units are using results to meet the mission of the college.
Progress: Completed
WCC has fully addressed this Self-Identified Issue. Program review is one part of determining the overall institutional effectiveness of the College. Academic, Administrative, and Service Reviews are periodic formal evaluations designed to bring about systematic improvements and enhancements in instructional programs. At WCC, program review also serves as the basis for all program recommendations, including curriculum and program direction, staffing, facilities, and equipment/technology.

Standard I.A.4
The institution's mission is central to institutional planning and decision making.
Self-Identified Improvement Plans:
The mission statement will be reviewed on a regular basis as a part of the College's integrated and decision making process.
Progress: Completed
WCC regularly reviews the mission as part of the College's integrated planning and decision-making process. The Yuba Community College District Board of Trustees last approved the College's mission statement on June 13, 2012. The mission reads "The mission of WCC 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." College Council reviewed the existing mission statement in April, 2015 (EVIDENCE: Branding Exercise Reponses, New Spring Employees PowerPoint Presentation, Brand PowerPoint Presentation, Mission Statement Exercise from Planning Meeting, Convocation Planning Worksheet).

Standard I.B.1
The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
Self-Identified Improvement Plans:
• 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.
Progress: Completed
• Institutional SLOs are now assessed each semester as part of the SLO assessment cycle. Each discipline is required to assess two iSLOs per semester (EVIDENCE: iSLO Assessment – Fall 2014). • All eight iSLOs have been assessed once (completed a full cycle). We are midway through our second cycle of assessment of all iSLOs (EVIDENCE: SLO Status Update Fall 2014). • AUOs have been developed and assessed. Currently revising the AUOs, and will assess through the CCSSE, SENSE and Campus Climate surveys. The results are being used for data based decision-making and institutional effectiveness. (EVIDENCE: WCC Program SLO Assessment Results 2014-2015). • All eight iSLOs have been assessed once (Completed a full cycle). We are midway through our second cycle of assessment of all iSLOs (EVIDENCE: iSLOs Survey Results).

Standard I.B.2
The institution sets goals to improve its effectiveness consistent with its stated purposes.
Self-Identified Improvement Plans:
WCC will continue to monitor plan timelines to ensure that outcomes are measured, reported, and integrated in the planning process. Standard I.B.3
Progress: Completed
Developed the Integrated Planning Protocol, and finished one complete cycle. In process of year 2 of the integrated planning cycle (EVIDENCE: Institutional Effectiveness Review Report).

Standard I.B.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.
Self-Identified Improvement Plans:
WCC will continue to rely on and incorporate program review recommendations in the planning process to support evidence-based resource allocation.
Progress: Completed
PRVT reviews and evaluates program reviews (EVIDENCE: Program Reviews). These recommendations are forwarded to Budget and Planning to inform the planning process. Currently preparing to revisit the college Educational Master Plan and this will allow for clearer linkages between specific EMP goals/activities and program review goals/requests.

Standard I.B.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.
Self-Identified Improvement Plans:
WCC will make efforts to increase student and adjunct membership in standing committees as appropriate.
Progress: Completed
Students, through the Associated Students of Woodland Community College, are members of all governance committees, except the Academic Senate, where they are invited as observers. Adjunct faculty are also eligible to serve on governance committees. Senate works with committees to identify appropriate membership constituencies (EVIDENCE: Academic Senate Minutes and Agendas).

Standard II.A.1a
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.
Self-Identified Improvement Plans:
WCC will continue its efforts to enhance SLO assessment and use the results for planning making changes in the curriculum.
Progress: Completed
The college continues to use program reviews as a basis for planning, evaluation and resource allocation (EVIDENCE: Annual Action Plan 2014-2015; Annual Action Plan 2015-2016).

Standard II.A.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.
Self-Identified Improvement Plans:
A. The development and assessment of course-level SLOs will be monitored and adjusted as necessary. B. 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. C. The College will also focus on adjunct understanding and participation in SLO assessment as well as on Administrative SLOs and shared governance.
Progress: Completed
A. SLO Committee receives a list of any courses that have no assessment in TracDat and works with faculty to ensure submission by the end of the semester (EVIDENCE: WCC Program SLO Assessment Results 2014-2015). B. The College has instituted a protocol for monitoring institutional improvements with the implementation of the Institutional Effectiveness Review (EVIDENCE: Institutional Effectiveness Review Report). C. Adjunct reporting sheets; The SLO Lane; new AUOs have been eveloped. iSLO surveys were used to initiate assessment of AUOs (EVIDENCE: SLO Minutes – AUOs Development, SLO Lane Newsletter).

Standard II.A.3.1
Student Learning Programs and Services: Instructional Programs
Self-Identified Improvement Plans:
The WCC Curriculum Handbook will include a section on General Education as part of its revision.
Progress: In Progress
Initial draft of the new WCC Curriculum Handbook was developed but required substantial revision prior to vetting with the Academic Senate (EVIDENCE: Curriculum Committee Minutes).

Standard II.A.3.2
Student Learning Programs and Services: Instructional Programs
Self-Identified Improvement Plans:
Develop a plan for the assessment of General Education learning outcomes.

Progress: In Progress
The SLO Committee has identified two phases of this self-improvement plan. Phase One: The Curriculum Committee is validating GE pattern of courses through required course updates and formal justification for placement in inherited categories. This will be followed by Phase Two: Where the SLO Committee in conjunction with the Curriculum Committee will identify courses and SLOs associated with a GE pattern. Codes will then be developed for overall GE assessment. The SLO Committee has officially identified iSLOs linked to GE areas (EVIDENCE: SLO Website).

Standard II.A.5
Student Learning Programs and Services: Instructional Programs
Self-Identified Improvement Plans:
WCC will develop a system for post-completion student employment tracking in all career and technical education programs.
Progress: Incomplete
The College worked with a program sponsored by the Research and Planning Group called the Career and Technical Education Employment Outcomes Survey. However, this process was abandoned after two years because of poor results. The College is now contemplating the use of LAUNCHPAD, which is being developed through the State Chancellor's Office.

Standard II.B
Student Support Services
Self-Identified Improvement Plans:
WCC 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.
Progress: Completed
The Student Services Division has incorporated program reviews and Student Learning Outcomes as means of evaluating student support processes. All Student Services units develop annual program reviews that include Student Learning Outcomes, Each unit has developed SLOs which are assessed through surveys or other assessment tools. Results are reported in annual Program Reviews and utilized for making improvements in services to students (EVIDENCE: Student Services Program Reviews 2014-2015).

Standard 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.
Self-Identified Improvement Plans:
WCC 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.

Progress: In Progress
All Student Services units have developed surveys to emphasize data-based analyses of support services to students. Further development relative to the analysis of surveys in the Counseling department is occurring (EVIDENCE: <u>Student Services Program Reviews 2014-2015</u>).

Standard 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 other personnel responsible for the advising function.
Self-Identified Improvement Plans:
In spite of a challenging state budget environment, WCC will continue to seek innovative approaches and leverage resources to enhance counseling and academic advising functions that support student development and success.
Progress: Completed
The Student Services Division has implemented several innovative approaches to ensure that student support services enhance student learning and success. In counseling and advising services, group counseling sessions ensure that all new students are fully matriculated and are aware of educational and support services at WCC. Counsellors are utilizing an electronic educational planning system to develop abbreviated educational plans for new students and comprehensive educational plans for continuing students. More workshops have been included in the counseling and advising profiles for students. These include scholarship, personal statement essay writing for university applications, UC and CSU transfer, and probation and dismissal workshops. WCC has also increased the presence of university representatives who are available to advise students about transfer. The transfer and career counselors offer classroom presentations to discuss counseling resources, career exploration, transfer processes (Ref.) The Counseling Department has implemented an E-Sars appointment system. Through this system students can make counseling appointments online. Categorical programs have integrated proven processes such as peer coaches and tutors, university tours, financial workshops and career presentations as other innovative means of enhancing academic advising functions (EVIDENCE: <u>Jump Start Schedule</u>).

Standard 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.
Self-Identified Improvement Plans:
While WCC 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.

Progress: Completed
Document imaging is now effected through the Image Now system. The system is connected to the content management system, Datatel, which provides the basis for document backup.

Standard II.C.1b
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.
Self-Identified Improvement Plans:
WCC Media Services will use Program Review and other elements of the planning process to determine future equipment needs in the College.
Progress: Completed
During 2014 the college underwent a reorganization of administrative structure and oversight. The library, tutoring center, media services and Writing & Math Center are under the auspices of the Dean of Student Success. Currently the President's Cabinet is examining past financial expenses as a first step towards extracting data for program planning purposes.

Standard II.C.1c
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.
Self-Identified Improvement Plans:
The WCC 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.
Progress: In Progress
Library: Library resources have been extended to CCOF in several ways: 1. Electronic access to periodicals and e-books through the MyCampus Portal 2. Print materials available at the Colusa County Library Williams Branch 3. WCC Librarian availability for instruction All CCOF students can access electronic library resources 24/7 via the MyCampus Portal. Prior to the portal, students could access electronic resources through the Library's website. These resources include periodicals, e-books, and other information that students can use to complete coursework. Print materials are available at the Colusa County Library Williams Branch where county library staff circulate a small collection of books, including a small collection of reserve textbooks. This partnership is guided by a Memorandum of Understanding between WCC and Colusa County Library that was written and approved in 2012. CCOF instructors can request a librarian from WCC to come and instruct students with research based assignments and students can also request an appointment with a librarian from the WCC campus. This has been available since the CCOF facility opened in January 2011.

Although library services have been extended to Colusa, there is anecdotal evidence that users desire on-site access to library services, especially reserve textbooks. The college has plans to obtain input and address the specific library-based needs of CCOF as resources allow.

Tutoring: During Spring 2015 WCC Tutoring Center (WCCTC) along with TRiO employed five tutors for CCOF. A pilot Supplemental Instruction Tutoring (SI) project was implemented the Spring 2015 semester. At CCOF there are two regular tutors and three Supplemental Instruction tutors. All tutors were properly trained and prepared for this task. For now, WCC offers only tutoring in English and Math.

Our goal is to keep growing the Supplemental Instruction Tutoring Program at CCOF. All SI tutors will have proper training in order to perform as leaders and contribute to student success. Also, WCC plans to expand tutoring services and offer tutoring for all subjects taught at CCOF.

Standard III.A.1b
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.
Self-Identified Improvement Plans:
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.
Progress: Completed
Working with the District Office of Human Resources, College supervisors receive a listing of all classified employees who are due for evaluation during the upcoming year. Supervisors are required to complete evaluations within the timelines indicated on the evaluation list (EVIDENCE: Classified Evaluation Report 2015).

Standard III.A.2
The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.
Self-Identified Improvement Plans:
WCC 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.
Progress: Completed
The College continues to utilize a hiring prioritization process that is linked to program reviews and the Program Review Validation Process (EVIDENCE: Program Review Validation Process Report).

Standard III.A.4a
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
Self-Identified Improvement Plans:
WCC will continue to evaluate its Diversity Plan to ensure that practices, procedures and timelines are implemented.
Progress: Completed
The Diversity Committee is charged with annually evaluating the Diversity Plan and making reports to the College Council. The Committee continues to make these annual presentations to the Council. (EVIDENCE: Diversity Committee Report to College Council).

Standard III.B.2b
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.
Self-Identified Improvement Plans:
WCC 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.
Progress: Completed
WCC program review process includes an assessment of physical resources. The College also works through the Maintenance and Operations Department at the District to assess and evaluate physical resources. The College is also working on an update of its Educational Master Plan that will include the development of a Facilities Master Plan (EVIDENCE: Program Reviews).

Standard III.C.1a
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
Self-Identified Improvement Plans:
WCC will advocate for a reorganization of 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. WCC will ensure that current DE planning processes are tied to financial prioritization emanating from its Educational Master Plan.
Progress: Completed
The College has successfully advocated for a reorganization of DE services. Oversight for DE services are now under the aegis of the College. The College has requested a DE Coordinator position to oversee DE planning and implementation, which includes processes for financial prioritization (EVIDENCE: Distance Education Coordinator Request and Job Description).

Standard III.C.1b
The institution provides quality training in the effective application of its information technology to students and personnel.
Self-Identified Improvement Plans:
WCC will finalize a DE training plan and seek resources for its implementation through the institutional planning process.
Progress: Completed
The College has initiated the process for appointing a DE Coordinator who will oversee the DE training plan at WCC. (EVIDENCE: Distance Education Coordinator Request and Job Description).

Standard III.C.1c
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
Self-Identified Improvement Plans:
WCC will continue work with the District Technology Committee to evaluate and provide updates to the Technology Plan throughout its implementation**.**
Progress: Completed
The College continues to work with the District Technology Committee to update and evaluate the District Technology Plan (EVIDENCE: District Technology Committee Agenda and Minutes).

Standard III.C.1d
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
Self-Identified Improvement Plans:
WCC will develop processes to ensure that infrastructure is monitored and replaced as it reaches its end of useful life.
Progress: Completed
The College works with the District Maintenance and Operations Department as well as the Instructional Technology Department to monitor facilities and equipment use (EVIDENCE: Deferred Maintenance Plan).

Standard III.C.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.
Self-Identified Improvement Plans:
WCC 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.

Progress: Completed

The College has successfully advocated for a reorganization of DE services. Oversight for DE services are now under the aegis of the College. The College has requested a DE Coordinator position to oversee DE planning and implementation, which includes processes for financial prioritization (EVIDENCE: Draft DE Handbook, Distance Education Coordinator Request and Job Description, DE Responsibility Matrix).

Standard 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.

Self-Identified Improvement Plans:

WCC 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.

Progress: In Progress

The College and the District continue to work on the development of a Resource Allocation Model. A model was piloted in the 2014 academic year, and based on evaluations, that model is being refined. The College is actively involved in ongoing dialogue to assess the effectiveness of a Resource Allocation Model (EVIDENCE: District Resource Allocation Model and Process).

Standard III.D.2e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Self-Identified Improvement Plans:

As part of the planning process, WCC will develop a system for evaluating its financial management processes and use the results to improve financial management systems.

Progress: In Progress

The district and colleges have developed an Institutional Effectiveness Review Framework to guide a system for evaluating financial management processes (EVIDENCE: Institutional Effectiveness Review Framework).

Standard III.D.3
The institution has policies and procedures to ensure sound financial practices and financial stability.
Self-Identified Improvement Plans:
WCC 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.
Progress: Completed
The Budget and Planning Committee works through the District Fiscal Services Department and the District Budget Advisory Team to evaluate the effectiveness of the College budget process. Results of this evaluation are incorporated in the Institutional Evaluation Framework that includes an assessment of WCC's program review validation process which informs budget priorities (EVIDENCE: Institutional Effectiveness Review Framework).

Standard IV.A.1
Institutional leaders create an environment for empowerment, innovation, and institutional excellence.
Self-Identified Improvement Plans:
- 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.
Progress: In Progress
- Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and Faculty, Staff, Administrative, Planning Committee (FSAPC) workgroups of Budget & Planning rather than standing committees.   - Continuing. A FLEX activity aimed at making committee information more accessible and more consistent took place in fall 2015. Website and Portal standardization continues.   - Continuing. Most standing committees have seats for some combination of staff, students, and adjunct faculty members. Filling said seats is more problematic. A strengthening ASWCC has improved student participation. Adjunct participation is high in both College Council and the Academic Senate, but hit and miss on other committees. Staff participation will likely improve if and when a classified senate is formed (talks are underway among staff, administration and the Academic Senate).

Standard IV.A.2
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes.
Self-Identified Improvement Plans:
- 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 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. The Chancellor has expressed an interest in having more student, staff and faculty participation on DC3.
Progress: In Progress
- An orientation process for new chairs is in place.   - Student participation on committees is currently at an all-time high. The college president has voiced a commitment to increasing staff availability to serve on committees. DC3 has seats for all constituencies, but student participation is inconsistent.

Standard IV.A.2a
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.
Self-Identified Improvement Plans:
- 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.
Progress: In Progress
Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and Faculty, Staff, Administrative, Planning Committee (FSAPC) workgroups of Budget & Planning rather than standing committees.

- Continuing. A FLEX activity aimed at making committee information more accessible and more consistent took place in fall 2015. Website and Portal standardization continues.
- Continuing. Most standing committees have seats for some combination of staff, students, and adjunct faculty members. Filling said seats is more problematic. A strengthening ASWCC has improved student participation. Adjunct participation is high in both College Council and the Academic Senate, but hit and miss on other committees. Staff participation will likely improve if and when a classified senate is formed (talks are underway among staff, administration and the Academic Senate).
- Student participation on committees is currently at an all-time high. The college president has voiced a commitment to increasing staff availability to serve on committees. DC3 has seats for all constituencies, but student participation is inconsistent.

Standard IV.A.2b
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
Self-Identified Improvement Plans:
- 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.
Progress: In Progress
- PRVT has now completed three cycles of Continuous Quality Improvement (CQI)   - A Dean of Student Services has been hired effective Fall of 2015   - Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and Faculty, Staff, Administrative, Planning Committee (FSAPC) workgroups of Budget & Planning rather than standing committees.

Standard IV.A.4
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies.
Self-Identified Improvement Plans:
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.
Progress: In Progress
The need for grant processes has been recognized at both college and district level. The College is currently using short term solutions while awaiting a district solution. The WCC Budget and Planning Committee is developing processes for grant review and vetting prior to formal planning and submission of responses to external Requests for Proposals.

Standard IV.A.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.
Self-Identified Improvement Plans:
Administrative Review should be assessed, improved and put into use.
Progress: Completed
This is now part of the PRVT process that feed B&P processes (EVIDENCE: Administrative Outcomes Program Review).

Standard IV.B.3a
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.
Self-Identified Improvement Plans:
WCC 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.
Progress: Completed
The technology functions of DE are now a district responsibility, while all other functions (scheduling, training...) are college responsibilities (EVIDENCE: DE Responsibility Matrix).

Update on Substantive Change in Progress, Pending or Planned

Woodland Community College has Two Substantive Changes that are in Progress or Planned

Planned Substantive Change – Transferring the Administration of the Yuba College Clear Lake Center to Woodland Community College within the Yuba Community College District.

Description of the Proposed Change

Discontinuing the administration of a Yuba College Clear Lake Center so that it may be taken over by Woodland Community College, within our District.

Need for the Change

The Yuba Community College District Board of Trustees, as part of one of its five 2013-2015 Short Term Strategic Goals, directed the Chancellor to develop an analysis of the realignment of the Yuba College Clear Lake Center (CLC) with Woodland Community College or possible realignment with the Yuba College Sutter Center at the September 12, 2013 regular Board meeting. At the regular Board meeting on January 16, 2014, the Chancellor presented a report to the Board with a recommendation to align the Clear Lake Campus with Woodland Community College. The Board approved the recommendation at that meeting. There were three primary reasons for this change:

1. Administrative equity among the two colleges. Currently, Woodland Community College has only one outreach campus, the Colusa County Outreach Facility, whereas Yuba College has three: the Sutter County Center, the Beale AFB outreach campus, and the Clear Lake Campus. Aligning the Clear Lake Campus with Woodland Community College provides greater equity among the colleges, allowing each to maintain two outreach facilities.
2. Geographic proximity to main campuses: The Clear Lake Campus is actually closer to Woodland Community College than to the Yuba College main campus. Furthermore, currently the campus is surrounded by the Woodland Community College Service Area. Transferring the campus to Woodland Community College will provide clearer geographic boundaries between the two colleges.
3. Geographic representation for board members. Currently, one of our Board of Trustees members represents both Clear Lake and Colusa Counties. Colusa County is within the Woodland Community College Service Area, while Clear Lake County is within the Yuba College Service Area. Thus, one board member must respond to the sometimes competing interests of both colleges and their communities. The transferring of Clear Lake Campus to Woodland Community College would provide more definitive representation for our Board of Trustees.

Anticipated Effects

1. Greater administrative equity among colleges: More balance in college size and resource allocation.
2. FTES ratio will change from 72/28 (Yuba College/Woodland Community College) to 66/34.
3. Clearer geographic boundaries between the two colleges
4. More definitive representation for our Board of Trustees.
5. Proximity of the Colusa County Outreach Facility to the Clear Lake Campus allows one administrative oversight (the Executive Dean of Clear Lake Campus also supervising the Colusa County Outreach Facility) and leveraging of resources to create economy of scale and better serve students.
6. Enhancement of academic portfolio for Woodland Community College, particularly in the CTE areas, which will allow WCC to assume new portfolios, such as automotive, welding, and culinary.

Planned Substantive Change

Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution offers at least 50% of an Educational Program (see 5.1, 5.1.1)

Description of the Proposed Change

As a result of a bond measure voted on by citizens in District service areas of Colusa, Yolo, Sutter and Yuba Counties, Woodland Community College constructed and opened an educational site in Williams, Colusa County: The Colusa County Outreach Facility. The site provides the capacity of offering courses to a maximum of 200 students in a given instructional schedule. As such, the College has now expanded Academic offerings in Colusa County through this site, allowing the scheduling of 3.5 FTEFs per semester or 52 credit units. The College's Scheduling Committee has developed a two year plan that will allow students to complete most of the courses needed to fulfill General Education requirements at the site. This plan also allows the student to fulfill at least 50% of the GE program requirements, a condition for substantive change.

Need for the Change

This change is needed in order to adhere to the accreditation requirements of the ACCJC.

Anticipated Effects

Students in Colusa County will be able to start their studies toward an AA degree, transfer to a 4 year college or meet the requirements of some certificate programs at the Colusa County Outreach Facility.

Appendix

Statement of Report Preparation

2013 Follow Up Report

2014 Follow Up Report

Accreditation Midterm Report Timelines

Supplement Instruction Training Announcement

2015 College Recommendation 1 Evidence

ACCJC Action Letter February 2014

Annual Action Plan 2014-2015

Annual Action Plan 2015-2016

Comprehensive District Master Plan 2015-2018

Program Review Validation Team Agenda and Minutes

Student Equity Plan 2014

WCC iSLO Survey Fall 2014

WCC SENSE Survey 2013

2015 College Recommendation 2 Evidence

Academic Senate & College Council Minutes

ACCJC Action Letter February 2014

ARC Program Report

Board Report - Examples of Student Learning Outcomes Implementation

SLO Committee Meetings and Agendas

SLO Documents and Newsletter

Planning & Research Student Learning Outcomes Reports

WCC iSLO Assessment Reports 2011-2013

WCC Program Reviews

2015 College Recommendation 3 Evidence

ACCJC Action Letter February 2015

Annual Action Plan 2014-2015

Annual Action Plan 2015-2016

Communication and Technology Committee Agenda and Minutes

CurricUNET Course Template

DE Responsibility Matrix

DE Surveys

District Technology Committee Agenda and Minutes

Program Review Surveys

2015 College Recommendation 4 Evidence

ACCCA Mentor Program Announcement

Announcement for TracDat Version 5 Training

Fiscal Services Announcement

HR CORE Training Announcement

Keenan Safety Training

LEARN Training Website

Supplement Instruction Training Announcement

WCC Annual Flex Survey Results

2015 District Recommendation 1 Evidence

2013 WCC Follow-up Report

2013 YC Follow-up Report

2013-14 Institutional Effectiveness Review

2014 WCC Follow-up Report

2014 YC Follow-up Report

2014-10-02 DCAS Minutes

2014-10-21 Joint BAT-IERT Minutes

2014-11-13 Board Regular Minutes

2015-03-03 DC3 Minutes

2015-03-19 CHEX Email

2015-09-21 Memo from Chancellor on 2016-2017 Planning

Action Plan and Resource Allocation Request Templates

Annual Integrated Planning and Evaluation Cycle (Before and After 2015-08-07)

Crosswalk of Accountability Frameworks (Working Document)

DSET Presentation PowerPoint

DSET Presentation Schedule

Fall 2014 IERT Minutes

Process Improvement Recommendations for 2016-17 Planning

PSV Tracking Spreadsheet

YCCD Annual District Planning Rhythm (2014-15)

YCCD Annual District Planning Rhythm (2015-16)

YCCD Strategic Goals

2015 District Recommendation 2 Evidence

2014-10-02 DCAS Minutes

2015-03-17 BAT Minutes

2015-05-26 BAT Minutes

2015-08-25 CHEX Follow-Ups

2015-08-25 Joint BAT-DC3 Minutes

2015-09-01 DC3 Minutes

2015-09-08 Board Finance Committee Meeting

2015-09-10 Board of Trustees Meeting

Action Plan and Resource Allocation Request Templates

Committee Feedback on the Strategic Planning Process

Comprehensive District Master Plan 2015-18

Planning and Budget Process Evaluation

Process Improvement Recommendations for 2016-17 Planning

PSV Tracking Spreadsheet

2015 District Recommendation 3 Evidence

2014 HR Annual Employee Survey Summary

2014-02-21 DCAS Minutes

2014-11-13 Board Regular Minutes

2015-01-07 DE Summit Agenda

2015-03-03 DC3 Minutes

2015-05-21 DCAS Minutes

AP 4105 Distance Education

AP 4260 Prerequisites and Corequisites

DDE Committee Effectiveness Review Results Spring 2015

DE Responsibility Matrix

District Provided Services Survey Results

Institutional Effectiveness Website

YCCD Strategic Goals with Objectives KPIs and Strategies

2015 District Recommendation 4 Evidence

2015-02-05 DCAS Minutes

Chancellor's Convocation Presentation

HR Staffing Planning Process

Human Resources Strategic Alignment Plan

Strategic Planning Process

WCC Annual Flex Survey Results

YC Staff Development Needs Assessment Results

2015 District Recommendation 5 Evidence

2013-10-01 DC3 Minutes

AP 7122 Hiring the College President

AP 7151 Evaluation of the College President

Aspen Institute Crisis and Opportunity Report

Self-Evaluation Template

YC President Job Description

Self-Identified Improvement Plan: Standard I Evidence

Academic Senate Minutes and Agendas

Branding Exercise Reponses

Brand PowerPoint Presentation

Convocation Planning Worksheet

Institutional Effectiveness Review Report

iSLO Assessment – Fall 2014

iSLOs Survey Results

Mission Statement Exercise from Planning Meeting

New Spring Employees PowerPoint Presentation

Program Reviews

SLO Status Update Fall 2014

WCC Program SLO Assessment Results 2014-2015

Self-Identified Improvement Plan: Standard II Evidence

Annual Action Plan 2014-2015

Annual Action Plan 2015-2016

Curriculum Committee Minutes

Institutional Effectiveness Review Report

Jump Start Schedule

Program Reviews

SLO Minutes – AUOs Development

SLO Lane Newsletter

SLO Website

Student Services Program Reviews 2014-2015

WCC Program SLO Assessment Results 2014-2015

Self-Identified Improvement Plan: Standard III Evidence

Classified Evaluation Report 2015

DE Responsibility Matrix

Deferred Maintenance Plan

Distance Education Coordinator Request and Job Description

District Resource Allocation Model and Process

District Technology Committee Agenda and Minutes

Diversity Committee Report to College Council

Draft DE Handbook

Institutional Effectiveness Review Framework

Self-Identified Improvement Plan: Standard IV Evidence

Administrative Outcomes Program Review

DE Responsibility Matrix

Our Mission

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