



Academic Senate Meeting Minutes

Date: Tuesday, February 28, 2017 **Time/Location:** 11:55 AM-12:05 PM / WCC Room 852 & LCC Room 115

Senate Roles and Responsibilities (The 10+1)	
<ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles 	<ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

Senators: Matt Clark (President), Doug Stone (WCC Part-time), Jaya Shah (Math & Science), Kevin Ferns (Secretary, FaLaHum), Greg Gassman (Social Science), Christopher Howerton (VP, At-large), Mike Papin (LCC)

Ex-officio Members: None

Absent: Donna McGill-Cameron (CTE), Pam Geer (CCC & LCC Part-time), Jose Vallejo (Student Services), Ali Harder (ASWCC President)

Guests: Liz Testa, Dean Chahal, Peggy Alexander, Noel Bruening, Aree Metz, Nick Turney

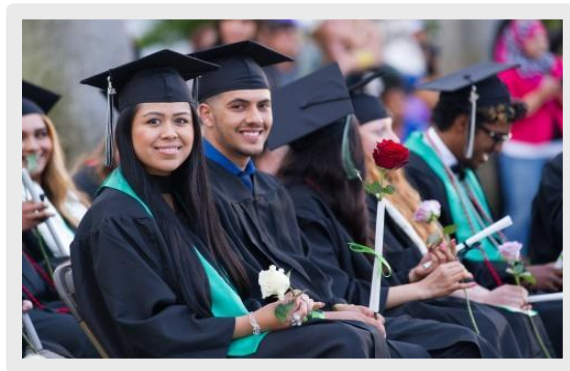
Call to order 11:57 a.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 2/28/17 Agenda approved (MSC Howerton/Gassman)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
<i>Discussion: No public comment</i>			
III	Guided Pathways Readiness Assessment Application – Action	President White, Senate	<p>Background: The legislature has provided monies for colleges to develop Guided Pathways at local institutions. There are two pots of monies: (1) block grants to be distributed to all CCs by a yet to be determined process, and (2) Readiness funding, which is a competitive process. The application for the latter requires senate approval.</p> <p>Objective: Second read of the WCC application for the California Guided Pathways Project Readiness grant and debate of approval.</p>
<i>Discussion/Decision:</i>			
➤ Motion to approve the California Guided Pathways Readiness Assessment Application (MSC Gassman/Howerton)			
IV	WCC Cooperative Work Experience Education (CWEE) Plan and Handbook – Action	Spears, Senate	<p>Background: Before WCC can began offering new CWEE classes, a plan and CWEE Handbook (requiring senate signoff) must be submitted to the Chancellor’s Office.</p> <p>Objective: Second read of the WCC CWEE Plan and the WCC CWEE Handbook and debate of approval.</p>
<i>Discussion/Decision:</i>			
➤ Motion to approve the WCC Cooperative Work Experience Education Plan and Handbook (MSC Howerton/Gassman)			

Meeting adjourned 12:03 p.m.



**Yuba Community College District
Woodland Community College**
California Guided Pathways Application



February 28, 2017

SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME: Woodland Community College		
DESIGNATED CONTACT PERSON/TITLE: DR. SIRIA MARTINEZ/DEAN OF STUDENT SUCCESS & INSTITUTIONAL EFFECTIVENESS		
CONTACT TELEPHONE: 530-668-2536	CONTACT EMAIL: SMARTINEZ@YCCD.EDU	
INSTITUTION ADDRESS: 2300 E. GIBSON ROAD		
CITY, STATE, ZIP: WOODLAND, CA 95776		
WEBSITE URL: WWW.WCC.YCCD.EDU		
PRESIDENT'S NAME: DR. MICHAEL WHITE	PRESIDENT'S EMAIL: MWHITE@YCCD.EDU	PRESIDENT'S PHONE: 530-661-5710
NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION: 2.5 YEARS		
PRESIDENT'S ASSISTANT: ANA VILLAGRANA	ASSISTANT'S EMAIL: AVILLAGR@YCCD.EDU	ASSISTANT'S PHONE: 530-661-5711
APPLICATION IS FOR PARTICIPATION BY: <input type="checkbox"/> SINGLE COLLEGE <input checked="" type="checkbox"/> MULTI-CAMPUS COLLEGE (ALL CAMPUSES) [MULTI-COLLEGE DISTRICTS MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]		
IPEDS ENROLLMENT (FALL 2017 UNDUPLICATED HEADCOUNT CREDIT STUDENTS): 2,995 (FALL 2015 LATEST IPEDS DATA)		
CHECK ONE PRIMARY LOCATION: <input checked="" type="checkbox"/> RURAL-SERVING <input type="checkbox"/> SUBURBAN-SERVING <input type="checkbox"/> URBAN-SERVING		
CHECK ALL THAT APPLY: <input type="checkbox"/> HISTORICALLY BLACK COLLEGE <input checked="" type="checkbox"/> HISPANIC-SERVING INSTITUTION <input type="checkbox"/> MINORITY-SERVING INSTITUTION <input type="checkbox"/> TRIBAL COLLEGE		
CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: <input checked="" type="checkbox"/> <30-CREDIT-HOUR CERTIFICATES <input checked="" type="checkbox"/> >30-CREDIT-HOUR CERTIFICATES <input checked="" type="checkbox"/> ASSOCIATE DEGREES <input type="checkbox"/> BACHELOR'S DEGREES <input type="checkbox"/> MASTER'S DEGREES		

<p>ACCREDITATION STATUS</p>	<p>CHECK ONE: <input checked="" type="checkbox"/> CURRENTLY AFFIRMED <input type="checkbox"/> PROBATION <input type="checkbox"/> WARNING REGIONAL ACCREDITING ORGANIZATION: COMMUNITY AND JUNIOR COLLEGES NEXT ACCREDITATION VISIT (YEAR):2018</p>
<p>STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION</p>	<p>CHECK ALL THAT APPLY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACHIEVING THE DREAM <input type="checkbox"/> ACCELERATING OPPORTUNITY <input type="checkbox"/> ASPEN PRIZE FINALIST NETWORK <input type="checkbox"/> COMPLETE COLLEGE AMERICA ALLIANCE <input checked="" type="checkbox"/> BSI TRANSFORMATION <input checked="" type="checkbox"/> BRIC <input checked="" type="checkbox"/> CALPASS <input type="checkbox"/> CALIFORNIA ACCELERATION PROJECT <input type="checkbox"/> CAREER LADDERS PROJECT <input type="checkbox"/> CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS) <input type="checkbox"/> GOVERNANCE INSTITUTES FOR STUDENT SUCCESS (ACCT) <input type="checkbox"/> NEW MATH PATHWAYS (DANA CENTER) <input type="checkbox"/> STATWAY®/QUANTWAY® <input type="checkbox"/> PATHWAYS TO PROSPERITY <input checked="" type="checkbox"/> OTHER (PLEASE PROVIDE NAME): ASPEN COLLEGE EXCELLENCE PROGRAM
<p>PERCENT OF CREDIT COURSE SECTIONS (INCLUDING BASIC SKILLS EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2015 ACADEMIC TERM</p>	<p><u>43%</u></p>
<p>NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)</p>	<p>CALIFORNIA STATE UNIVERSITY, SACRAMENTO</p>

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

1. Student Success Goals and Metrics

List in the box below the student success goals formally established for your institution. *For each goal, state the specific metric used to measure progress toward goal achievement [If no goals have been established, simply leave this item blank.]*

A 2016 Aspen Institute College Excellence Program Report to WCC recommended: “It is essential that Woodland Community College choose a handful of student success measures that matter to students—including completion and post-graduation success—in order to keep the college focused on what matters most.” The College had already begun work on just such a project and was heartened by the Aspen affirmation.

After a thorough inventory of existing student achievement metrics and College-wide analyses, WCC has established the following YCCD governing board-approved student achievement measures defined by the College Data Inquiry Group (DIG). Note the “downstream” data collection emphasis within the Cbd framework. After identifying baseline data, the College is currently establishing appropriate targets for each:

STUDENT CONNECTION PHASE MEASURES

Math College Readiness Rates (Percentage of first semester, first time students’ placement at the institution whose first attempted math and/or English in College-level.)

English College Readiness Rates (Percentage of first semester, first time students’ placement at the institution whose first attempted English in College-level.)

STUDENT ENTRY PHASE MEASURES

Successful Progression through Developmental Courses (Percentage of students enrolled as of census whose first math and/or English is below college-level and who successfully complete the sequence within two subsequent primary terms.)

Successful Course Completion Rate (Percentage of students who receive a passing/satisfactory grade A, B, C, P, SP)

STUDENT PROGRESS PHASE MEASURES

Successful Completion of Gateway Courses (Percentage of students enrolled as of census who receive a passing/satisfactory grade in first attempted college-level math and/or English 1A.)

Semester to Semester Persistence Rate (Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2015 to Spring 2016.)

Year to Year Persistence Rate (Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2016 to Fall 2017 or Spring 2017 to Spring 2018.)

STUDENT COMPLETION PHASE MEASURES

Certificate Completion Rate (Number of students earning a state-certified award in an academic year.)

Degree Completion Rate (Number of students earning an AA, AS, ADT, etc. award in an academic year.)

Transfer Rate (Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P.)

Employment Rate (Currently defining, leveraging CCCCO Launchboard, etc.)

Are the student success goals incorporated into the institution's strategic plan?

Yes No

Is there a formal statement of governing board support for a student success agenda?

Yes No

Is there a formal statement of governing board direction for achieving equity in student outcomes? Yes No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? Yes No

2. IEPI Student Success Goals and Progress

List in the box below the IEPI student goals established for your institution. *For each goal, provide brief summary data indicating your college's progress in achieving those goals.* [If IEPI goals were used to respond to item #1 above, please so state and otherwise skip this item.]

Completion (Prepared and Unprepared):

The College has made progress in achieving its completion goals for prepared and unprepared students. For prepared students, the completion rate increased from 50% in 2013-2014 to 55.3% in 2014-2015. For unprepared students, the completion rate also increased from 32% in 2013-2014 to 37.4% in 2014-2015. For students overall, the completion rate increased from 34.3% in 2013-2014 to 41% in 2014-2015. It is anticipated that this upward trend will continue into the 2015-2016 reporting period, given activities that have been instituted by the College for student success and student equity goals. The 2015-2016 figures have not yet been posted on the California State Chancellor's IEPI portal.

Remedial Rate:

Remedial rate for math remained relatively flat between 2013-2014 (28.9%) and 2014-2015 (28.1%). For English, the rate increased from 43.7% to 48.6% between 2013-2014 and 2014-2015. For the same period, the ESL remedial rate declined from 23.7% to 21.5%. The College initiated changes in 2013 that may impact the 2015-2016 figures, including early assessment program, expanded tutoring, and curricular changes that reduced the levels of remedial course offerings below college level transfer courses.

Student Outcomes:

Student outcomes goals include **CTE Completion Rate**, which increased from 47.8% to 54.1% between 2013-2014 and 2014-2015; **Course Completion Rate**, which decreased from 68.7% to 60% during that same period; **Degrees Awarded**, which increased from 239 to 281; and **Certificates Awarded**, which declined from 9 to 3. **Transfer to 4-Year Colleges**. Has also decreased from 184 to 158. Activities such as Degree Audit, electronic educational planning, supplemental instruction and First Year Experience are expected to positively affect the achievement of these College goals in the upcoming years.

3. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision making, and monitoring student progress (250 word maximum):

As an institution-wide focus to increase student success, WCC is using Completion by Design's Momentum and Loss Pathway and Principles as a framework to prioritize and target the college's education master planning process, data collection, program review process, decision making and monitoring student progress.

Currently the district IT department collects campus data in their Colleague system and have developed reports that the college IR staff can easily download from our Answers system. Such reports include enrollment data, term-to-term persistence, basic skills student progress, and the ability to disaggregate the data for specific use of our constituents. The IT department is also in the process of realigning resources to create an End User Support and Training Group in a bid to help address the need for staff development in most, if not all, areas of information technology. It is anticipated this realignment delivery increased training and support capabilities will be in place by fall of 2017. The district IT department is fully committed to supporting this initiative by WCC.

The office of institutional research is led by the Dean of Student Success & Institutional Effectiveness. She holds a doctoral degree in Higher Education and has extensive experience in financial accountability, accountability frameworks and research methodological practices. The office is also comprised of an administrative assistant, clerk, and Student Success Research Analyst. This office is responsible for collecting and reporting data to the campus, district office, chancellor's office, and state and federal offices on many of our current funding streams.

Does your institution routinely engage in longitudinal tracking of entering student cohorts?
 Yes No If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

WCC participates in reporting longitudinal data to the student success scorecard, which represents an unprecedented level of transparency and accountability on student progress and success metrics for our college. The data available in this scorecard tells us how well our college is doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, faculty, staff and campus leadership can better determine if WCC is narrowing achievement gaps. Currently this data is used by the President's Cabinet, Office of Student Success and Institutional Effectiveness, the faculty Data Inquiry Group leaders, the Student Success Committee, the Entering Student Success Workgroup and the Student Services Council to inform efforts to improve student access and success.

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

Yes No If yes, list in the box below the five metrics you consider most important:

After a thorough inventory of existing student achievement metrics and College-wide analyses, WCC has established the following YCCD governing-board approved student achievement measures defined by the College Data Inquiry Group (DIG):

1. Math/English college readiness rates
2. Successful progression and completion of developmental courses
3. Successful completion of gateway courses
4. Semester to semester persistence
5. Certificate and degree completion

If yes, briefly describe **how** and **by whom** at your college the metrics are used (150 word maximum):

These set metrics are currently used during the annual program review process by our faculty to evaluate their programs; Student Success Committee, which includes faculty, classified staff, and administrators use it to update our college Student Equity Plan; Data Inquiry Group (DIG) comprised of faculty and administrators was recently charged to develop an infrastructure for a culture of inquiry (BRIC); College Leadership uses the metrics to set objectives for the education master plan; and Student Services Council uses these metrics to expand and promote appropriate support services to meet the needs of our students. Lastly, academic support staff also benefits these metrics to increase and evaluate the use of tutoring services and supplemental instruction.

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

Yes **No** If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement): Conducted in Spring 2016
SENSE (Survey of Entering Student Engagement): Conducted in Fall 2015

If yes, briefly describe in the box below **how** and **by whom** the student engagement survey results are used (150 word maximum):

Survey results are used by the President's Cabinet, Office of Student Success and Institutional Engagement, the faculty Data Inquiry Group leaders, the Student Success Committee, the Entering Student Success Workgroup and the Student Services Council to inform efforts to improve student access and success. The data is used to identify gaps in student learning and student service delivery and areas for improvement and to identify current and new strategies to address these areas (such as First Year Experience, Supplemental Instruction, and dual enrollment pathways).

Briefly describe in the box below your **two best examples** of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

CCSSE data on developmental versus non-developmental student outcomes revealed developmental students scored higher in engaged learning. Developmental students also scored higher in early connections and clear academic plan. This aligned with WCC's current First Year Experience and outreach initiatives which focus on inscreasing and strengthening early connections and developing academic plans. Scores for developmental students in the area of "high expectations and aspirations" were substantially lower. Efforts to address this includes WCC's new "Math 50 Pilot" that would allow students to place into a higher level of math using

high school grades and the expansion of the college's Supplemental Instruction program to support student success and persistence in entry level math and english courses.

Based on WCC's CCSSE outcomes, the college's Education Master Plan and the action plan developed by the Entering Student Success Workgroup focus on building the institution's capacity to support change. An area of focus that the college has already begun that directly relates to the students' pathway and support of the entering student is the First Year Experience program and the college's goal of bringing this to scale for all entering students.

4. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

All outcomes have been identified and are assessed regularly, and the college has attained close to or full assessment reporting for instructional programs since it officially began collecting assessment data. SLO assessment Outcomes updates are aligned with existing processes, so course SLOs are updated as course outlines are updated as per the timeline followed by the Curriculum Committee. Program SLOs, Service Area Outcomes, and Administrative Unit Outcomes are updated with program reviews. Institutional SLO updates would result from YCCD Board of Trustees directives.

The college has dedicated resources to outcomes assessment and collection. The Dean of Student Success and a faculty coordinator with 20% reassigned time facilitate efforts on behalf of the college. Both lead an SLO committee, which meets twice a month to allow for ongoing, campus-wide discussions focused on outcomes assessment. The committee has sponsored faculty training, and the faculty coordinator has participated in student service and President's Cabinet meetings to support their efforts.

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used. *Provide an example* (150 word maximum):

Learning outcomes are used by staff in revising and improving service delivery. As an example, as a result of poor outcomes data after a switch from an expensive text to a custom, free PDF reader, one professor collaborated with the campus Academic Reading Center to implement workshops on reading for social science, APA citations, and reading e-texts. In addition, she added more techniques from reading apprenticeship to provide students with more modeling and instruction in class.

5. Transferable Gateway Course Completion (500 word maximum)

Describe in the box below your institution's **best work** to improve the number and rate of students who complete transferable gateway courses in English and math during their first year of college. [This might include, for example, changing placement policies, redesigning curriculum, implementing math pathways appropriate to different programs of study, etc.] Provide data!

An examination of student placement data reveals a critical need to prepare incoming students for college-level work. A review of data for first-time students who take Accuplacer assessments before enrolling at WCC reveals that a majority (79%) placed into remedial math, with 29% placing one-level below (intermediate algebra), 17% two-levels below (elementary algebra), 10% three-levels (pre-algebra), and 23% four-levels below (arithmetic). For English, 66% of entering students placed into remedial English, with 24% placing one-level below and 42% two-levels below (YCCD MIS). An analysis of California's K-12 standardized assessment test data for 11th grade students from WCC's feeder high schools in Yolo, Colusa, and Lake counties reveals that a low percentage of students are prepared for college and are not testing at grade level. Only 31% to 53% of 11th grade students tested at grade level math and only 0% to 24% tested at grade level English. Graduation rates for the high schools served by WCC range between 85% and 88.8%. (CA Dept. of Ed. DataQuest)

A review of the 2009-10 student cohort completion outcome data for degree, certificate, or transfer-seeking students tracked over 6 years shows that significant improvement is needed in

this area. The percentage of the WCC's 2009-10 student cohort earning a degree, certificate or transferring to a four-year institution was 41%, in comparison to the statewide total of 47.1%. For college-prepared students, the completion rate was 55.3% (in comparison to the statewide completion rate of 70%). For unprepared students (not college ready), the WCC's completion rate was 37.4% in comparison to the statewide completion rate of 39.6%. (cccco.edu/scorecard)

WCC launched a First Year Experience (FYE small learning community) program in Spring 2016 to help address the low-levels of entering students' college readiness and preparedness in English and math. WCC's FYE model guarantees participating students block scheduled math and English courses during the first year, along with a student success course to provide a solid foundation for success. Dedicated counselors and staff provide case management services, and work with peer mentors to coordinate activities and workshops throughout the year.

One of the college's Education Master plan goals is to bring WCC's FYE program to scale for all entering first year students who are degree and/or transfer seeking. In 2010, WCC signed MOU's with California State University, Sacramento (CSUS) and each of the feeder HS districts with the goal of increasing student readiness and preparation for college. As part of the MOU, WCC agreed to adopt the 11th grade standardized test results through the Early Assessment Program (EAP) for placement of students who test "college ready" in English and/or math. In 2014-15, WCC's math department also approved the use of high school math grades for placement as an alternative measure. Another strategy to improve student readiness for transfer-level math is a pilot currently away that allows entering high school graduates to use transcript data to place into a "Math 50 Plus" (taking the higher level math course than they initially placed into with supplemental instruction support).

6. Completion and Transfer Outcomes (500 word maximum)

Describe in the box below the results over the past 5 years of your institution's **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

WCC faculty have led efforts in practices to improve completion, resulting in a number of innovative and successful ventures benefitting our students. First, efforts by CTE faculty to create stackable certificates/degrees ensure that students have a streamlined path to completion. One such example is the **??-unit Research Technician certificate** which feeds into the **??-unit Plant Science (??) degree**. With an additional **?? units**, students who have earned a Research Technician certificate could go on to earn the Plant Science degree.

In addition, faculty have, through local certificates, acknowledged student and employer need in identified skills, and, through careful assessments, determined that some could be moved forward for state approval. One such example is the Associate Teacher Certificate in ECE, a response to local industry need with a specific skill set. **Add more about the certificate.**

Additional local certificates are being considered for submission for state approval, including one in Entrepreneurship.

Another example is the College Success Certificate, a 18-29.5 unit Certificate of Achievement designed for students who want to learn more about increasing college success and are looking for a pathway to transfer to a four-year institution. Students completing this certificate, requiring coursework in Ethnic Studies, English, math, Speech, Library Science, Counseling, and Education, earn 10 transfer units to CSU and UC and complete up to 9 units of general education

requirements for WCC, CSU, and IGETC. This certificate includes the highly innovative and unique *Education Inequities in the US School System* (Educ 15).

In addition, WCC is awaiting and anticipates state approval on an AA-T in Social Justice Studies, which will prepare students for a seamless transfer into Ethnic Studies, Gender Studies, Social Justice Studies, and related majors in the CSU system. Students choosing this major and/or related fields will have a range of career options, among them, activists, community organizers, and public policy analysts. Most careers in related fields require more than an Associates degree. WCC offers 12 AD-Ts to our students. For a faculty that boasts only 31 total full-time instructional faculty and 13 total full-time non-instructional faculty, this is a testament to the strong and dedicated efforts of these staff.

Finally, WCC takes pride in its partnership with CSUS on EAP efforts. In ??, WCC signed an MOU to help streamline high school to college pathways for students. The two institutions have recently revitalized efforts, and on March 1, WCC will send a team of 3-4 staff, including members of the full-time faculty and administrative unit, to an EAP/CAASSP workshop in Chico.

7. Labor Market Information (500 word maximum)

Describe in the box below how and to what extent to which your institution **systematically uses current labor market data/information to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.**

Also indicate the **number and percentage of entering students** who currently experience career counseling, including labor market information as an established part of the college intake process.

(1) Alignment of Curriculum with Labor Market Needs

Thee WCC curriculum process includes the use of labor market data for course approvals, especially CTE courses and programs. The College has worked through the Center of Excellence, Launchboard, CalPass, California Employment Development Department (EDD) and Economic Modeling Specialists International (EMSI) and other state and local government source to glean data that supports the existence of new courses and programs. The College is a member of the North/Far North Regional Consortium, which vets new programs and courses based on labor market needs. As reflected in the WCC 2016-2019 Educational Master Plan, curriculum development and maintenance processes, counseling services, and assessment strategies, the College systematically uses current labor market data (LMI) as a salient part of making decisions that also include the allocation of one time resources for programs.

Examining local LMI provides our College a “window” into current and future regional employment trends; a tremendous opportunity to build intentional, value-added programs. Yolo, Lake, and Colusa County LMI data are prepared by the California EDD and EMSI.

(2) Conduct Career Counseling and Academic Planning with Students

The College uses several tools and processes to effect career counseling in students' academic planning. Each of the colleges' full and part-time counseling are required to have minimum qualifications in career counseling, and are expected to include this aspect of their expertise in their counseling appointments with students. Additionally, the College has assigned a counselor with 40% release time

Will need others to complete this section re: curriculum and counseling. Sonia can provide SARS career counseling data...

8. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

Yes No If yes, check all routinely disaggregated variables that apply

Race/ethnicity Gender Income Enrollment status (FT/PT)

College readiness First time ever in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

WCC's Student Equity plan addresses college based research and self-evaluation of key indicators of student achievement pertaining to student access, course completion rates, ESL and Basic Skills completion, degree and certificate completion and transfer; in addition to identifying goals and activities that will narrow the achievement gap among all student groups on our campus the equity plan reports disaggregated student data by race/ethnicity, gender, college readiness, first-generation status, and special groups such as foster youth and veterans. Furthermore, WCC's Educational Masterplan includes income and enrollment status as part of the disaggregation of our data reporting process.

Briefly describe in the box below your institution's **most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds.**

Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

First Year Experience (FYE): WCC launched the FYE (small learning community of 131 total participants and approximately 4% of our total student population) program in Spring 2016. WCC's FYE model guarantees participating students block scheduled math and English courses during the first year, along with a student success course to provide a solid foundation for success. Dedicated counselors and staff provide case management services, and work with peer mentors to coordinate activities and workshops throughout the year.

First Year Experience (FYE): One of the college's Education Master plan goals is to bring WCC's FYE program to scale for all entering first year students who are degree and/or transfer seeking. Considering that over 50% of our students are students of color and 70% are low-income this small learning community approach supports the college's efforts to allow students to register in classes for the entire year by guaranteeing participating students block scheduled math and English courses during the first year, along with a student success course. Year-long registration for classes planned for April 2018 will allow for registration for the 2018-2019 academic year. One of the benefits of WCC's small size is the ability to bring innovative programs to scale more quickly.

WCC's FYE program has already noted some success with the first cohort of students reporting success rates in remedial English courses of 68%, which is above our college's success rate of 64% overall and a reported 91% retention rate versus our colleges 83% retention in remedial English. In remedial math the success rate reported was 54% versus the college's success rate of 47%. Lastly, students enrolled in remedial math achieved an 89% retention rate versus 80% by the rest of the college.

WCC's commitment to the FYE effort is reinforced by the inclusion of it in the institution's three-year Education Master Plan. As a result, this initiative and strategy is an institutional priority, further supporting the sustainability and expansion of the program beyond its infancy stage.

9. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

Dual enrollment courses provide high school students with an opportunity to earn college credit while in high school and increase students' rates of persistence and degree completion. As such, dual enrollment plays an important role in helping students to prepare for and succeed in college - especially in our rural college centers. WCC's dual enrollment summer academies also help students earn college credit before graduating from high school and help round out the opportunities students have for taking a variety of college courses before they graduate from high school.

Our pilot dual enrollment program launched in 2014 with an Agricultural Science degree pathway. WCC's dual enrollment program has since expanded to include culinary and university pathways, with a business pathway and other programs such as Early Childhood Education under development. WCC has dual enrollment memos of understanding with five school districts: Esparto, Konocti, Middletown, Pierce and Williams. Through these partnerships, WCC has offered more than 30 classes with more than 300 students participating in the program. We anticipate greater success as we begin to take advantage of new and enhanced dual enrollment opportunities enabled by AB288.

Dual Enrollment Summary for Lake/Colusa County Campuses (Need to add Esparto and Pioneer class data)

Fall Semester 2016

- 21 classes (many carry over into Spring 17)
- 394 students
- 1321 college credits in progress
- Approximate savings on fees - \$64,706
- Average GPA of classes completed - 3.42

Spring Semester 2017

- 8 classes (Need to add Esparto)
- 101 students
- 296 college credits in progress
- Approximate savings on fees - \$14, 626

10. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

Over the past eight years since its accreditation, the College has faced challenges in its distance education profile. These include oversight, scheduling, faculty professional development, student support for online students, and poor student outcomes in online course offerings. The College recently reallocated institutional resources for a 20% release time for a distance education faculty coordinator. This release is equivalent to an investment of \$30,000. The Coordinator will chair a committee which will work to streamline curriculum processes, develop a DE Handbook,

recommend and enforce standards for offering DE courses, and serve on statewide committees related to distance education.

11. Allocation of Resources (250 word maximum)

Briefly describe in the box below your college's significant uses of California's Student Success Initiative and Equity funding to support your college's student success and equity agenda.

WCC implemented several key initiatives that support efforts to launch the proposed *College Promise Pathways Program (College Promise CP²)*, designed to increase student access, success, and completion. Included in the college's Education Master Plan, the initiatives are coordinated through the college's Student Success Committee to ensure synergy among the student success strategies, ensuring they are well-coordinated and complementary, with funding braided and targeted to achieve institutional priorities and goals. The Student Success Committee is responsible for providing input into the development and coordination of the college's Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative (BSI). As a result, these initiatives, strategies, and activities are institutional priorities, further supporting the sustainability of WCC's CP² program beyond the life of this grant. Examples of how the college leverages funding from different programs to provide a more targeted approach to improving student success and equity include the college's First Year Experience program. SSSP funding is leveraged to support FYE student orientations each semester, dedicated counseling, peer support, and student engagement activities. FYE is also funded through Student Equity to provide entering students with free (through a lending library) math and English books. As the college brings FYE to scale for all entering students, the recently awarded Online Education Resource grant will help support faculty efforts to develop and/or identify and refine textbooks for use in FYE.

12. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

SI is an interactive academic support program that links peer assisted study sessions with specific courses. Students who attend SI sessions in addition to class show a significant increase in course achievement. WCC first launched its SI program in Spring 2016 and has expanded to 15 SI supported classes in math, English, Biology, and Sociology. To date, more than 1,500 students have participated in SI, which is approximately 40% of our college student population.

WCC's Dual Enrollment courses provide high school (HS) students with an opportunity to earn college credit while in high school, increasing students' self-efficacy as a college student and reducing time to degree. Dual enrollment has shown to increase student's rates of persistence and degree completion and as such, plays an important role in helping students to prepare and succeed in college. Launched in 2014 with a pilot of an Agricultural Science degree pathway, WCC's dual enrollment program has expanded to include culinary and university pathways, with a business pathway and other programs under development. WCC has MOU's with 5 high schools: Esparto, Lower Lake, Middletown, Pierce and Williams. Through these partnerships, WCC has offered more than 30 classes with more than 300 students participating.

13. Guided Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of guided academic and career pathways for students.*

The 2016-2019 WCC Educational Master Plan (EMP) directs the College to: “Design, Execute, and Assess a College-wide Structure to Support Guided Pathways.”

Clarify the Path - Despite WCC’s relatively small number of full-time faculty (31 instructional; 13 non-instructional) the College offers 12 Associate Degrees for Transfer and has several more in the CCCCO que for certification. The College has an exceptionally robust curriculum development and review process, viewed regionally as a model in the North/Far North regional and state level. The College was selected as a pilot college for the CCCCO Curriculum Inventory (COCI) project because of its reputation for developing and maintaining high value degrees and certificates. A burgeoning dual enrollment program in Lake, Colusa, and Yolo Counties intentionally defines college/career pathways in Agriculture, Business, Early Childhood Education, and an IGETC-patterned “University Pathway”.

Enter the Path - Approximately 300 dual enrollment students are first-time WCC students this year, with all indications that high school students’ participation in intentionally-designed pathways will continue to rise. WCC has also implemented electronic student education plans along with other intrusive student support services, such as scaled Supplemental Instruction and a case support system for identified “at risk” students. The College is implementing an on-site matriculation process at all service area high schools, removing barriers to student enrollment. This fall marked the pilot year for a math/English “ME First” First Year Experience program, with College-level scaling scheduled in the EMP for 2019. The math department launched an accelerated “math plus” course this fall using the co-requisite model.

Stay on the Path - WCC’s EMP commits resources to the design, execution, and assessment of and automated CbD-based “Momentum Point” email/text program. The EMP commits the institution to a faculty mentoring/advising program aligned with these CbD momentum points. In order to further help students stay on the path to completion, WCC is near completion of a degree audit program, codified in the EMP. The College recently received notice of CCCCO certification for what we believe to be the state’s first Student Success Certificate; rewarding students’ timely completion of pathways courses in English and math, as well as study skills/student success strategies. Students who complete this certificate will be prepared for transfer-level coursework in English (ENGL 1A) and Math (MATH 52), earn 10 transferable units to CSU and UC, and complete up to 9 units of general education requirements for WCC, CSU, and IGETC.

Ensure Learning - WCC currently has strong regional industry ties through CTE (Ag, Business, Culinary Arts, etc.) Advisory Boards. Recent Agriculture and Culinary Arts faculty prioritizations are substantiated by the College EMP and regional Labor Market Information (LMI). These same programs are two programs emphasized in the WCC dual enrollment project; ensuring motivated, informed, and better prepared high school students. WCC led a regional CTE Enhancement Fund project, expanding our Student Engagement and Economic Development (SEED) agriculture dual enrollment initiative across seven northern California colleges. A rigorous College curriculum development and program review process ensures that students have access to the most current coursework and intentional pathways to careers and transfer.

INSTRUCTIONS FOR SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

IN THE FOLLOWING SECTION #3,
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP
TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND
THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS
SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON
CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

*REMARKS SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR
STRENGTHS OR CHALLENGES THE INSTITUTION
MAY BRING TO THE GUIDED PATHWAYS WORK.*

PLEASE NOTE THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A
PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS NOT A QUANTITATIVE
MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO NOT AVERAGE RESULTS ACROSS
INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

LEADERSHIP

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college’s academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college’s service area.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • 2016 WCC Completion by Design-based Ed Master Plan began with a critical review of existing program, policy, practice, and procedures across the four student experience phases. • College Council and Academic Senate critical review and redesign of governance/decision-making committee structures intended to improve institutional effectiveness and student achievement. • Recent WCC design and implementation of a Data Inquiry Group (DIG) charged with developing an infrastructure for a culture of evidence (BRIC).
<p>College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • WCC President introduced at his initial WCC convocation as President (2014) Cbd language with College Policy, Program, Practice, and Procedures Resource Mapping Exercise (CUE/CbD). • 2015-2016 internal (College) and external (community) scans informing 2016 Educational Master Plan examined CCCCO Scorecard and other student achievement data. • From a 2016 Aspen Institute College Excellence Program site team visit: “Site visit participants frequently referred to CBD and discussed different aspects of the loss/momentum framework, indicating its utility in focusing and directing change efforts at the college.”
<p>College leadership is committed to a reform process that will likely take 4-5 years for full implementation.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • 2016 WCC Educational Master Plan has identified an Institutional Effectiveness Action

	<p>Plan committed to “Design, Execute, and Assess a College-wide Structure to Support Guided Pathways”.</p> <ul style="list-style-type: none"> • A College commitment to reform processes is demonstrated in our multi-year Lake County Campus Realignment Plan, first initiated in 2014. • 2016 WCC Educational Master Plan Guiding Principles includes: “Apply systematic and structural changes to improve program coherence.” (RP Group)
<p>President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • YCCD Management professional development training sessions, led by the Chancellor, have focused upon Change Management. • From WCC’s Data Inquiry Group (DIG) purpose statement: “Effective colleges consider making changes at the design level rather than “nibbling around the edges.” (Kappan) • College leadership across all levels participated in Aspen Institute College Excellence Program site visits and eventual Feedback Report, demonstrating a desire for transformational change.
<p>Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • WCC has identified clear student achievement data measurements that are examined, prompting hypotheses for any identified student success outcomes. • Established Objectives are then reaffirmed or adjusted according to these “discoveries” and hypotheses. • Action Plans are then adjusted or affirmed according to these “discoveries”. (Aspen)
<p>Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • In 2011 the YCCD Governing Board established a student ==success focused statement of Vision for the District and commissioned a strategic planning process to develop a Strategic Plan to align with that Vision. • In 2013, the YCCD Governing Board embraced the “Completion By Design” framework and established the development of guided pathways as a

	<p>strategic student success priority for WCC, YC and YCCD.</p> <ul style="list-style-type: none"> • In 2014, the YCCD Governing Board reaffirmed this priority as part of a Strategic Plan to improve student success. • In the ensuing years, the YCCD Board continues to evaluate student success measures and review progress reports on this strategic priority and to affirm or revise the allocation of resources to ensure its prioritization. • In 2016, the governing Board participated in an ACCT-sponsored <i>Governance Institute for Student Success</i> summit in which it reviewed student success data and regional socio-economic and educational attainment data and drafted a set of universal student success measures for regular monitoring of progress on strategic goals. • The advancement of student success, remains a top-priority goal assigned by the Board to the Chancellor.
<p>Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p>Remarks:</p> <p>In addition to the comments to the above question, as further response:</p> <ul style="list-style-type: none"> • The YCCD Board holds multiple workshops, retreats and planning sessions throughout each year to evaluate the progress on strategic goals and its focus on improving student outcomes. • The Governing Board regularly receives program presentations from the colleges on specific student success initiatives • Agendas for each Board Committee meeting include a discussion of that Committee’s role in advancing student success. • Action items on each Governing Board meeting agenda include a prompt for discussion as to how the action addresses the Board’s strategic commitment to student success.

SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

MAGNITUDE OF INSTITUTIONAL CHANGE

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • Student intake: the College has made strides to improve assessment (multiple measures pilot), and have Action Plans documented in 2016-2019 Ed Master Plan to launch on-site matriculation processes at service area high schools as well as develop, implement, and assess a two-year catalog. • Curriculum: • Instruction:
<p>College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • From the WCC Ed Master Plan Guiding Principles: “Design and build integrated data-informed program and service solutions at scale to benefit all students.” • Accredited as California’s 110th community college in 2008, WCC has documented its commitment to strengthening existing under-developed functions across all three sites, such as weekend services, appropriate online student services, and advising. <p>From the 2016 WCC Aspen Institute College Excellence Report: “We were impressed by the motivation, determination, and passion these leaders have for advancing student outcomes, and their universal recognition of the need to do better. At the same time, while these individuals had a sense of what needed to be done and some good ideas for a few initiatives, they seemed unsure of how to proceed in improving the college-wide culture, expressing frustration with the <i>status quo</i> culture and offering limited suggestions for how it might be improved.”</p>
<p>College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • WCC’s Curriculum Committee has demonstrated a practice • WCC’s existing Scheduling Criteria Committee has demonstrated practices reducing students’ time to completion through strategic scheduling. • As a small rural community college with two remote sites, curriculum streamlining.
<p>College is committed to integrating important and</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p>

<p>effective supports into student pathways as the alternative to typically disconnected and optional services.</p>	<p><u>Remarks:</u></p> <ul style="list-style-type: none"> • The College has piloted a First Year Experience fall 2016, requiring students enroll in math and English (“ME First”) courses as well as counseling contacts. • WCC has made significant strides towards a scaled Supplemental Instruction (SI) program in recent semesters across all three sites, though has much work to do in this arena. • From the WCC 2016-2019 Educational Master Plan Action Plans, not yet accomplished: “Design, Implement, and assess mandatory Tutorial services for all remedial students.”
<p>College leaders understand that pathways reforms will involve more structure and more prescription for students.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • From the WCC 2016-2019 Educational Master Plan Action Plans, not yet fully scaled: “Design, Implement, and assess a scaled College-wide “ME First” (math and English first) policy for all remedial students.” • 2016 WCC Educational Master Plan Guiding Principles includes: “Apply systematic and structural changes to improve program coherence.” (RP Group) • The College hosted a CCCSE data team to campus in spring 2016 and followed that with a WCC team participating in a team workshop in Austin Texas, developing a working knowledge of the phrase “students don’t do optional well”.
<p>College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> • As a small college with three remote locations, WCC continually makes such decision-making a necessity, documented as the WCC Strategic Execution methodology: “ As initiatives emerge from the internal and external scans, College leadership at all levels must undergo a necessary mental exercise, asking ourselves whether we have the necessary: 1) alignment with District and College <i>Strategies</i>; 2) agreement with the <i>College Objectives</i>; 3) appropriateness of <i>Projects</i>; 4) supportive <i>College Structures</i>; and 5) resourced <i>People</i>. Once confirmed, our College can be reasonably assured that our Actions will achieve the desired results.” • 2016 WCC Educational; Master Plan Guiding Principle includes: "Apply systematic and structural changers to improve program coherence." (RP Group) • Other?

<p>College leaders have the will and capacity to reallocate resources at a substantial scale.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • The College has demonstrated the will and capacity to reallocate resources in response to the YCCD governing board’s decision to separate the Lake County Campus from Yuba College and realign with Woodland Community College. • In order to improve student achievement and access, the College has demonstrated the will and capacity to evaluate and recommend categorical and general fund resource reallocation from the main Woodland campus to the much smaller Colusa County Campus in Williams, CA. • Each academic year begins with a review of established College 3-year Objectives (<u>what</u> we want to do) and associated Action Plans (<u>how</u> we plan to do it) designed to “move the needle” on our annual Objectives. Clear student achievement data measurements are examined, prompting hypotheses for any identified student success outcomes. Established Objectives are then reaffirmed or adjusted according to these “discoveries” and hypotheses. Resource allocations developed in the early spring semester may reflect year 1, 2, and/or 3 College Objectives, depending upon the initiative complexity and cost.
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READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION	
FACULTY ENGAGEMENT	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	Assessment and Remarks
<p>College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • This is consistent with both the Completion by Design framework, which we have thoroughly integrated into our Education Master Plan (EMP), and with the work of our Data Inquiry Group (DIG), which we established last year to explore moving from a division structure to an academy structure.

<p>There is commitment from the Academic Senate to support the Guided Pathways Project work. [See also signature requirements and College Participation Agreement below.]</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> The WCC Academic Senate reviewed the California Guided Pathway Project application and supported the application. Further, the senate supported the creation of the DIG, which is exploring redesigning the structure at WCC in a way that will naturally feed the guided pathways concept.
<p>At least one faculty representative is on the project leadership team.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> The senate worked with the administration in forming DIG and two faculty members are on DIG. DIG is the initial leadership team for this project.
<p>College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> Although DIG has been working for over a year and Completion By Design has been widely vetted, it is reasonable to say that faculty knowledge of Guided Pathways is mixed at WCC.
<p>College faculty are committed to reviewing revising, and aligning course and program student learning outcomes with (1) employer-vetted career/occupational competencies and (2) primary transfer institutions' requirements to support the Guided Pathways work.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> This is consistent with both the work of DIG and the work on our new EMP, both of which have broad faculty involvement. Additionally, throughout the college, we are ramping up the use of data, through program review, in a way that is driven by (1) and (2).

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK DATA COLLECTION, ANALYSIS AND USE	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	Assessment and Remarks
<p>At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • The Student Success Committee comprised of faculty, staff and administrators data is used to identify achievement gaps in student learning and student service delivery and it informs the college's Student Equity Plan. • Faculty use disaggregated data to inform their yearly program reviews to advocate for resource allocations to meet the needs of the students. • During our yearly convocation staff, faculty, administrators and students examine CCCC Scorecard data and other student achievement gap data to inform the Educational Master Plan goals and objectives.
<p>The college IR and IT functions regularly track student participation in support services.</p> <p>SONIA CAN YOU PLEASE PROVIDE 2-3 BULLET POINTS</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p>
<p>The college governing board regularly sees, reviews and discusses data on student progress and success.</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • The YCCD Board holds multiple workshops, retreats and planning sessions throughout each year to evaluate WCC's college student data and its focus on improving student outcomes. • The Governing Board regularly receives program presentations from the colleges on specific student success initiatives • Agendas for each Board Committee meeting include a discussion of that Committee's role in advancing student progress and success. • Action items on each Governing Board meeting agenda include a prompt for discussion as to how the action addresses the Board's strategic commitment to student progress and success.
<p>Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.</p> <p>SONIA (STUDENT SERVICES COUNCIL COMMITTEE, ETC)</p>	<p>Check one: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Remarks:</p>

<p>College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • Student achievement metrics are defined by the Data Inquiry Group (DIG) and is currently establishing appropriate targets that are included in the 3-year Educational Master Plan. • The office of Institutional Research is also committed to reporting on the IEPI set metrics on a yearly basis to report on performance and progress made by our institution.
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READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

TECHNOLOGY

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
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<p>The college has in place technology tools to support academic planning and advising.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • The Student Planning/Self-Service application within the Districts ERP system provides the tools for this area. Academic (curriculum) planning is supported by CurricunetMETA. • The underlying data requires constant validation. • The technology tool set is more than adequate when fully utilized.
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<p>The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.</p>	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p> <ul style="list-style-type: none"> • The Student Planning/Self-Service application provides the tools for this area. (see above) • This also requires the data to be in place to support the component of the ERP. It appears that 100% data is not yet in place, but should be by fall 2017. • Success in this area demands all academic planning and academic program data be up to date in Colleague (ERP).
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	<ul style="list-style-type: none"> The technology tool set is more than adequate when fully utilized.
The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p> <ul style="list-style-type: none"> Tools to support career counselling and transfers are adequate. The college has access to WEB based employment and salary information but it is not (to the best of our knowledge) used by counsellors.
The college has in place technology to support learning analytics.	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p> <ul style="list-style-type: none"> The District institutional research support some learning analytics. With other commitments this is only a medium priority at the District. Tableau is the platform of choice for all BI. Staff and faculty at the college need to be trained and develop the expertise to provide the analytics The need for 'clean' data is essential to meaningful analytics.

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

PARTNERSHIPS

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p>
There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p>
The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p>Remarks:</p>
	<p>Check one: <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p>

The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.

Remarks:

SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Woodland Community College (WCC) *wishes to participate* in the California Guided Pathways Project as the institution's next step following adoption of our 2016 Educational Master Plan (EMP). Completion by Design (CbD) and Center for Community College Student Engagement (CCCSE) research undergird the EMP for the three campuses comprising Woodland Community College - Woodland main campus, Lake County Campus, and Colusa County Campus. In combination, these two well-established bodies of research provide our College a comprehensive framework from which to examine overall institutional effectiveness.

The College recently participated in the Aspen Institute College Excellence Program, after which a Feedback Report noted: "WCC is at an unusual moment of significant opportunity. As a relatively new organization with highly motivated leaders and a seeming openness to improvement with the goal of improving student outcomes across faculty, staff, and administrators, now is the time to move the college from a culture and operation of good intentions to a high-functioning institution achieving exemplary student outcomes." Thus, the College demonstrates a *shared aspiration* to meet and exceed its potential, as noted by the 2016 Aspen site team:

- WCC has adopted a new framework for completion.
- Work is already underway to improve student success.
- The need for change is understood.

The College presents a *compelling case as to why the Guided Pathways Project is critical* to improving student completion rates. Of note, ours is California's 110th in the 113 college system. Accredited in 2008, the institution is provided the opportunity to develop policies, programs, practices, and procedures relatively unfettered by the past. College leadership is committed to a system redesign intended to improve our current student degree/transfer rates (37.4% for unprepared students and 41% overall) as well as certificate completers (17 total for 2015-2016).

Secondly, the institution is faced with the challenge of meeting the educational needs of a remote, rural, and diverse student body many of whom are Hispanic (47%), first-generation (67%), and low-income students (73%). Lake County is California's poorest, and two consecutive summers of fires have ravaged the region, designated a federal disaster area in 2015. City, County, and State officials all agree that higher education attainment is critical to Lake County's recovery.

In what may present the most compelling case for why the Guided Pathways Project is critical to improving WCC student completion rates, the College is undergoing final phases of the Lake County Campus (LCC) realignment project, directed by the YCCD governing board in 2014. This project shifted administrative oversight from Yuba College, where it had existed for over 40

years, to WCC as of July 1, 2016. Successful design, implementation, and assessment of the Guided Pathways Project will greatly improve student achievement rates, positively effecting current service area Opportunity Index measures across our Yolo (B-), Lake (C-) and Colusa County (C) service areas. The Opportunity Index assigns communities one of five (A-F) categories, focusing on economic, social, and education conditions present and is designed to help identify concrete solutions to lagging conditions for economic mobility like those so conspicuous in Lake County.

Indication of governing board support (describe action taken and date):

The Yuba Community College Governing Board at their April 2016 adopted 8 measures to use in monitoring student success and progress regarding District strategic goals as they relate to student outcomes. At the Board of Trustees October 13, 2016 Governing Board Retreat, the Board revisited these goals to re-enforce the Boards commitment to developing measures for monitoring student success and the required necessary data to support the analysis of the Boards adopted Student Success measures.

Indication of academic senate and/or faculty union support (describe action taken and date):

The WCC Academic Senate has reviewed and approved submission of this application. The first read of the application took place at the regular senate meeting on February 24, 2017. The second read and approval by the senate took place at a special senate meeting on February 28, 2017.

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED, SIGNED BY THE PRESIDENT, ACADEMIC SENATE PRESIDENT, AND DISTRICT CHANCELLOR AND SUBMITTED WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS FEBRUARY 28, 2017.