REPORT SUMMARY

- OVERVIEW
- MISSION STATEMENT
- EMP PURPOSE
- COMPLETION by DESIGN FRAMEWORK
- ORGANIZATIONAL REDESIGN
- PLANNING PRINCIPLES
- STUDENT ENGAGEMENT
- ASSESSMENT CYCLE
- LEARNING OUTCOMES
- PATHWAY TRANSITION
- PROGRAM PLANNING
WCC OVERVIEW: End in Mind

有效的学院在设计阶段考虑变革，而不是“小咬”在组织边缘。“Pathways”

- STRATEGY
  - Continuum, Scaled, Systematic
- STRUCTURE
  - Committee Redesign (PIE)
  - Data Inquiry Group (DIG)
- CULTURE
  - Cbd Student Experiences
- STRATEGY
  - Rolling 3-Year Cycle
  - Outcome Assessment Accountability
  - Resource Allocation
MISSION STATEMENT: Building a Shared Vision

The mission of Woodland Community College is to provide quality degrees, career certificates, transfer programs, and life-long skills.

- This is important at WCC because our growing community demands increased higher education attainment as well as workforce development.
- This is important at CCC because the increased higher education attainment strengthens our diverse rural community.
- This is important at LCC because higher education and career training benefit our diverse community economically and socially.

- We do this at WCC by creating guided academic pathways to meet all students’ needs.
- We do this at CCC by increasing access to academic and career technical programs to meet the needs and expectations of the regional economy.
- We do this at LCC by providing access to educational opportunities, services, and technology supporting student success.
# Educational Master Plan: Focus, Alignment, Innovation, and Perspective

## Woodland Community College Educational Master Plan

<table>
<thead>
<tr>
<th>Internal Data</th>
<th>External Data</th>
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<tbody>
<tr>
<td>Internal data includes WCC Program and Services resource inventory, emerging educational trends, student experience analysis, etc.</td>
<td>External data includes Labor Market Information, a community profile, feeder school data, emerging regional trends, etc.</td>
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COMPLETION by DESIGN FRAMEWORK: Building Language & Understanding

CONNECTION
Interest to Application

ENTRY
Enrollment to Completion of Gatekeeper Courses

PROGRESS
Entry into Course of Study to 75% Requirements Completed

COMPLETION
Complete Course of Study to Credential with Labor Market Value

POLICIES

PRACTICES

PROGRAMS

PROCESSES
COMMITTEE STRUCTURE: Organizational Redesign

COLLEGE COUNCIL
- Accreditation Steering
- Bond Oversight Task Force
- Diversity Committee
- Planning and Institutional Effectiveness Committee
  - Scheduling Criteria Subcommittee
  - Student Learning Outcomes Taskforce
  - Faculty, Staff, and Administrative Planning Taskforce
  - Program Review Validation Taskforce
  - Perkins Task Force
  - Communication and Technology Work Group
- Safety Committee
- Student Services Council

INSTITUTIONAL EFFECTIVENESS
- Consider the student experience throughout the full four-phase continuum
- Design and build data-informed program and service solutions at scale to benefit all students
- Apply systematic and structural changes to improve program coherence

YCCD BOARD of TRUSTEES
- YCCD CHANCELLOR
- WCC PRESIDENT

ACADEMIC SENATE
- Academic Standards
- Distance Education
- Flex Committee
- Library Advisory
- Disciplinary Hearing

YCCD COMMITTEES
- Chancellor's Cabinet
  - DC3
  - DCAS
  - Technology
PLANNING PRINCIPLES: Change Management

Consider the student experience **throughout the full four-phase continuum** to evaluate and improve programs and services.

Design and build integrated data-informed program and service solutions at scale to benefit all students.

Apply systematic and structural changes to improve program and service coherence.
REFRAMING A VISION:
Student Success to Student Engagement

Active and Collaborative Learning
Student Effort
Academic Challenge
Student-faculty Interaction
Support for Learners
ASSESSMENT CYCLE: Operational Planning

APRIL
Prior year Institutional Effectiveness Report

AUGUST
College-wide review of existing 3-year Objectives

FEBRUARY
PIE recommends short and long-term resource allocation

OCTOBER
Outcome assessment and program review to Office of Institutional Effectiveness

DECEMBER
PIE recommends rolling year 3 College Objectives
ACCOUNTABILITY: Student Learning Outcome Assessment
TRANSITION TO PATHWAYS: From Barriers to Solutions

- **PROGRAM MAPPING & TRANSFER PATHWAYS**
  - Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners (WCC INTEGRATED PLAN p.10)
  - Design, Execute, and Assess College and Career Pathways (WCC INTEGRATED PLAN p.11)
  - Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in Gap Analysis (WCC INTEGRATED PLAN p.11)
TRANSITION TO PATHWAYS: Barriers to Solutions

- **BRIDGE K-12 to HIGHER EDUCATION, REDESIGN REMEDIATION**
  - Hire and Train WCC & LCC/C CCC (2) Permanent Full-time Outreach Specialists (WCC INTEGRATED PLAN p.1)
  - Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support (WCC INTEGRATED PLAN p.9)
  - Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students (WCC INTEGRATED PLAN p.10)
  - Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students (WCC INTEGRATED PLAN p.11)
TRANSITION TO PATHWAYS: Barriers to Solutions

- **ADVISING, ACADEMIC SUPPORT, & NON-ACADEMIC SUPPORT THROUGHOUT THE STUDENT CONTINUUM**
  - Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program (WCC INTEGRATED PLAN p.3)
  - Design, Execute, and Assess Automated CbD-based "Momentum Point" Email/Text Program (WCC INTEGRATED PLAN p.11)
  - Design, Execute, and Assess Degree Audit Program (WCC INTEGRATED PLAN p.8)
  - Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins (WCC INTEGRATED PLAN p.11)
Transition to Pathways: Barriers to Solutions

- Aligned Program Learning Outcomes & Applied Learning Strategies Throughout the Pathways
  - Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)
  - Design, Execute, and Assess a College-wide Structure to Support Guided Pathways (WCC Integrated Plan p.2)
RESOURCE ALLOCATION: WCC Program Planning

- **Access** improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).
- **Agriculture Associate Degree for Transfer (ADT)** scheduling emphasis
- **Agriculture Engineering/Technologies** program development (meets Advanced Technology, Manufacturing, Clean Economy, and Food Production clusters)
- **Business Administration** logistics program development
- **Culinary Arts** program development
- **Elementary Education Teacher Associates Degree for Transfer (ADT)**
- **Health Care** program(s) development
Effective colleges consider making change at the design level rather than "nibbling" around organizational edges.