Woodland Community College

Educational Master Plan 2011-2016

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President's Preface

The Educational Master Plan (EMP) is a landmark document in the history of Woodland Community College (WCC), for it signifies the last stage of the transition of the Yuba Community College District into a multi-college structure and clearly delineates WCC from its sister college—Yuba College.

Under the auspices of the Strategic Plan, the EMP is the centerpiece of an integrated planning model for continuous improvement and serves as a guide to move the college forward into the next era of growth and development and will guide the *"Pursuit to Student Success & Educational Excellence".*

The Educational Master Plan positions Woodland Community College to support the education and training needs of the communities we serve and to readily address significant opportunities and challenges as they arise over the next five years. The key elements of the plan will help determine annual priorities that will drive budgeting, resource allocation, and other decision-making in accordance with established goals, objectives, and anticipated learning outcomes.

Furthermore the EMP is the cornerstone of the college's planning efforts, linking together educational and support services to guide our vision relative to what we want to be as a college within the next five years and beyond.

This important document is the culmination of a collaborative two-year planning process, built upon previous planning, forecasts, goals and priorities that were the foundation for the development of WCC into a comprehensive college. Sincere thanks and appreciation go to the college community--students, faculty, staff, and administrators--who worked diligently during the planning process, and to our community neighbors who provided input and support for the final product. Special recognition goes to the members of the EMP Steering Committee for their leadership and tenacity to ensure the completion of this clear, comprehensive and practical plan.

Successful implementation of the plan requires our collective commitment to achieving the goals, to the ongoing assessment of progress and outcomes, and to the modification of the plan as necessary to maintain relevancy of programs and services to our constituents.

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Executive Summary

Overview of Woodland Community College's Educational Master Plan

The WCC Educational Master Plan embraces an integrated planning process that is informed by the YCCD Board of Trustees Strategic Goals and the College's Mission Statement. As a component of this planning process, the College conducts an annual program review process that is consistent with its Long Range Planning Model. Program reviews at the College include:

- Academic Program Review
- Student Services Review
- Administrative Services Review
- Image and Marketing
- Planning and Shared Decision Making

Requests emanating from this planning process are integrated into a planning matrix which anchors considerations for budget allocation decisions. The matrix reflects requests in:

- Facilities
- Curriculum
- Staffing
- Equipment and Technology
-

The College has established processes operated in its committee structures to consider and prioritize these requests which will then be incorporated in the budget planning process, following a budget and planning flow chart that is monitored by the Planning and Budget Committee. This prioritization process will be utilized as the Education Master Plan is reviewed and evaluated on an annual basis to implement budget decisions through this Plan.

WCC Planning Premises

Why are we doing this, and what is important to us

The Woodland Community College Educational Master Plan (WCC EMP) projects our vision for a learning and student-centered college in the 2011 through 2016 planning cycles. During the coming years that cover the implementation of our Educational Master Plan, WCC will face several challenges and environmental trends. These include:

Our need to emphasize continuous improvement and institutional effectiveness:

WCC will need to promote an integrated planning process that anchors continuous improvements through assessment and institutional effectiveness. In order to meet accreditation standards and to ensure student learning outcomes, we will need to establish a culture of evidence in this process.

State-wide Budget & Fiscal Resources

The state-wide budget will impact how WCC resources are allocated and how scheduling and support services are designed to meet student learning needs.

Student Preparedness

Over two-thirds of our incoming freshman students who take the assessment test are not ready for college level work. We will be challenged to design innovative and effective support and instructional strategies to help these students succeed in college.

Outreach to Service-Area High Schools

In the wake of declining resources, the College needs to partner with area secondary schools in early outreach efforts. These strategies include state-wide early assessment initiatives, early college initiatives and continued dialogue between and among faculty and administrators at both the college and secondary levels of instruction.

Despite these challenges, the College is prepared to move forward in the next five years and is encouraged by its strengths and opportunities both internally and externally. The low cost of tuition, accessibility, ability to adapt to community needs, a well-qualified and student-centered faculty, staff and administration, and the developing state–of-the-art campus facilities highlight some of our internal strengths. Externally, grant opportunities and a newly established Foundation hold potential for closing the fiscal gap at the college.

The goals of the WCC EMP form a holistic document that incorporates information from strategic planning sessions, student, faculty and community input, essential planning documents, departmental program reviews, and student learning outcomes. These documents will continue to guide the decisions made at WCC in our continuous efforts to improve student learning and enhance institutional effectiveness.

The EMP was developed with input from representatives of the various constituent groups on campus. In alignment with the vision and mission of WCC, the nine goals of the EMP and primary activities for each of the goals were based on the following premises:

a. Respond to YCCD Board and State Chancellor's Office Strategic Initiatives
b. Enhance transfer to four year institutions and strengthen our CTE programs
c. Form a context for collaboration with neighboring colleges and outreach to K-12 schools
d. Develop new curriculum to meet changing economic, demographic and service area needs for student transfer and opportunities in career and technical education
e. Foster student success through basic skills initiative (specifically in math and English), student learning outcomes, student support services, student access, and diverse learning modalities including distance education/technology

Additionally, these planning premises support and are aligned with the vision and mission of Woodland Community College, as listed on the following page.

Vision Statement

Woodland Community College is a regional college dedicated to excellence and innovation. At WCC, we strive to strengthen the communities we serve. We commit to the growth and improvement of our academic and career technical programs to meet the needs and expectations of a changing global economy.

We will continue to provide the resources and rigorous academic programs that will empower our students to succeed and positively transform their lives.

We value being an accessible institution of higher education, one that respects the many facets of human identity and promotes collegiality, cultural enrichment, economic development, civic responsibility, and life-long learning.

Mission Statement

The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.

At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

Board Strategic Direction

What guides us?

The Yuba Community College Board of Trustees adopted eight strategic goals for the 2007-2011 planning years. These strategic directives, which drive the Educational Master Plan, are reviewed annually by the College Council. They are:

1. Student Retention and Success, Student Learning Outcomes and Institutional Accountability

1.1 Ensure student retention and success

1.2 Develop Student Learning Outcomes

1.3 Refine student success metrics for continuous improvement and to support accountability

1.4 Conduct sound research; build a "culture of evidence"; use results for institutional improvement, including results from the ARCC report.

2. The Basic Skills Initiative

2.1 Embrace the statewide basic skills initiative

2.2 Integrate and implement strategies across Yuba Community College District programs and services

2.3 Assess effectiveness of strategies and improve college effectiveness

2.4 Sustain efforts within college missions and educational master plans

3. Transformative Change and Innovation

3.1 Design and implement initiatives to make measurable improvements in student success and organizational effectiveness

3.2 Initiate and encourage participation in innovation

3.3 Create an inclusive environment that values diversity

3.4 Infuse innovation into facilities modernization (Measure J)

4. Resource Development and Alignment

4.1 Align budget with District priorities

4.2 Seek alternative resources

4.3 Strengthen the Foundation's role in resource development

4.4 Refine budget allocation model and align fiscal management practices with multi-college structure

5. Student Access and Response to Changing Needs

5.1 Identify and anticipate changing demographics

5.2 Enhance student access

5.3 Design programs and services to support new and diverse populations

6. Community Engagement and Institutional Heritage

6.1 Enhance each college's position and image in the community

6.2 Preserve and build on our legacy and heritage

6.3 Enhance the Board's role in community engagement

7. Integration of Accreditation Standards and Cycle of College Requirements

7.1 Integrate ongoing Institutional Effectiveness in College and District Operations

7.2 Establish Research Agenda for District and Colleges

7.3 Successfully complete Self Study process for Yuba College

7.4 Ensure compliance with Accreditation Standards

7.5 Complete ongoing reports as required by ACCJC

8. Safety and Security

8.1 Complete training for Board and all employees

8.2 Establish protocol and ensure emergency preparedness

Internal and External Assessment

Where we are now

Woodland Community College (WCC), a Hispanic Serving Institution, has provided educational opportunities for Woodland, Esparto, Knights Landing, and Colusa County since 1975. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community College District, WCC is making significant progress towards meeting the unique educational needs of a primarily rural service area. Growth is the key distinguisher of Woodland Community College which serves students from Yolo, Colusa, Sutter, Yuba, Sacramento and Solano counties. In May 2007, WCC opened its new 72,000 square foot Learning Resource Center which effectively doubled the blueprint of the college, adding 25 new lecture and classrooms, DE (illegible) expanded library, math & writing labs, and community room. Renovation of the student services building is complete, and provides additional space for all student services activities. Groundbreaking for an energy efficient outreach facility in Colusa County began in January 2010, and will be open to students in spring 2011. The development of the facilities at WCC, including the Colusa County Outreach Facility, stands as a symbol of the commitment to the educational needs of the communities it serves.
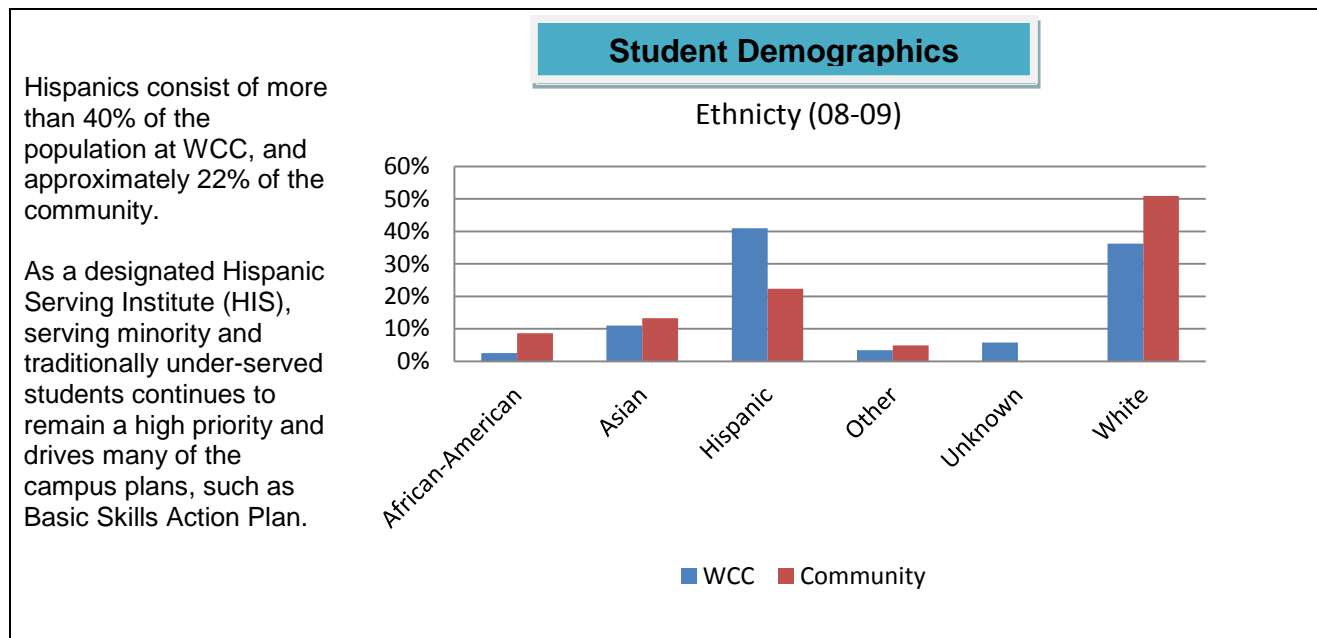
Located in the heart of Yolo County, WCC is situated between two large urban counties, and serves students from rural and urban locations. WCC is addressing the educational needs of a diverse student body, many of whom are first generation students, earn less than 150% of the federal poverty level, and require support to succeed in college. As a new college, WCC is defining measures of success as they pertain to the unique student body of the College. Collaboration with the student success committee, stakeholders and other sources of information (such as college surveys) resulted in the completion of WCC's first draft of the Student Equity Plan, which provides an internal analysis of its strengths and recommendations for improvement. The external environmental scan is comprised of information collected from various sources regarding community data, occupational outlook, and projected growth.

Internal Assessment

Campus Strategic Goal: *Continue to identify and remove barriers to student success, particularly for under-represented students.*

Under-Represented Students

As a result of the significant percentage of Hispanic and low income students served by WCC over the years and projections for even greater growth in this area, strengthening the institution to meet the needs of Hispanic and low income populations has been a focus of planning efforts since 1999, when planning for separate college status began, and continues to remain a critical priority.

Hispanics consist of more than 40% of the population at WCC, and approximately 22% of the community.

As a designated Hispanic Serving Institute (HIS), serving minority and traditionally under-served students continues to remain a high priority and drives many of the campus plans, such as Basic Skills Action Plan.

Student Demographics

Ethnicty (08-09)

First generation, low income, and disabled students have consistently comprised of over 1/3 of WCC's student body. Strategies to address barriers to success are needed to ensure these students are provided resources to enable achievement of their educational goals.

Under-Represented Students

WOODLAND	06-07	07-08	08-09
Total Unduplicated Students	2891	3087	3502
Under-Represented Students	**927**	**1079**	**1313**
	32.07%	**34.95%**	**37.49%**
First Gen & Low Income	846	988	1199
Disabled & Low Income	148	166	205

Student Success

Various measures of student success are tracked and assessed at WCC. For example, persistence, retention, success, graduation, transfer rates are some examples. Student Learning Outcomes (SLO's) are our newest measure of student success, and the college is moving full force ahead to meet the goal of becoming "proficient" at incorporating SLO assessment in the cycle of continuous quality improvement by 2012.

Fall to Fall Persistence Rate

Persistence is defined as a student who takes at least one class during fall semester, and returns the following fall semester. WCC's persistence rate is below the California state-wide average.

	Fall 2007	Fall 2008	Persistence (%)
WCC Overall	3161	1271	**40.2%**
WCC Under-Represented	1341	387	**28.9%**

Strategies are needed to ensure that course offerings are scheduled efficiently.

California State-Wide Average Fall-to-Fall Persistence: 69.2%

Student Progress

Only 7% of students with an identified goal of obtaining a degree successfully achieved their goal in 2009.

This data includes the terms that WCC has been granting degrees, and further data will be needed to detect trends.

WCC will aim to meet the state-wide average SPAR (Student Progress & Achievement Rate) of 52%.

Since WCC began issuing degrees in spring 2009 as a sole, separate college – data covers the period of spring 2009 through fall 2009. The unduplicated degree-achieved student count across the three terms is 133 students, with a total of 152 degrees awarded.

Likewise, during spring 2009, summer 2009 and fall 2009 there were 2,089 unduplicated students who were enrolled in courses, with an identified degree program and actively working towards that educational goal.

$$\text{Ratio} = \frac{152 \text{ Degrees Awarded}}{2{,}089 \text{ unduplicated students actively working towards a degree}} = \mathbf{7\ \%}$$

In 2008, the Hispanic Serving Institute Survey was administered in several classes at WCC. Over 400 unduplicated results were obtained, and provided meaningful input from students in regards to what services students require to succeed at WCC.

From the results, strategies and resources are needed to bolster student services to meet the needs of WCC's growing student body.

Student Services

- Transfer: According to the HSI survey conducted in 2008, 46% of the students reported that they had NOT discussed transferring to a 4-year college with their counselor, even though 83.8% reported intent to transfer to a 4-year college.

- Counseling: 97% said that expanded access to academic/career counseling services is needed to meet their goals at WCC.

- Financial Aid: 24% of students did not think they would qualify for financial aid, and 20% either did not understand the financial aid process, or did not know where to go for help

As a result of the population that WCC serves, many students are not prepared for college level (CL) work. Assessment data for 2008-2009 shows the disparity of preparedness compared to the California Community College system-wide average.

Plans are underway to address the gap in student readiness through several projects (such as the Early Assessment Program which collaborates with local high schools).

Underprepared Students

Work Load Metrics	WCC	System
Students Assessed at Transfer/CL English	**23%**	28%
Students Assessed at Transfer/CL Math	**4%**	16%

What Our Students are Saying

During fall 2010, WCC solicited input from students and staff (including faculty, adjunct, classified and administrators) and received nearly 700 responses. The majority of respondents were:

- First year female, Hispanic students between the ages of 18-20
- Said they were not the first person in their family to go to college
- Attend WCC part-time during the day, while working part-time
- Drive Alone (commute time is less than 15 minutes), and location is the reason they chose WCC
- Are too busy to get involved with ASWCC, and are not really sure what ASWCC is all about
- Would like sporting events and other recreational activities from ASWCC
- Are satisfied in many areas such as: quality of instruction, diversity of staff and faculty, student services and agree that the college is fulfilling its mission statement.
- Would like to see more outdoor seating, affordable books/materials, less expensive parking, more on-line courses, and expanded academic and CTE programs.
- They are also not really sure what SLOs (Student Learning Outcomes) are, or what the Portal is (and how to access it).

Many respondents provided feedback on what they felt would have an immediate positive impact on their campus experience and suggested activities to increase student involvement. Overwhelming, students asked for more courses (emphasis on math, science, and UC transfer requirements), more course times (emphasis on evening and weekends), and more campus life events.

What do you feel would have an immediate positive impact on your campus experience?

More Courses/More Sections	268	77.0%
Expanded Hours	41	11.8%
Sports/Gym	29	8.3%
Cafeteria/Food Service	13	3.7%
More Campus Activities	13	3.7%
More Programs	6	1.7%

What activities to increase student involvement would you like to see?

| Expanded Orientation	123	23.6%
More Campus Life Events	340	65.1%
More Communication about Events	213	40.8%
Other	6	1.1%
Blank	166	

External Assessment

Community Strategic Goal: Continue to identify and develop curriculum and programs that meet the needs of the community we serve.

- **Census 2007-2017**: Between 2007 and 2012, the population within WCC's service area will experience an overall population grown of nearly 7%, with the highest growth seen in Yuba, Sutter and Colusa counties.

  Continued growth in these areas, particularly in Colusa supports ongoing planning and resource allocation for the main campus in Woodland, as well as the Colusa County Outreach Facility, which will open to students in spring 2011.

Five-Year County Population Change (%) 2007-2012				
Colusa	Sutter	Yolo	Yuba	Overall
11.3%	14.7%	9.1%	15.0%	11.8%

Historical and Forecast Population by County
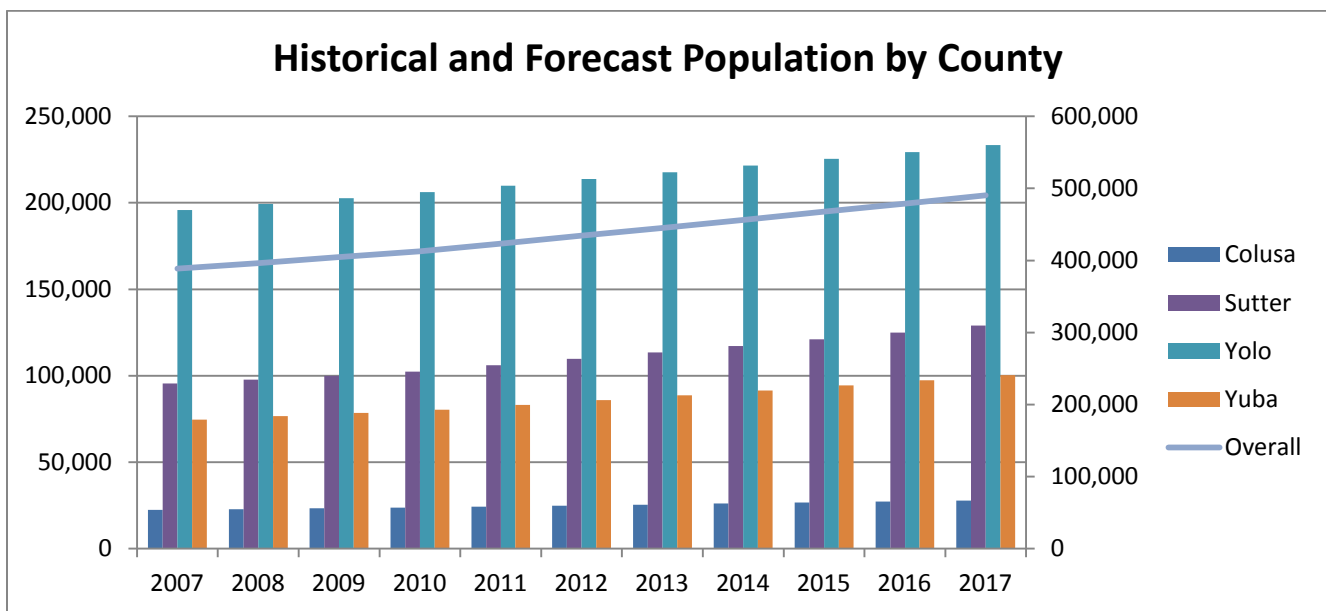
*Note: An expanded analysis of population by county may be found in the appendix and includes Sacramento and Solano Counties for informational purposes.

- **K-12 Enrollment and High School Graduates**: Enrollment in K-12 schools will continue to rise, parallel to overall population growth, while overall high school graduates is projected to decline.

  Due to the disparity between increased input into the K-12 system, and decline in graduation rate, early outreach programs become critical to ensure that California's youngest generation will be prepared to undertake college-level work and continue to contribute to the advancement of the workforce in WCC's service area.

Projected 10-Year Percent Change in K-12 Enrollment (2007-2008 to 2017-2018)

Colusa	15.0%
Sacramento	10.4%
Solano	-2.0%
Sutter	32.7%
Yolo	7.4%
Yuba	19.8%
Overall	**9.5%**
California	3.3%

Projected 10-Year Percent Change in High School Graduates (2007-2008 to 2017-2018)

Colusa	12.8%
Sacramento	-5.9%
Solano	-17.6%
Sutter	25.5%
Yolo	0.8%
Yuba	-14.7%
Overall	**-5.9%**
California	-6.1%

Graduation Rates and UC/CSU Preparedness of Yolo County High School Students 07-08
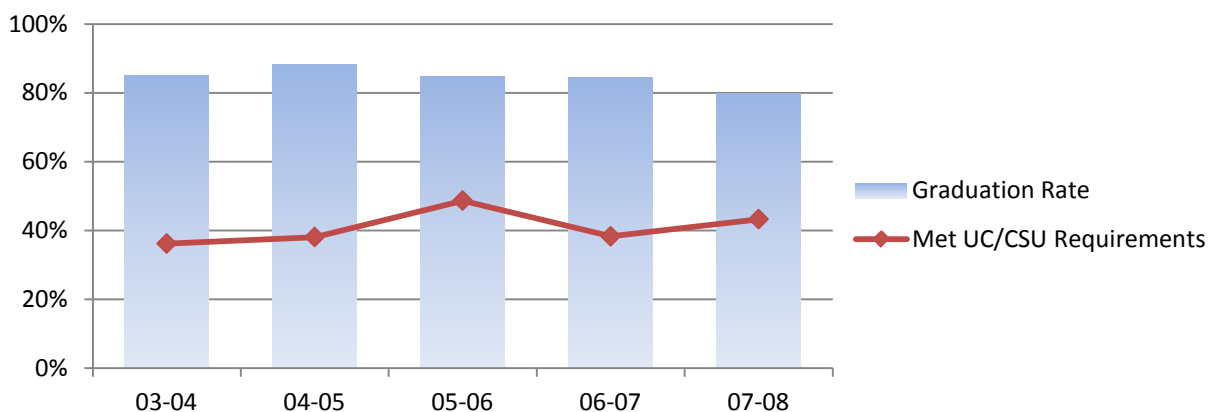
- **Employment Projections**: According to the Employment Development Department (EDD) Labor market data produced for Yolo County (which includes El Dorado, Placer, Sacramento and Yolo Counties 2006-2016), the area will experience approximately:

  - 169,800 new jobs from industry grown
  - 221,700 job openings from net replacements
  - Combined total of 391,500 job openings

According to the fastest growing occupation dataset, our area will experience a grow rate of 27 percent or higher between 2006-2016, with over 50 percent of the fastest growing occupations requiring a bachelor's degree or higher. The largest gain is projected to occur in the Government Sector, with the expected gain of over 45,000 jobs.

The area employment data emphasizes the importance of community colleges in the role of preparing students to continue their education and obtain a bachelor's degree, or higher. WCC has not historically identified as a gateway community college (i.e. emphasis on transfer to 4-year institutions), however in the past few years WCC has made strides to increase transfer pathways through outreach programs, expanded student services, articulation agreements, and will continue to strengthen its role as a gateway college. *[Please note data presented is the most current information available from EDD Labor Market Information (http://www.labormarketinfo.edd.ca.gov)]*

2006-2016 Industry Sector Employment Levels

Woodland Community College
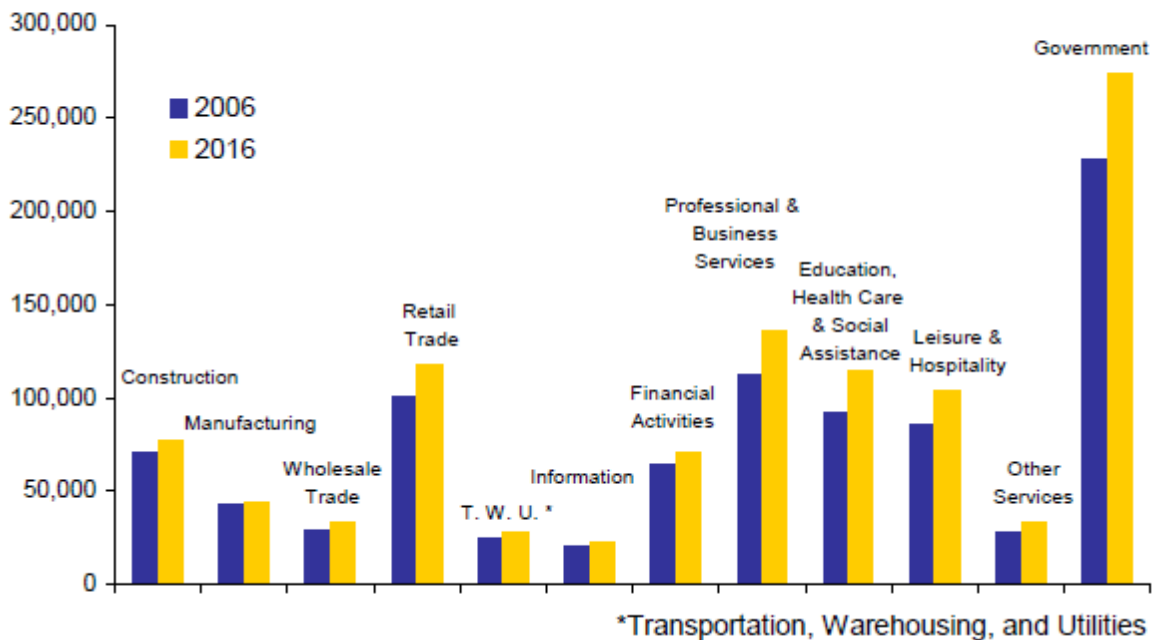
Labor Market Analysis:

Fastest growing industries: According to the Labor Market Analysis conducted by the Centers of Excellence for Woodland Community College, State and local government are the top two industries based on number of jobs in College's service area in the next five years with a total of 262,880 jobs projected. However, there are several industries with a projected decline in the number of available jobs: Crop and animal production; offices of physicians, except mental health; and federal government, military are industries that will experience a decrease in the number of available jobs.
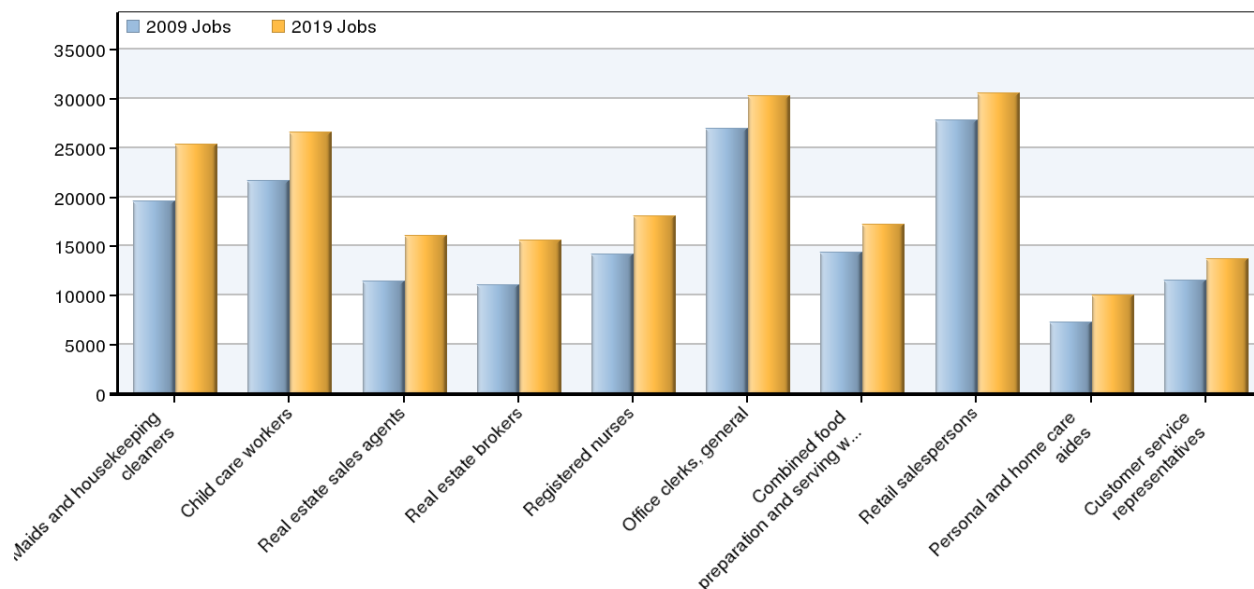
Fastest growing Occupations: In five years projections the top five fasting growing occupations are maids and housekeeping cleaners, real estate sales agents, child care workers, real estate brokers, and office clerks, general. Office clerks (general) are the only occupation with current median hourly earnings above $9.00 per hour.

In ten years the top five fastest growing occupations are maids and housekeeping cleaners, child care workers, real estate agents, real estate brokers, and registered nurses. Registered nursing is the only occupation with current median hourly earnings above $9.00 per hour.

Highest paying occupation: In five and ten years elevator installers and repairers (which has a current median hourly wage of $50.56) is the projected highest paying occupation. However, this occupation is not expected to experience any growth in five years. The fastest growing occupation on the highest paying occupations list is registered nursing. In five years, registered nursing will experience a 19% growth (2, 740 additional jobs). In ten years, this growth will add an additional 3,909 jobs to this occupation.

Goals 2011-2016

Where we are headed

As a result of the internal and external assessments, WCC EMP Committee determined that the following indicators are critical to the college's mission and strategic plan:

- Update and improve **curriculum** as needed

- Efficient and effective **scheduling**

- Restructure **basic skills** instruction

- Well-aligned **student support services**

- Address **staffing** needs

- Update and expand **facilities** to meet student needs

- Address **technology** needs

- Plan and provide for a robust student body at the **Colusa County Outreach Facility** (CCOF)

- Track and assess for **continuous improvement**

- Track state-wide **improvement indicators** and include in

These indicators were carefully discussed to reflect our continuous effort at integrating and coordinating planning concepts and documents to support student learning and student success.

The Committee determined that the curriculum driven by Student Learning Outcomes, as the anchor of student learning drives our future plans for budgeting, facilities, staffing, and technology. However, given that our students perform below statewide averages (reflected in ARRC data on course completion, persistence, graduation and transfer rates) the committee determined the need to incorporate existing work on basic skills through our Basic Skills Initiatives in an overarching plan that is addressed in the Education Master Plan.

Effective and efficient scheduling over the next five years that define this plan will not only streamline our budget priorities that support student learning, but also allow us to respond to student and community needs by providing those courses that facilitate completion rates in a timely manner. Student support services, as the basis of our matriculation process, are also intricately linked to the curriculum, scheduling and basic skills initiatives. The Committee also considered the reality of continuous improvement and assessment, part of the District's institutional Effectiveness Model. The benchmarks and indicators that will drive the assessment of the performance of these goals are included in this EMP. Technology is crucial to this assessment as well as the other goals already mentioned. Finally, with the construction of an outreach facility in Colusa, the Committee also discussed the need for planning process that includes the provision of parallel services and learning strategies to Colusa County.

These goals are briefly defined in the narratives that follow, with detailed plans in matrices that support our efforts to accomplish, evaluate and assess their outcomes.

Curriculum

Vision

The vision for curricular matters at WCC is to establish curriculum that is academically sound, comprehensive, and reflective of the changing needs of academic, business and social communities in its service areas. Additionally, our vision includes strong and effective guidance in the development and revision of courses, ensuring that WCC curriculum is up-to-date and reflective of the educational goals and needs of our communities.

The WCC Curriculum Committee (CC), with the oversight of the Academic Senate, is charged with recommending the academic philosophy and future direction of the curriculum and academic programs of the college. The CC guides and assists in the development of courses and educational programs assuring that they are in accord with the mission and policies of the college and district as well as state mandates established in Title 5, Educational Code and Board Policies.

Why is this important?

In accordance with the *Statewide Academic Senate's Curriculum Handbook*, the faculty has *primary responsibility for the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees.* As a newly accredited college, WCC is establishing roots and a solid foundation to encourage growth and creativity at the college in matters related to the curriculum. The CC is charged with establishing processes that support a comprehensive and flexible curriculum that responds to changing demands, new thinking in disciplines, and community needs. The processes established will guide the evaluation of proposed changes to curriculum, the development of appropriate trainings conducted for faculty, and the interrelationship of the CC to the Academic Senate and Administration in matters pertaining to curriculum.

Are we on track?

The College is on track to continue the implementation of procedures that reflect currency in curriculum standards, including Title 5, accreditation, and assessment for continuous improvement through program reviews, student learning outcomes and integrated planning processes. As a newly accredited college, WCC's CC is making strides to guide the process that ensures an effective curriculum that supports student needs. New Associate of Arts/Science degrees, certificates and courses have been reviewed and approved expanding the options for our students in their pursuit of their educational goals. An electronic course monitoring system, CurricuNet, is planned for implementation; and the Committee has successfully steered the college into full participation in the electronic course inventory system of the California Community College Chancellor's Office. In order to sustain the integrity of these processes, the committee, will require vital resources, including release time, staff and budget.

Scheduling

Vision

The ultimate responsibility for scheduling lies with the scheduling deans at WCC. Our plan is to assist the deans by establishing the Schedule Criteria Committee. We see this committee working with input from the Distributive Education Committee to guide its offerings of DE courses. We see it working with input from the curriculum committee and senate to guide all course offerings. Our Colusa County Outreach Facility (CCOF) will be opening spring 2011 and we hope to have a process in place to guide our offerings there by that time. Scheduling at CCOF will require research of the community needs combined with input from our full time faculty through the Schedule Criteria Committee. Resource Scheduling needs of the new facility will need to be balanced with the scheduling needs of the main campus. Scheduling is an important goal in our 5 year plan, but also one that is an immediate necessity.

Why is this important?

Scheduling at WCC encompasses putting together a comprehensive offering of courses every semester designed specifically for our students and community. It relies on the Mission of the College and the District for direction. The Scheduling process includes the Office of Instruction, and the Scheduling Criteria Committee with support from the Academic Senate, administration and Curriculum Committee.

Are we on track?

Currently, scheduling is largely based on roll-over from previous semester's offerings. Each division is given an allotment of units which is apportioned amongst their departments. The process we propose to have in place will begin and end with the Schedule Criteria Committee. The Schedule Criteria Committee has defined membership from all stakeholders at the college. Their recently crafted (not yet adopted) purpose statement is as follows: The Schedule Criteria Committee (SCC) will advise the scheduling deans regarding expansion or contraction of course offerings. In doing so it will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Educational Master Plan, and the WCC Accreditation Self-Study. Further, the guidance of the WCC Academic Senate and the WCC Curriculum Committee shall be considered. The scheduling processes for our newly developing CCOF and our Distributive Education offerings will need to be integrated into the scheduling plan for the college as a whole.

Basic Skills

Vision

The Basic Skills Committee is committed to providing the necessary services and curriculum to assist students in elevating their skills level to ensure success at the college level. The committee promotes projects which provide students with such services and encourages collaboration across disciplines and service areas to seek innovative ways to provide students with support.

Why is this important?

The California Community College System Office defines basic skills as "those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work." In keeping with this definition, WCC recognizes the importance of serving basic skills students in a broad range of curriculum, including English, math, science, etc., through focused instruction anchored in best practices and partnerships with a network of support services including counseling, DSP&S, EOP&S, the Tutoring Center and the Writing/Math Center.

Are we on track?

WCC is committed to advancing basic skills instruction. As such, the BSI Committee has identified and begun working towards accomplishing specific goals. It has granted over $50,000 in requests, finalized the five-year Action Plan, established clear criteria for granting funding requests, and researched the Early Alert Program. The committee is working closely with the Student Success Committee to establish parameters for each group to ensure completion of necessary work without duplication of efforts. Though budget and time constraints pose significant threats to the endeavor, the group continues to revise and improve established procedures and to encourage innovation and growth.

Though funds will be available through the 2010-2011 academic year, ongoing BSI funding is not assured, and the BSI Committee recognizes this fact. With all projects that it funds, the committee looks for sustainability and asks those requesting funds to consider how their projects will be sustained beyond BSI funding. Some projects are one-time only, resulting in trained staff that can, in turn, train others as with the Reading Apprenticeship training and the set-up of some partnered courses. With other projects, the hope is that the initial start-up funds will allow for the presentation and the growth of programs that will become self-sustaining, as with learning communities.

Student Support Services

Vision

WCC Student Services will work to become a first-rate program among community colleges in California. Student Services will provide assistance to students through an integrated series of services that promote student learning and retention. Student Services will also work to collaborate with academic programs to promote a model of collaboration that support well-aligned instructional and support services that engages student success, cultural diversity, civic engagement, leadership and the mission and vision of WCC and the Yuba Community College District.

Why is this important?

Support services at WCC provide a wide range of programs that support student learning goals. These include Admissions and Records which provides matriculation services; Disabled Student Programs and Services; Counseling; Student Health Services; Cal-Works; Cooperative Work Experience Education (CWEE); the Career and Transfer Center; Extended Opportunities Programs and Services (EOPS) and Financial Aid. These programs jointly create a supportive environment that anchors student learning, while challenging students to take responsibility for their own success through targeted advising. Student Services also support instruction by working with students to develop educational plans, participate on committees that design innovative learning, assessment and curriculum development strategies; and provide opportunities for economically disadvantaged or disabled students through financial aid, career counseling, and specialized services for the handicapped. All of these services are salient to a conductive (spelling) atmosphere for student learning.

Are we on track?

WCC has in place support plans, qualified staff and facilities to ensure its commitment to student learning through the provision of effective student services. Program reviews have been developed to identify staffing, equipment and other needs and introspectively assess the status of programs and define the needs for change. Student equity and matriculation plans, coupled with the development of program level student learning outcome are in place, which are integrated in this EMP to facilitate improved and expanded services. The Student Services program is on track to establish assessment goals for all of its services, collaborate with area high schools and four year universities for a seamless and robust transfer pathway, and collaborate with campus governance committees to affect increased persistence and success rates for all students. The programs, in pursuit of the Student Services vision, will continue to take advantage of the internal and external network of partnerships that include community partners, faculty, administration and staff.

Staffing

Vision

As an accredited college, WCC will endeavor to attract, recruit and retain a diverse population of qualified staff, faculty and administrators. Guided by the District's EEO Plan, the WCC Diversity Plan, and the WCC five-year Staffing Plan, processes and procedures will be developed to assure that individuals from underrepresented groups are identified, targeted, recruited, hired and retained at WCC.

Why is this important?

As a newly accredited college, WCC has a unique opportunity to develop and implement sound hiring practices that facilitate the recruitment, hiring and retention of a diverse staff, faculty and administration. Growth is anticipated even in light of the current economic crisis in our country. The rise in unemployment and cost of attending state colleges and universities has increased the enrollments at community colleges resulting in the need for expanding our programs and services. With the growing interest and funding in ecologically sound technologies, programs that educate and train this workforce will be needed in the near future.

Are we on track?

The current Staffing Plan is set to expire in 2011 but plans are underway to update the plan for 2011-2016. The tiers and criteria of the Staffing Plan support enrollment growth, expansion of campus facilities, program development, and the continued accreditation of the college.

The documents essential for guiding the staffing process have been adopted and the committees necessary to accomplish the activities outlined under the staffing goals are in place.

The state economic crisis has threatened the accomplishment of these goals, and has impacted our ability to fully implement the WCC long range staffing plan. As a result of reductions in personnel, course offerings have been reduced and vital student support services discontinued – with these reductions, students may find it necessary to leave WCC and attend other local colleges.

Facilities

Vision

Even before WCC became an accredited college in 2008, the college already had a vision to expand, modernize and increase the facilities' assets to meet the needs of its community members. The YCCD Facilities Master Plan documented this vision with the inclusion of specific facilities needs and plans through 2012 for Woodland Community College, including the Colusa County Outreach Facility. The vision of Woodland's facilities goals are to maximize facilities in order to provide excellent educational programs and services to our students, alumni and community members for years to come; in addition to enhancing access, meeting population growth needs, and allowing four-year university bachelor degree coursework to be available at each campus site.

Why Is This Important?

A campus survey conducted in fall 2010 revealed that 77% of students wanted more courses and more course times/sections. Additionally, only half of the students who answered the survey said they were satisfied with the current selection of academic and CTE programs offered at WCC and would like to see more programs offered. Modernized, contemporary classrooms are necessary to meet the needs of today's technologically competent students, faculty and staff. Additionally, sufficient facilities are needed in order to maximize student success and ensure that graduates will continue to meet the needs of our community and workplace after they complete their studies at WCC. After a thorough review of existing facilities and the needs of the community, the faculty and staff have identified a list of repair/updates and new construction needs (*please refer to activities on the following page*). In addition, the plan calls for existing classrooms to be converted into "Smart" classrooms, and for other general technological upgrades to take place.

Are We on Track?

WCC has aggressively remained on track in regards to facilities goals. For example, several projects, such as the 700 and 800 building renovations and construction of the Colusa County Outreach Facility have been completed, and are now supporting students and staff. However, due to reductions in State funding, three projects have been deferred (soccer, softball and baseball fields) and two critical projects may face delays (Performing Arts/Culinary Arts building and Multi-Purpose Building). Nonetheless, WCC is committed to bringing its' facilities goals to full fruition, and is currently moving forward with the project definition phase.

Goals/Activities related to Measure J Funding

Project Woodland Community College	Status
J-34 Performing Arts Center/Culinary Arts*	TBA, depending on state funding
J-35 Renovate Bldg 700	Project Complete
J-36 Multi-Purpose Facility	TBA, depending on state funding
J-37 Soccer Field	Deferred
J-38 Baseball Field	Deferred
J-39 Multi Bldg Renovations	Various/Ongoing
J-39 Increment 1. Bldg. 100/300/400 Roof	Project Complete
J-39 Increment 2: Bldg. 100/300/400 Renovation	Project Complete
J-39 Bldg. 300 - Campus Police Relocation	Project Complete
J-39 Bldg. 300 - Geology Lab Relocation	Project Complete
J-40 Grounds Improvements	Project Complete
J-40 Parking ADA Access	Project Complete
J-40 Domestic Water Connection	Project Complete
J-41 Softball Field	Deferred
J-42 Colusa County Outreach Facility	Project Complete

*Performing Arts Center/Culinary Arts building is currently in the queue for state funding.

** All other facility-related requests, derived from program reviews, may be found in appendix 2 under the "EQUIP/FAC" area

Technology

Vision

As advances are made to computing and networking systems, WCC has maintained a commitment to keep up with the latest programs and technology to adequately prepare students for the world beyond the classroom. In the coming years, WCC will 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.

Why Is This Important?

With a student's-first mentality regarding technology, WCC is committed to growing its ability to communicate and allowing students to communicate and learn using the latest technology and equipment. WCC has modern computer labs for students to use, and many classrooms are smart classes with a computer, high speed internet access, a projector, and speakers. Faculty and staff have access to high speed internet and modern computers and printers in their offices. Online classes can take advantage of the latest versions of Blackboard software. All faculty and students have access to Turnitin.com, a plagiarism-prevention and essay response/essay sharing technology. Wireless technology is available in some classrooms and public areas. More accessibility will be added over the next two years as buildings are remodeled.

Are We on Track?

While the technology budget suffers from the current state budget issues, WCC has been able to function with minimal onsite IT support staff. WCC worked closely with the District webmaster to create a new college website and will continue to make improvements to that site. WCC is also assisting in the development of MyCampus (also known as the portal), which will facilitate communications among faculty, staff, and students. In some instances technology implementation (such as turnitin.com integration with Blackboard, MyCampus development, and converting to a new email system) has been delayed due to a lack of funds, training, or support for technology. Occasional glitches and information loss in email and Blackboard functionality costs faculty, staff, and students time and money. In addition, many staff, students, and faculty are unaware of current technology that is in place, or they become easily frustrated with computer programs due to usability issues. For example, many faculty and staff had trouble entering MyCampus for months due to a login glitch. Thus, the program went unused. WCC is working with District IT personnel to provide more support and outreach regarding technology initiatives to staff, faculty, and students.

Colusa County Outreach Facility (CCOF)

Vision

The Colusa County Outreach Facility (CCOF) is dedicated to provide high quality instructional and student support services to the residents of Colusa County through effective course scheduling and planning, collaboration with educational administrators and service providers, and access to services that are provided by the Yuba Community College District.

Why is this important?

WCC is committed to provide essential services to all of its (circled) service areas. As part of its (circled) long range planning for a comprehensive accredited college in 2005, the College committed to the establishment of an outreach to facility to support instructional and student support services in the county. This is consistent with WCC's commitment to serve residents of its service area, and this commitment is especially relevant to Colusa County given its growth potential, rural environment, high poverty and high unemployment rates. Also, WCC's mission of student learning and civic responsibility is ingrained in the need to provide the wherewithal that will support the necessary conditions for economic development in the County. Additionally, the operations of a new facility during this planning period demand the establishment of goals that continue the work of the Colusa County Taskforce (now the Colusa County Advisory Committee).

Are we on track?

Services to Colusa County have followed a plan developed in 2004, when a Colusa Taskforce (which has evolved into the Colusa County Advisory Committee) met to identify educational needs of residents of the county. The Committee has continued to meet its five primary charges that include course schedule planning, clarification of provider roles and delivery (i.e. avoiding duplication of offerings between YCCD and Pre-K through 12), marketing strategies, support services and computer access to ITV and online courses. While the committee has succeeded in meeting the essence of these responsibilities, including scheduling of ESL courses, limited support services; the growth in Colusa County over the past six years, and the impact of stringent state budget reductions has left several gaps in services, which include the ability to expand course offerings. Additionally, because instruction in some parts of Colusa County was held in leased high school facilities, it presented a challenge to offer courses during the day.

The goals articulated in this plan are intended to address the gap in services to Colusa County residents and define our future services given a new facility and budget challenges.

Assessment and Continuous Improvement

Vision

YCCD is committed to systematic quality improvement for student access and success. Associated with that commitment is the responsibility to ensure that policies, procedures and practices align with maintaining accredited status with ACCJC (see Board Policy 3250 – Institutional Planning). Yuba Community College District initiated the Institutional Effectiveness (IE) model in 2005, which includes five main components: Academic Program Review, Student Services Review, Administrative Services Review, Planning and Shared Decision-Making Process Review, District Image and Marketing Review. Central to the review process and IE model are student learning outcomes; the assessment of which drives continuous improvement and enhanced student learning.

Why is this important?

The purpose for reviewing the five components listed above are to provide a comprehensive evaluation of each unit within YCCD in order to assess the strengths, areas for improvement, and recommendations for future development in each unit. The core of the evaluation process being Student Learning Outcomes, therefore it is critical to assess and evaluate the effectiveness of student learning at WCC. The IE Model will establish a culture of evidence, leading to data-based discussions and decisions among the appropriate units.

Are we on track?

Measurement of the five components are conducted through an annual review process, with a four-year rotation cycle of self-study for each program/service, followed by a comprehensive annual review. Due to the fact that WCC recently gained accreditation status, the 2008-2009 year marked the first year that the IE model components were reviewed under a multi-college structure. During 2008-2009, WCC submitted all of its academic program reviews, however assessment of objectives and goals were found to be limited and most were not supported by data; additionally Student Learning Outcomes (SLOs) were not consistently addressed. The District Services, historically, provided data for program reviews but data guidance was not available due to the vacancy of the Director of IE and lack of campus researcher. The Director of Planning, Research and Student Success was brought on board in summer of 2009, and provided additional data and guidance for the 2009-2010 review cycle. During fall 2009, the SLO Committee was able to assist faculty in identifying their course-level SLO's and possible assessment measures for inclusion in the program review. The 2009-2010 review process has, thus far, resulted in the submission of all academic updates – with notable improvement in measureable outcomes, data-backed requests and thoughtful program planning. However, faculty continue to express uncertainty in regards to the intentions and requirements of the program review planning process, with several participants voicing a desire to have the program review process and template streamlined, clarified with stronger links to the overall college strategic plan.

Improvement in Critical Statewide Indicators

Vision

As a part of the campus' model of systematic quality improvement for student access and success, WCC will monitor, verify and internalize statewide critical indicators as reported annually by the California Community Colleges Chancellor's Office.

Why is this important?

In 2004 the legislation passed a bill that resulted in the creation of a required performance measurement system for the California Community Colleges (CCC), and resulted in the development of a comprehensive system known as ARCC (Accountability Reporting for the Community Colleges). The ARCC report assists policy makers and community college stakeholders by providing historical information on individual college and overall state-wide performance within several key indicators, which are used in decision-making and planning processes.

Are we on track?

Owing to the fact that this is the first year WCC's data has been presented apart from Yuba Community College District as a result of the college's recent accreditation, historical data is not presented in the ARCC Report. However, some statistics are presented in the following text. WCC's fall 2007-2008 persistence rate was 40.1%, which is much lower than the system-wide average of 68.7%. Likewise, the transfer rate of Yuba Community College District students has also been found to be below average (data for WCC is not yet available). Efforts are currently underway to identify trends (such as inter-district students or a high percentage of working students) in order to address barriers for student persistence and success.

WCC's strong emphasis on vocational programs is noted with its successful course completion rate of 71.7%, which is on par with the system-wide average. Continuing its legacy of growth, in January of 2010 WCC was awarded a Career Technical Education Imitative Pathways grant, which will continue and expand the agriculture and natural resources programs to include integrated waste and water management.

Basic Skills Course completion was slightly above average at 62.1%, and comprises of 16.3% of WCC's FTEF – demonstrating the college's commitment to serve the large Hispanic and English as a Second Language (ESL) student population. In January 2010, an ESL module was added to the placement assessment in order to improve the placement of ESL students.

Finally, in a survey administered during fall 2009 with over 400 responses, the majority of students said they were very-satisfied/satisfied with support services on campus, and cited the assistance from staff and faculty as crucial to their success.

Objectives 2011-2016

How we will get there

1. Curriculum

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(1a) Transition to CurricuNet.	Work with Govenet, District Vice Chancellor's Office and District Curriculum Co-chairs to implement timeline for transition and train faculty.	Fall 2010	CC Co-chairs	Successful implementation and use of Curricunet
(1b) Establish Seamless curriculum pathways, including a science pathway.	Encourage the establishment of pathways from MS/HS to WCC to 4-year/Careers (Seamless transition pathways and partnerships with school districts/articulations) and the Early Alert Program.	Ongoing	CC Co-chairs	- Curriculum Pathway Plan -EAP Plan -Increased enrollment of high school graduates
(1c) Identify and increase degrees/certificates	Identify courses that increase community involvement on campus Ensure that all courses are developed and approved through research, meeting community needs and student learning. Identify the adoption of new and innovative curriculum (e.g., green technology, culinary arts, theatre arts, music)	Ongoing	CC Co-chairs Curriculum Comm. Researcher	Addition of new approved programs leading to a degree or certificate
(1d) Integrate CTE programs with traditional academic programs.	Systematically review of existing degrees to determine if they include new courses that may be appropriate	Ongoing	CC Division Reps Pertinent departmental faculty	Modification of current programs that lead to a degree to include CTE courses

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(1e) Ensure compliance with Title 5 and WCC mission statement	Ensure that SLOs are developed and assessed for the course, program and institutional levels and used as a basis for continuous improvement. Curriculum Committee will take active role in Program Reviews, Scheduling and budget processes and policy to align curriculum development with resource allocations, including FTEFs.	Ongoing	CC Co-chairs Curriculum Comm. Researcher SLO Coordinator VP	-SLO Committee Documentation and Database -Program Reviews
(1f) Develop and incorporate a Distributive Education Philosophy into curriculum and establish a DE sub-committee to develop and monitor inherent processes and procedures.	Form a DE Subcommittee Develop mission and purpose statements Develop and adopt an evaluation process for DE faculty Develop a WCC DE Handbook	Fall 2010 Spring 2011	CC Co-chairs; DE Subcommittee	DE Handbook
(1g) Develop WCC Curriculum Handbook in accordance with statewide requirements	Revise the current draft of the WCC Curriculum Handbook	Dec 2011	CC Co-chairs	Approved WCC Handbook

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(1h) Ensure CC membership training regarding processes and regulations related to curriculum	Ensure adherence to Title 5, state mandates and regulations and timelines established in processes.	Ongoing	CC Co-chairs	Documentation of Training (agenda and minutes)
	Establish training for new and continuing CC members regarding processes and procedures	Ongoing		
	Review changes in regulations	Yearly		
	Develop a plan for the upcoming academic year.	Yearly		
	Collaborate with District wide committees that have relevance to curriculum, including District Curriculum Committee, Distance Learning	Ongoing		
	Establish budget for curriculum committee that considers staffing and operational needs.	Yearly		
	Consider request for reassigned time for co-chair, travel and training budget, and clerical support and supplies	Yearly		

i.   **Distributive Education:** By providing Instructional Television (ITV) and on-line coursework in career/technical and transfer education as well as providing support services and remedial education on a limited basis, DE directly supports both the primary and essential functions of the mission statement.

2. Scheduling:

The Schedule Criteria Committee will serve the following purposes: review and suggest changes to the FTEF allocation among and within divisions, establish and update procedures for altering FTEF allocation among and within divisions, advise scheduling deans of priorities for cutting courses from the course schedule, advise the scheduling deans regarding the growth of offerings at the Colusa Center and establish comprehensive guidelines in regards to the schedule to ensure student success. By initiating this committee the College is promoting shared governance and instituting a new, effective process by which scheduling will take place.

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(2a) Scheduling Committee becomes Standing Committee	Adopt purpose statement and membership	Spring 2010	Ad Hoc Scheduling Committee	Program Review
(2b) Efficient , Flexible and Innovative Scheduling such that students can finish a program or certificate	Develop criteria for reduction/expansion of course offerings	Fall 2011	Scheduling Criteria Committee	Approved Scheduling Committee process
(2c) Initiate Colusa Scheduling	Work with project teams and planning groups to begin to look at a sample schedule for Colusa Center	Fall 2010	Scheduling Criteria Committee, Colusa planning groups	Approved Colusa schedule (by all stakeholders)
(2d) Integrate Colusa Scheduling	Develop procedure to integrate Colusa Center planning into scheduling	Spring 2011	Scheduling Criteria Committee	Approved process development
(2e) Integrate Distributive Education into Scheduling	Develop process for integrating DE courses into scheduling	Spring 2011	Scheduling Criteria Committee, Curriculum Committee, Distributive Education Committee	Approved process for schedule development.
(2f) FTEF allocation model developed and updated.	Work with District Budget Task Force information to develop our local Division allocations	Spring 2011	Schedule Criteria Committee, Budget Task Force	Program Review
(2g) Grow Distributive Education Offerings	Develop process to grow offerings on Television and Online	Fall 2011	Scheduling Criteria Committee, DE Committee.	Program Review and Approved process

3. Basic Skills

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(3a) Support and enhance organizational/ Administrative practices.	Explore process and procedures that would increase the number of students registered for college-level coursework have completed the placement exam.	Spring 2011	Counseling department	Track student assessments and coursework
	Explore ways to inform students that successful completion of college-level courses requires students to demonstrate college-level reading, writing, or computational skills.	Spring 2011	All departments	Flyers, pamphlets and other informational materials for dissemination
(3b) Support and enhance program components.	Monitor Accuplacer cut scores to more accurately reflect placement based upon student abilities.	Ongoing	Collaborate with Yuba College Math and English departments and with Director of Planning, Research, and Student Success	Cut score validation report produced by the district testing office
	Hold FAFSA workshops early in fall and spring semesters.	Ongoing	Financial Aid Office	Student Sign In sheets
	Recruit student mentors to work with new students.	Ongoing	Dean of Student Services/BSI Facilitator/BSI Committee	Documentation of student peer support
(3c) Support and enhance faculty and staff development.	Orientations for all faculty and staff regarding student resources on campus for basic skills.	Ongoing	Dean of Student Services/Dean of Instruction/Learning Resources	BSI Minutes/Agenda
(3d) Support and enhance instructional practices.	Develop learning communities that partner disciplines and/or support services for basic skills students.	Ongoing	Dean of Instruction/Learning Resources/BSI Facilitator	Course Catalog and Curriculum documentation
	Increase instructional support in Tutoring and Writing/Math Centers.	Ongoing	Dean of Instruction/Learning Resources	Increased hours, staff or other supports

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(3e) Integrate activities of the Student Equity and Matriculation Plans into the Basic Skills Initiative.	Implement basic skills related activities in the Student Equity and Matriculation Plans	Ongoing to 2016	Vice President, Deans, Basic Skills and Student Success Committees, counselors.	Student Equity and Matriculation updates and overview of action plans
(3f) Implement the CSU and Chancellor's Office Early Assessment Program	Develop outreach activities with service area high school districts; collaborate with high school math and English teachers on basic skills intervention.	Ongoing to 2016	Admission and Records, English and Math Departments, counselors.	Agendas, plan of collaborations and minutes.

4. Student Support Services

The analysis in Planning Premises in Chapter One provides an overall assessment of the current status of WCC academic and student services programs which drive this planning document.

OBJECTIVE	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(4a) One Stop Matriculation	Renovate Bldg. 700 in concert with One Stop Functions	Fall 2010	V.P, Dean of Student Services, User Group	Opening of 700 with access to One Stop Functions
(4b) Flexible Counseling	Mandatory orientations On-line tutorials Increase general counseling staff Administer/ Interpret Myers/SDS/Strong/ Eureka	On-going	Counselors, Director of Admissions, Student Success Committee	-All students completing orientation -Hiring Staff -Using counseling tests

OBJECTIVE	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(4c) Integrate Technology for Efficient and Effective Student Services	Work with IT to incorporate technology in student support services, i.e. degree audits, e-advising, counseling appointment system Incorporate tracking/accounting mechanism for Career Center Use Use WCC Portal as platform to store student Ed plans Refine Student Services content on WCC website and add links to student Portal. Load counseling appointment through SARs; paperless schedules; online transcript ordering; degree audits through Datatel Establish system for e-advising	Fall 2012	IT, Technology Committee, A&R Director, Student Success Committee	-Implementation of degree auditing, e-advising and online counseling appointment system -Ability to track Career Center Use -Track traffic on portal and end user satisfaction -Use and functionality of Student Services website
(4d) Develop matriculation and student success plan	Work with planning groups and support personnel Monitor and share data and indicators of student success. Implement recommendations from Basic Skills Initiative	Ongoing	Student Success Committee, VP, Dir. A&R, Basic Skills Committee, Counselors	-Agendas and minutes -Reports (i.e. Student Equity, etc.) -Basic Skills Action Plan and follow up

OBJECTIVE	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(4e) Staff Development	Identify training opportunities through affiliations with professional organizations and colleges	Ongoing	VP, Dir. A&R, Staff Development & Flex Committee	-Minutes and Agendas -Training materials
(4f) Increase student awareness of Student Support Services offerings	Flyers/Class Presentations/New Student Orientation/webpage Provide resume workshops, interview preparation, and job hunting techniques. County Social Services Resource Fair Offer monthly career workshops for specific CTE programs	Ongoing	Career Center/Counselors/Faculty	-Informational items (handouts, website blurbs) -Number of students attending workshops, skill sessions and resource fairs
(4g) Establish campus life activities	Develop and staff a campus life office	Fall 2011	Student Services Staff	-Calendar of events -Event attendance

5. Staffing

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(5a) Update Staffing Plan for 2011-2016	Develop a new list of positions to be filled based upon established tiered criteria	2011	Staffing Committee	Completed and approved staffing plan
(5b) Identify Underrepresented Groups in the District for Staff, Faculty and Administration	Review and compare district staff diversity data to regional diversity data at other community colleges	2011-2013	EEO Committee	Data report
(5c) Develop and Implement Targeted Recruitment Strategies to Increase Applications From Identified Underrepresented Groups	Review Best Practices at Colleges with more balanced representation in all employee groups	2011-2013	EEO Committee	Agenda and minutes from EEO committee
(5d) Develop EEO Procedural Strategies to Implement EEO Plan	Review local data; compare local to regional data	Ongoing	EEO Committee	Data report and agenda/minutes from EEO committee
(5e) Develop and implement faculty training that emphasizes cultural sensibilities and dispositions that affect communication and expectations during the hiring process	Review Best Practices from other Colleges	2010-2011	Diversity Committee	Agenda and minutes from Diversity committee
(5f) Hire and retain faculty to programs/dept. that have sufficient enrollments but no full-time faculty member	Identify programs that meet this criteria through program reviews and staffing criteria	Ongoing	Staffing Committee; EEO Committee; Diversity Committee	Data report, hiring of needed full time faculty
(5g) Hire and retain diverse staff for vital student services positions	Identify staffing needs in student services that meet staffing criteria	Ongoing	Staffing Committee; EEO Committee Diversity Committee;	Data report, hiring of needed student services staff
(5h) Hire and retain diverse staff to assist faculty and administrators in their assignments	Identify administrative positions needed that meet the staffing criteria	Ongoing	Staffing Committee; EEO Committee; Diversity Committee	Data report, hiring of needed admin support staff

6. Technology

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(6a) Expand WCC's technology support staff	Follow the 5 year staffing plan	July 2008	IT	Successful hiring process
(6b) Portal (MyCampus) implementation and outreach	User groups to test, add content, train	2010	IT	Successful implementation
(6c) Turnitin.com integration with Blackboard	Install new hardware and develop continued funding source	2010	IT/DE	Successful implementation and continuation of funding
(6d) Faculty and Staff laptop use	Allow use of laptops as part of the regular computer replacement program	2010	IT	Successful implementation of new policy
(6e) Communicate to staff and faculty new initiatives and value of technology on campus	Update communications	2010	Communication Resource Committee and IT	Successful Outreach
(6f) New email program, live@edu, for faculty and staff	Install and convert existing email accounts	December 2010	IT	Successful implementation
(6g) Replace integrated library system	Purchase and install software	2010-2011	Librarians and IT	Successful implementation
(6h) Upgrade computer labs	Purchase and install new hardware	2012	IT	Successful implementation
(6i) Install print-to-pay system in computer labs to recover funding for paper and printers	Purchase and install software	TBD	IT	Successful implementation
(6j) WAM student sign-in software	Purchase and install new hardware	TBD	IT	Successful implementation

7. Colusa County Outreach Facility (CCOF)

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(7a) Continue to forecast needs and data analysis for expanded services at CCOF • Develop an integrative schedule among support services staff at CCOF, especially among Counseling, Financial Aid and A&R	Use economic development data, community surveys and SLOs to project trend Establish a target FTES for CCOF	Ongoing	Director of Research, Budget Committee, Scheduling Committee	Labor Projections report Community Survey results Completed Schedule
(7b) Evaluate and prioritize administrative, faculty and staff needs for CCOF.	Prioritize hiring of Student Services Technician Identify full time faculty, administrative staff required at CCOF.	Spring 2011	Staffing Committee, Budget Committee, President's Management Team	Staffing Plan
(7c) Develop partnerships for seamless pathways to transfers for CCOF students.	Work with UCD and CSU, Chico to arrange presentations and regular sessions for transfer counselors in Colusa.	On going	Transfer counselor, Vice President, Dean of Student Services.	Calendar of events (presentations) and student attendance
(7d) Integrate Scheduling for CCOF in division and department plans	Coordinate schedule development with CCOF Advisory Committee; use effective enrollment management processes to ensure proper schedule management. Develop a plan for expanded CTE offerings at CCOF.	Fall 2011 and ongoing	Scheduling Committee, Deans, Budget Committee, WCC divisional faculty	Agenda/Minutes Enrollment report Schedule of Classes CTE Plan

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(7e) Ensure implementation of Student Equity, matriculation and other plans to includes CCOF	Define extent to which Colusa residents are benefited from plans	Fall 2011 and ongoing	Director of Research, College Council, Deans and Vice President, College Council	Student Equity Plan goal achievement
(7f) Establish a plan that guarantees CCOF students receive all services available in Woodland	Coordinate student services activities for EOPS, Financial Aid, A&R, DSPS, counseling and orientations, tutoring etc. Establish FTES growth target and FTEF targets for CCOF. Expand outreach to high schools. Expand outreach and concurrent enrollment services for high school students. Integrate CCOF in planning for SB 70, Perkins and other CTE grants. Develop a schedule for Counseling and A&R personnel to be at CCOF at least three times a week.	Fall 2011	Student Services personnel; dean of student services; vice president	-Implement and operate student services in Colusa -Outreach documentation and results -CCOF Plans for enrollment and CTE -CCOF schedule for counseling and other student service provision
(7g) Define role of Upward Bound administrator in operations of CCOF	Specify plan to leverage support services while adhering to guidelines	Spring 2011	Upward Bound Director, President, Vice President, Academic Senate, College Council	Agenda/Minutes, Upward Bound report
(7h) Develop Program Review for CCOF	Use program review for CCOF to identify needs and respond to equipment, staffing and other needs	Spring 2012	Director of Research, Vice President, Academic Senate, College Council	Program Reviews for CCOF

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(7i) Develop a marketing plan for CCOF	Work with PIO and stakeholders for marketing in Colusa	Spring 2011	PIO, A&R, Vice President	Marketing and Outreach Plan
(7j) Establish a culture of collaboration with CCOF stakeholders	Work through Colusa Advisory Board; hold meetings with high schools, county educational administrators, and participate in regional meetings, including NCCCC	Ongoing	President, Vice President, deans, College Council	Minutes/Agenda, Plans

8. Continuous Improvement

ACTIVITY	STRATEGY/ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(8a) Revise program review template with feedback from faculty	Meet with appropriate stakeholders and develop form	Spring 2010	V.P, Dir. Planning & Research, Faculty	Approved PR Template
(8b) Provide training and guidance for completing program review updates/self-studies	Provide training during convocation	On-going	V.P., Dir. Planning & Research	Agenda/minutes from committee meetings
(8c) Standardized data commonly used and make it readily available	Work with District, IT, faculty to determine what is needed	Fall 2010	IT, Dir. Planning & Research	PR Instructions, Research Website, Portal (Business Objects)
(8d) Link PR to college strategic planning process	Training, program review feedback loop	On-going	V.P., Dir. Planning & Research, Committee Members, Faculty	Inclusion of PR in college plans (i.e. EMP, Accreditation)
(8e) Establish system to collect SLO assessment, Program Review data	Purchase data management software, establish procedures and train users	Fall 2012	V.P., Dir. Planning & Research, Committee Members, Faculty	Successful implementation of data management system

9. State-Wide Improvement Indicators

ACTIVITY	STRATEGY/ ACTION	TARGET DATE	RESPONSIBLE PARTY	METHOD OF ASSESSMENT
(9a) Continue to focus on student success through increased: • Transfer rate • Course Completion • Transfer Prepared • Degrees • Certificates • Basic Skills Improvement • ESL Improvement • Completion of Individual Student Goals	• Meet with appropriate stakeholders and committees • Coordinate goals from plans (BSI, Student Equity, Matriculation) • Revamp program review and incorporate in the planning process	Ongoing	V.P, Dir. Planning & Research, Faculty	• Deliverables (updates to plans) • ARCC Report • IE Data • Program Reviews