



Academic Senate Meeting Minutes

Date: Friday, October 6, 2017

Time/Location: 1-3:00 PM / WCC Room 852 & LCC Room 115A

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), **Shawn Lanier** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services), **Mike Papin** (LCC via Polycom), **Pam Geer** (CCC & LCC Part-time), **Jeannine Mullin** (CTE)

Ex-officio Members: **Gurtaj Grewal** (ASWCC Rep)

Absent: **Greg Gassman** (Social Science)

Guests: None

Call to order 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 10/6/17 (MSC Lanier/Howerton).
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.</i> No comments.		
III	Approval of Minutes-Action		Review and approve the minutes of 9/22/17 regular meeting and 9/29 joint meeting with College Council.
	<i>Discussion/Decision:</i> 1. Approve the minutes of 9/22/17 as amended (MSC Howerton/Vallejo). 2. Approve the minutes of 9/29/17 as submitted (MSC Vallejo/Lanier).		
IV	Committee Appointments - Action	Howerton	Objective: Appoint faculty members to committees.
	1. Howerton was appointed to the HR Director search committee.		
V	Education Master Plan (EMP) – Action	Senate	Background: WCC is in the process of writing its EMP with the intent to present to the YCCD Board of Trustees for adoption Fall, 2017.

			Objective: The second read of the Draft EMP and debate of senate endorsement.
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. The senate endorses the adoption of the draft Education Master Plan (MSC Lanier/Howerton) 2. Vallejo noted that the social engagement component of the plan appears to be missing, and this should be investigated. 		
VI	Basic Skills Initiative (BSI) Expenditure Report to the State Chancellor’s Office – Action	Senate	<p>Background: Annually, the college is required to submit a BSI Expenditure Report to the State Chancellor’s Office. The report requires a senate signature.</p> <p>Objective: The second read of the draft BSI Expenditure Report and debate of senate sign-off.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. The senate endorses the Basic Skills Initiative Expenditure Report to the State Chancellor’s Office (MSC Howerton/Geer). 		
VII	Guided Pathways (GP)– Information/Discussion	Howerton, Asmus	<p>Background: On September 26, a team from WCC attended a GP workshop. YC is one of twenty CCCs that is in the California Guided Pathways Project. ASCCC Resolution 9.12 Fall 2015 urges local senates and curriculum committees to be genuinely involved in decisions regarding curricular pathways.</p> <p>Objective: Receive a report out from attendees at the Sept. 26 workshop and begin discussions of senate/curriculum committee strategies for ensuring proper engagement in the development of GP at WCC.</p>
	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Howerton reported that the Guided Pathways workgroup met last week on the self assessment portion for the college. Additional information will be distributed prior to the next senate meeting for further discussion. The District is still working on gaining additional resources as we develop a plan to implement Guided Pathways. 		
VIII	Deferred Action for Childhood Arrivals (DACA) Resolution – Update/Discussion	Clark, Vallejo	<p>Background: The recent actions of the US Department of Justice (DOJ) regarding DACA may affect WCC students in negative ways. The YCCD Board of Trustees adopted a resolution (http://www.boarddocs.com/ca/yccd/Board.nsf/files/AR4MDT5AC963/\$file/RESOLUTION%20DACA.pdf) urging congress to take immediate action to safeguard the status of Dreamers.</p> <p>Objective: Discussion of a senate resolution expressing concern over the DOJ actions and support for students benefiting from DACA protections.</p>
	<p><i>Discussion/Decision:</i></p>		

	1. The senate adopts the modified resolution that was passed by the Yuba College Academic Senate (MSC Vallejo/Howerton)		
IX	Accreditation Update -	Clark, Howerton	Background: WCC is in progress of preparing the first draft of the Institutional Self Evaluation Report (ISER) for ACCJC. The report will go to ACCJC in July 2018 and an evaluation team will visit the college in Fall 2018. Objective: Receive an update on the status of the work of the Accreditation Steering Committee (ASC) and the timeline for next steps.
	<i>Discussion/Decision:</i> 1. Howerton reported that the ISER draft is available and feedback will be requested soon for Standard 1. The drafts will go out to faculty soon for each standard, and faculty will be asked to provide commentary and feedback.		
X	AP/BP Revisions in DCAS	Clark, Howerton	Background: DCAS will be undertaking revisions of a large number of APs and BPs that are 10+1 in nature during the 2017-2018 Academic Year. Objective: Update on AP/BPs currently being revised. Current AP/BP Revisions for Review:
	<i>Discussion/Decision:</i> 1. Category 1 revisions will be sent out electronically to senators and handled in DCAS 2. Category 2 revisions will be started in DCAS and then be brought to the senates for review prior to a final DCAS vote.		
XI	Senate Goals - Action	Clark	Background: At the Sept. 22 senate meeting the WCC Academic Senate adopted Senate Goals for 2017-2018. Objective: Assign leads to and update status of the goals. Discuss strategies for ensuring progress.
	<i>Discussion/Decision:</i> 1. See the goals below for assigned senators to each goal. 2. Stone volunteers to be the senate's Legislative Liaison.		
XII	President's Report –Information/Discussion	Clark	
	<i>Discussion/Decision:</i> 1. See the attached report. 2. The schedule criteria committee met today. Summer, fall, and spring class schedules are due at the same time in November 2017. Administration reduced the number of courses being offered for Spring 2018. 3. Clark distributed the plenary resolutions packet to all faculty and will hold a formal meeting prior to plenary.		
XIII	Vice President's Report 1. Curriculum Update – Information 2. Other – Information	Howerton	Objective: 1. Receive update on work of the Curriculum Committees.
	<i>Discussion/Decision:</i> 1. See the attached report. 2. FAQs for Guided Pathways were distributed via email for senators to send to all departments. 3. The senate website will be updated soon to make it easier to find particular resources.		
XIV	Senate/Committee Reports - Information	Senate	

	<i>Discussion/Decision:</i>		
	<ol style="list-style-type: none"> 1. Ferns reported that full time faculty continue to take on a greater workload with regard to part time faculty evaluations. Additionally, many in the division are taking on a greater workload by doing additional program reviews for departments with no full time faculty. The division is hopeful that more full time faculty will be hired. 2. Ferns reported that the Sabbatical Leave Task Force is currently updating the sabbatical leave application and criteria and hopes to implement a new application by next year. 3. Geer reported that part timers are having issues regarding the flex process. 4. Papin reported that the Calendar Committee is developing the 2019-2020 calendar. There are currently four options for this calendar, and these options will be distributed for feedback. The committee next meets on November 3. 		
XV	Ex-officio Reports - Information	Grewal	
	<i>Discussion/Decision:</i>		
	<ol style="list-style-type: none"> 1. ASWCC officer training is happening next week. 		
XVI	Future Agenda Items-Discussion		Data Inquiry Group work and Dashboard, Constitution, Bylaws, and Supplementary Procedures, Senate Appointments, Dual Enrollment, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update
	<i>Discussion/Decision:</i>		
	<i>Not discussed.</i>		

Meeting adjourned 2:48 p.m.

WCC Academic Senate Goals, 2017-2018			
#	Goal	Lead(s)	Status
1	Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).	Mullin, Lanier, Vallejo	Ongoing
2	Accreditation: Ensure faculty participation in all facets of the accreditation process.	Howerton, Clark	Ongoing
3	Equivalency Process: Revise the district equivalency process.	Howerton, Papin, Vallejo	Ongoing
4	Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.	Lanier, Clark	Ongoing
5	Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development.	Howerton, Geer	Ongoing
6	Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.	Ferns, Clark	Ongoing
7	Committee Structure & Reporting Structure: Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.	Howerton, Clark	Ongoing
8	Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning.	Geer, Papin, Lanier	Ongoing
9	Revise Senate Constitution and Bylaws.	Gassman, Stone, Ferns, Clark	Ongoing
10	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.	Howerton, Vallejo	Ongoing
11	Initiative (Guided Pathways, Dual Enrollment...) Ownership: Establish process that codifies faculty roles in initiative driven work.	Stone, Mullin	Ongoing

WCC Academic Senate Goals, 2017-2018

#	Goal	Lead(s)	Status
12	Distance Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, curriculum development, technology, faculty training, student training, student supplemental resources, and ensuring regular, effective, instructor-initiated contact.	Ferns, Lanier	Ongoing

**Christopher Howerton's WCC Academic Senate Vice-President Report
Friday October 6, 2017**

1. Committee Appointments:

1. Faculty representative to serve on YCCD Director of HR search committee. **ACTION NEEDED**

a. **Dr. Sandy Mayo, Chair**

b. **Proposed Timeline:**

Date	Activity
10/20/2017 at 1-3 pm	First Meeting – Develop application rating instrument, interview questions, and performance demonstration
11/20/2017	HR begins review of applications for release to committee members
11/27/2017	Applications available for review
12/8/2017 at 12-3 pm OR 12/15/2017 at 1-4 pm	Second Meeting – Select applicants for first round interviews
1/5/2018, 1/8/2018, 1/11/2018 (all day)	First Round Interviews – we will select <u>two of the dates</u> based on what works best for everyone
1/23/2017 (all day)	Second Round Interviews

2. Committee openings:

a. **Still an urgent need for a FT faculty for College Council & CTE Rep for Library Advisory**

b. A list of all current committee vacancies is available on the Senate Office door.

c. If you are interested (and meet the criteria for the vacancy) please notify me directly.

2. **Equivalency Policy for YCCD.** Elena Flacks and I have started to draft a timeline for the work of revision for the Equivalency policy. We will be sharing this with DCAS soon.

3. **Accreditation Steering Committee Meeting 9/28/17:** ASC members will upload a draft of their ISER sections for ASC review by Friday 9/29. Next month the campus will be invited to provide feedback per standard. Also discussed sending representatives to the ASCCC Accreditation Institute in February.

4. **IEPI Guided Pathway Workshop (9/26):** The WCC team received information and examples of successful practices around the implementation of guided pathways. The College will submit a self-assessment in November. The workgroup met again on Friday 9/26 to finish sketching out a draft of the self-assessment that will need senate sign-off. Although it is not ideal to have a short turn-a-round for this assessment, the college will be asked to develop a multi-year implementation plan to be submitted in the spring. The self-assessment was developed with the work that had been done by the student-success committee documents/reports, DIG, and other campus created reports. The submitted self-assessment will allow an opportunity for the whole college to continue discussion as we consider college-wide redesign.

5. **Committee Chair Training (9/29):** I held a committee chair workshop on Friday 9/26. Good discussions and I was able to share some best practices for committee efficiencies as well as some standard expectations we have for our committee's communication. Shared with participants the SLO committee webpage and will be working with committee chairs to update websites.

6. **Accreditation team visit:** I will be off campus next week while serving as part of an Accreditation evaluation team for another college.

7. **Senate Leadership meeting with VCEP (9/28):** This was a standing meeting. I'll let Matt share with the senate the topics that were discussed.

8. **Area A meeting:** scheduled for next Friday 10/13. Matt and I are currently planning on attending in person. Held at Sierra College
9. **ASCCC Educational Policy Committee:** I had a monthly phone meeting on Monday 10/2. We are having discussions around policies around grant applications and evaluations. I will have a face-to-face meeting with this committee in December.
10. **I wanted to create a calendar of ASCCC events for our Senate planning and attendance: See Below**

ASCCC Events/Institutions (Mark your Calendars)

Link for all events: <http://asccc.org/calendar/list/events>

Event	Date	Location	Registration Deadline
Area A Meeting	October 13, 2017	Sierra College	
CTE Regional Meeting	October 20, 2017	College of Alameda	Oct 16, 2017 9am
Fall Plenary 2017	November 2-4, 2017	Irvine Marriott	Early Oct 2; Oct 22
Fall Curriculum Regional – North	November 17, 2017		Nov. 13, 2017 9am
Spring OER Regional Meeting – North	February 9, 2017		Feb. 2, 2018 5pm
Accreditation Institute	February 23-24	Wyndam Anaheim	Feb., 9, 2018 11am
CTE Regional Meeting-North	March 9, 2018		March 6, 2018 9am
Spring Plenary 2018	April 12-14, 2018	San Mateo	March 15, 2018 5pm
CTE Institute 2018	May 4-5, 2018	Southern CA	April 20, 2018 11am
Faculty Leadership Institute	June 14-16, 2018	Sheraton Park Hotel Anaheim Resort	May 24, 2018
Curriculum Institute	July 11-14, 2018	Sothern CA	June 11, 2018 5pm
Fall Plenary Session 2018	November 1-3, 2018	Irvine Marriott	Oct. 15, 2018 5pm

President's Report
October 6, 2017

Meetings with WCC Administration

(9/28) – Highlights:

1. We talked about the conversation the previous day with the chair of the Diversity Committee.
2. We spoke at length about Guided Pathways (GP). A self-assessment will be due to the Chancellor's office in mid-November and will require senate sign-off. Although WCC has yet to define the team/process for moving forward on GP, we agreed that the group that had attended the IEPI GP workshop earlier in the week would take the lead in drafting the self-assessment and would present to the senate and College Council in a timely manner. We will see an extremely rough draft on October 6 and ideally the final draft on October 27.
3. Christopher and I shared with the admin details and purpose of the regularly scheduled meetings with the VCEP. Since these are (re)new this year, there will likely be an exploration process that takes place over the course of the first handful of meetings.
4. We will see draft org chart and draft functional map in October for review.

Meeting with Chancellor Houston (10/5) – In a meeting with Greg Kemble and Chancellor Houston, we discussed enrollment management at length, the YC Senate DACA resolution, and the need to improve the process for onboarding new district administrators. The enrollment management discussion was wide ranging and touched on: technology, Guided Pathways, need for disaggregated data that would better allow colleges to assess the strategies they employ, confounded strategies and insufficient time and perhaps means to assess their effectiveness. DCAS will likely look at a tech tool to assist enrollment management work.

Meeting with VCEP Mayo (9/29) – Highlights:

1. We debriefed the meeting with district services and administrators regarding Standards III and IV and were provided timelines for some of the work products. We also discussed next steps in accreditation work and the desirability of attending the ASCCC Accreditation Institute in February.
2. We had an initial discussion regarding college concerns regarding Guided Pathways including commitment, resources, and information sharing.
3. We touched on a timeline for the DCAS work revising Aps and BPs that are 10+1.

Meeting with President White and Diversity Committee Chair, Brian Gillespie (9/27)– We discussed many issue relating to the Diversity Committee and the WCC Diversity Plan. Among the issues: (1) the need to review both the purpose of the Diversity Committee and the Diversity Plan, (2) The desirability of looking for bodies to formally tackle portions of the Diversity Plan that either are not being tackled or are not being tackled in the context of the Diversity Plan, (3) the need to better define the Diversity Committees role in the scheduling and promoting events that focus on diversity, (4) the need to assess the mini-grant process and consider the possibility of other uses of the monies earmarked for diversity, and (5) the desirability to increase participation on the Diversity Committee.

Meeting with Accreditation Steering Committee (9/28) – We reviewed an updated accreditation timeline, debriefed the meeting on 9/22 with district staff on their work on Standards III and IV C&D, and discussed the plan for rolling out the first draft of the WCC ISER. ASC and specific committees will begin review in early October. Beginning in late October, one Standard per week will be shared with all constituencies for feedback. I indicated that the senate will help promote the draft review process and that the senate will begin review of Standard IV.

DC3 (10/3) – Highlights:

1. A long discussion regarding part-time faculty payroll issues and the need to properly resource HR
2. A discussion regarding an unfortunately worded and poorly prefaced PowerPoint regarding tightening the use of Cal Cards.
3. A discussion of the DC3 Newsletter, its purpose and its format.
4. The announcement that the new CTO will begin work on October 16 and the Interim CTO will stay on as needed to provide a smooth transition and bring the IT department and the new CTO up to speed on many projects. (At a later meeting the Chancellor indicated that the new CTO would undertake a listening tour of the sites throughout the district to become acquainted with the needs and priorities of the sites. During the transition it will be essential that a clear list of priorities be established.
5. There was a question regarding the appropriateness of the daughter of a trustee working on a report being prepared by a consultant looking at issues in the WCC Student Services area. The chancellor pointed out that the person in questions was already an employee of the consultant and that there was no part of her work that was subjective in nature.

DCAS (10/5) – Highlights:

1. We agreed upon a process for addressing the long list of Aps and BPs that need revision. The senates have given preliminary designations regarding which AP/BPs are “relies primarily” and which are “mutually agree” under 10+1, and the Chancellor and Vice Chancellor will review and confirm or suggest discussion. For “relies primarily” one senate will take the lead in revising, forward the draft to the other senate and then bring to DCAS when any bumps have been smoothed. We agreed to look at AP 4040, 4050, 4610, 4231, and AP/BP 5141 at the next DCAS meeting and then forward to the senates. For AP 4040 Library and Learning Support Services, I indicated that LAC will review since it is a reference document for LAC. Thanks to Librarians Dena Martin and Elena Flacks for their work in preparing the draft revision.
2. We had an extended discussion regarding Guided Pathways and the need to: identify resources, share information (YC is in the California Guided Pathways Project and WCC is participating in IEPI Guided Pathways workshops), define roles, and collaborate to the extent possible while recognizing that each college will likely be heading down a different path.
3. Some progress is forthcoming on access to faculty evaluation documents.
4. Christopher and Elena provided a rough timeline for revising the district equivalency policy. Senates will likely receive in late January 2018.
5. Academic Employee handbooks are now available for review.

B&P/PRVT (10/5) – Highlights:

1. President White presented the Integrated Management Plan framework to the committee. The committee will review and provide feedback. After updates based on the committee’s review, the framework will be forwarded to College Council and the senate for review.
2. We agreed to undertake a more thorough assessment of the program review process immediately after the process and to pilot a feedback loop (and the assess the pilot as well).
3. The committee will review the draft of Standard IIID in the ACCJC ISER.

Miscellany

1. Dean Chahal and I led a training for faculty evaluation teams.
2. The initial packet of resolutions for Fall Plenary has been distributed. Between now and Plenary (Nov 3-5) we will look at these carefully to inform the WCC votes at Plenary.
3. Christopher and I attended an ASWCC Leadership Training and spoke about the Brown Act, Robert’s Rules, and the relationship between ASWCC and the WCC Academic Senate. The attendees were energetic and it promises to be another good year for ASWCC.

Whereas the Yuba Community College District Institutional Code of Ethics (AP 3050) establishes that the District shall, with respect to students: “Remain continuously informed of characteristics, preferences, and educational needs of the local community; provide and protect student access to educational resources of the District; protect human dignity and individual freedom, and assure that students are respected as individuals, as learners, and as independent decision-makers; invite students to contribute to the District decisions and directions; protect students from disparagement, embarrassment, or capricious judgment; and keep foremost in mind at all times that the District exists to serve students”;

Whereas the Deferred Action for Childhood Arrivals (DACA), an Executive Order signed by President Obama on June 15, 2012 that allowed the undocumented children in our community access to educational opportunity and resources, was rescinded on September 5, 2017;

Whereas according a 2011 report by the Public Policy Institute of California, the number of unauthorized immigrants in the YCCD service area and its surrounding rural counties (Sutter, Yuba, Mendocino, Lake, Colusa, Glenn, Tehema, Trinity and excluding Placer) numbers 39,000 people, with 21,000 in Yuba, Sutter, and Yolo alone, which represents a significant and important segment of our communities;

Whereas the arrest of undocumented people with no criminal record has more than doubled since 2016, and recent arrests in public buildings, outside places of worship, and in their own homes has discouraged DACA students from accessing educational resources;

Whereas the Yuba Community College Board of Trustees issued a resolution on December 8, 2016 reaffirming their commitment to “guaranteeing educational access for all [and] remaining a welcoming environment for all students, including international and undocumented students in accordance with law, regulation, and policy”;

Whereas the December 8, 2016 resolution was intended “to reassure students of the Yuba Community College District Board of Trustees commitment to uphold and protect students’ rights guaranteed by national and state law, California Community College regulations and YCCD policies”;

Be it so moved that the Academic Senate of Woodland Community College calls on the YCCD Board of Trustees to take formal and public steps to reaffirm their commitment to our undocumented students and their families in the face of the possible revocation of DACA. The Academic Senate of woodland Community College specifically requests that the Board of Trustees take the following steps:

1. Adopt the following Board Policies and/or Administrative Procedures:
 - a. The Yuba Community College District Police Department should not detain, question, or arrest any individual solely on the basis of suspected or actual undocumented immigration status.
 - b. The District will not cooperate with any federal effort to create a registry of individuals based on any protected characteristics such as religion, national origin, race or sexual orientation unless required by law.
 - c. The District will not disclose confidential student records without a judicial warrant, subpoena or court order, unless authorized by the student or required by law.
2. Host an online resource page with translations into Spanish, Punjabi, and Hmong on the Yuba Community College District website and publicize the resource in local media outlets, including major newspapers and non-English language media.
3. Provide professional development that prepares faculty and staff to better serve DACA students.

Senate Roles and Responsibilities (The 10+1)



Cathy Richter
Yuba Community College

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EXECUTIVE SUMMARY

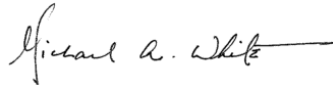
PRESIDENT'S MESSAGE

Dear Colleagues and Community Partners,

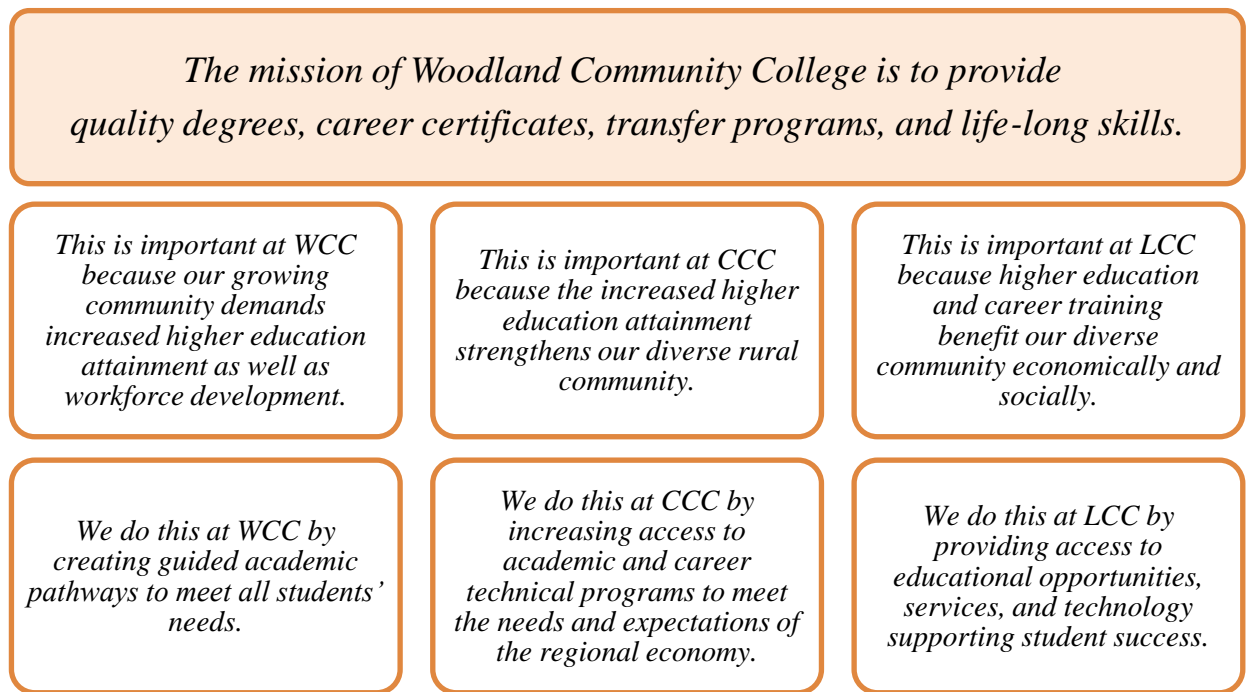
On behalf of Woodland Community College, I present to you our 2016-2019 Educational Master Plan Executive Summary. The comprehensive WCC Educational Master Plan (<http://wcc-planning.yccd.edu/>) document describes much more of the nearly two-year process our College underwent as well as the data informing our Objectives and Actions.

While undergoing our two-year WCC self-evaluation, the YCCD Board of Trustees took action January 14, 2014 to align the Lake County Campus (LCC) with Woodland Community College. The Colusa County Campus (CCC) of Woodland Community College had opened doors for service to students at its present Williams site in spring 2011. Thus, our Educational Master Plan considers the three diverse communities we now serve in Yolo, Lake, and Colusa Counties. I am confident you will see a commitment to each of our communities in this Executive Summary as well as the comprehensive Educational Master Plan found online.

Sincerely,



Michael A. White, Ed.D.
WCC President



EDUCATIONAL MASTER PLAN PURPOSE

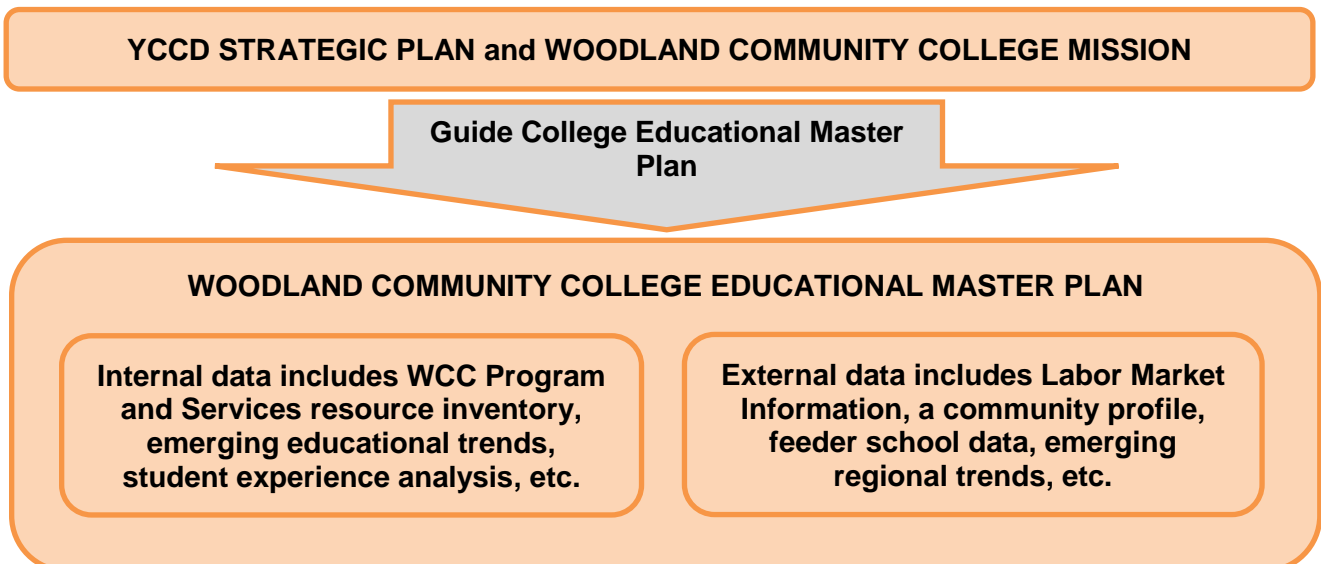
The purpose of an Educational Master Plan (EMP) is to: 1) maintain institutional focus; 2) align all College programs and services; 3) frame innovation for the College; and 4) provide an external perspective as well as from within. The Woodland Community College (WCC) Educational Master Plan (EMP) operationalizes Yuba Community College District (YCCD) Strategic Goals. Informed by YCCD Strategic Goals, the WCC Educational Master Plan considers the unique needs within the communities we serve in Yolo, Lake, and Colusa Counties.

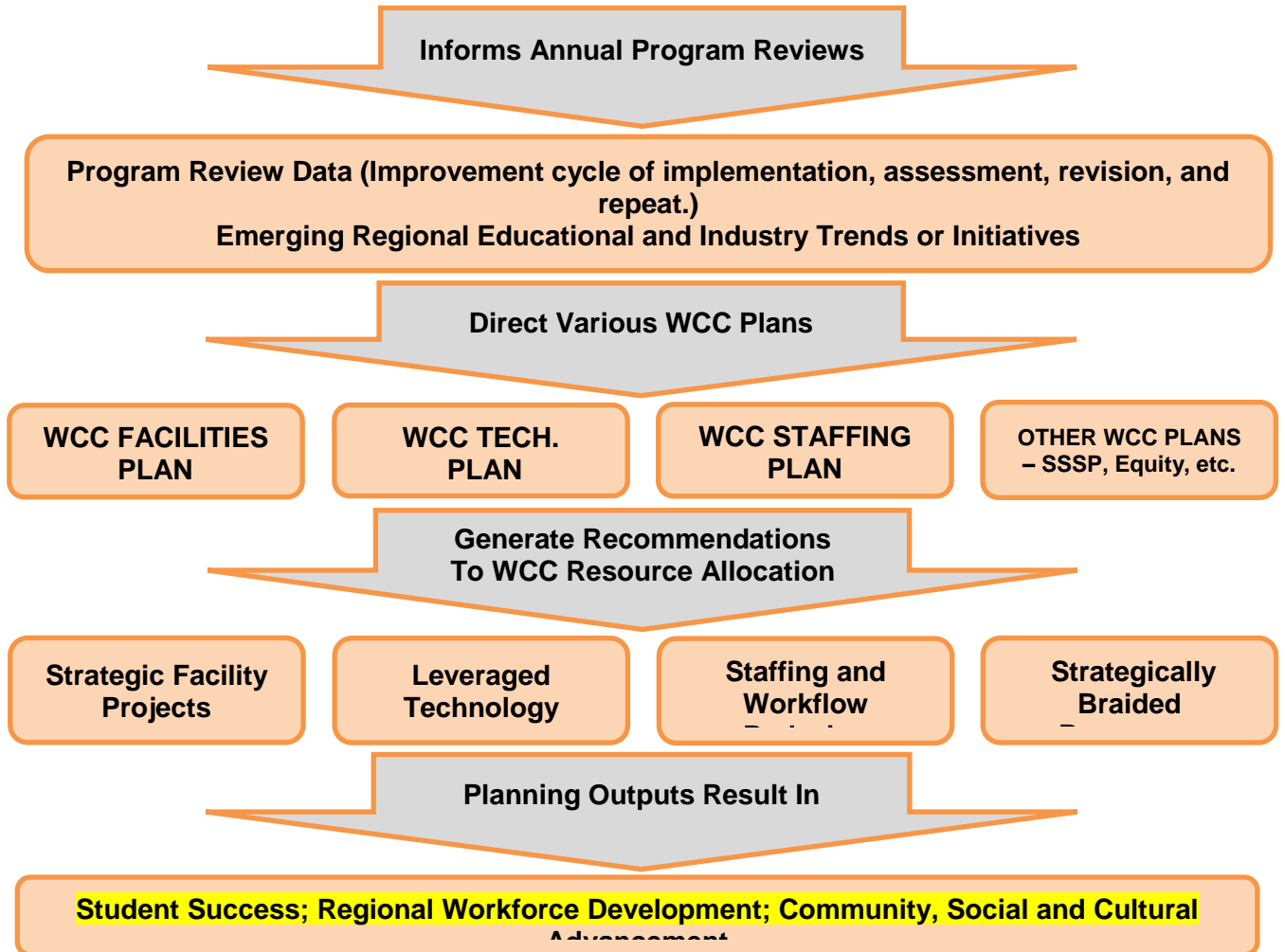
Completion by Design (CbD) and Center for Community College Student Engagement (CCCSE) research undergird the Educational Master Plan for the three campuses comprising Woodland Community College – Woodland main campus, Lake County Campus, and Colusa County

Campus. In combination, these two well-established bodies of research provide our College a comprehensive framework from which to examine overall institutional effectiveness.

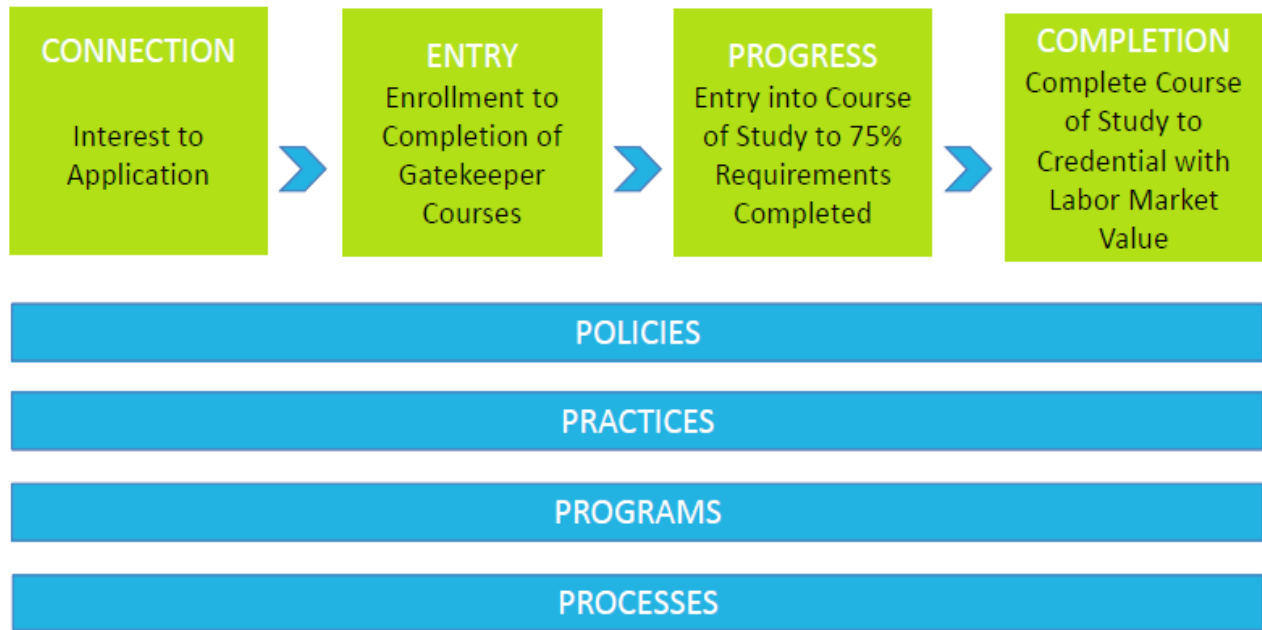


INTEGRATED PLANNING MODEL





Collaborative and systemic change requires an examination of how all College policies, practices, programs, and processes effect students; either supporting or hindering their academic achievement. Following students through the four main stages of their interaction with Woodland Community College - **Connection, Entry, Progress, and Completion** - helps our College identify where students stumble or become sidetracked and thus, where there are opportunities to prevent students from dropping out and to improve their momentum toward program completion.



Potential new students in the *Connection* phase are encouraged to apply, secure financial aid, begin developing college/career plans, and initially enroll in the appropriate level of courses. First-semester students in the *Entry* phase refine their respective college/career plans, succeed in gateway courses, and enroll in an academic program as quickly as possible, making higher education relevant to the student's unique interests. Further along their academic pathway, students in the *Progress* phase enroll into and successfully complete increasingly rigorous program courses as efficiently as possible using available support resources. Finally, college program alignment supports students nearing the *Completion* phase as they move successfully to the next level of education or advance in the labor market.

STUDENT ENGAGEMENT BENCHMARKS

The research findings are unequivocal. Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their

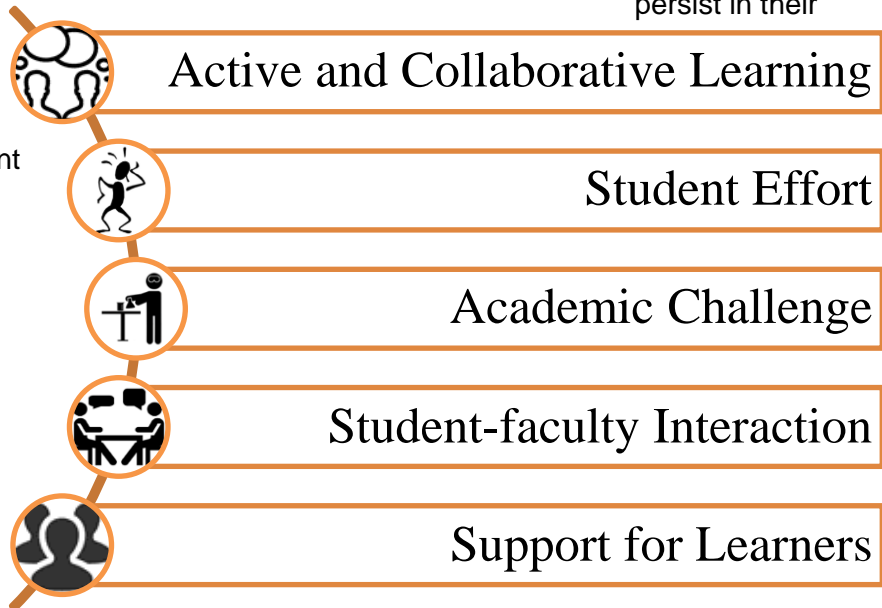
college studies and to achieve at higher levels.

Five Center for Community College Student Engagement (CCCSE)

Benchmarks have been shown to be powerful indicators of effective teaching, learning, and student retention.

Active and Collaborative Learning occurs when students work with others to solve problems or master challenging

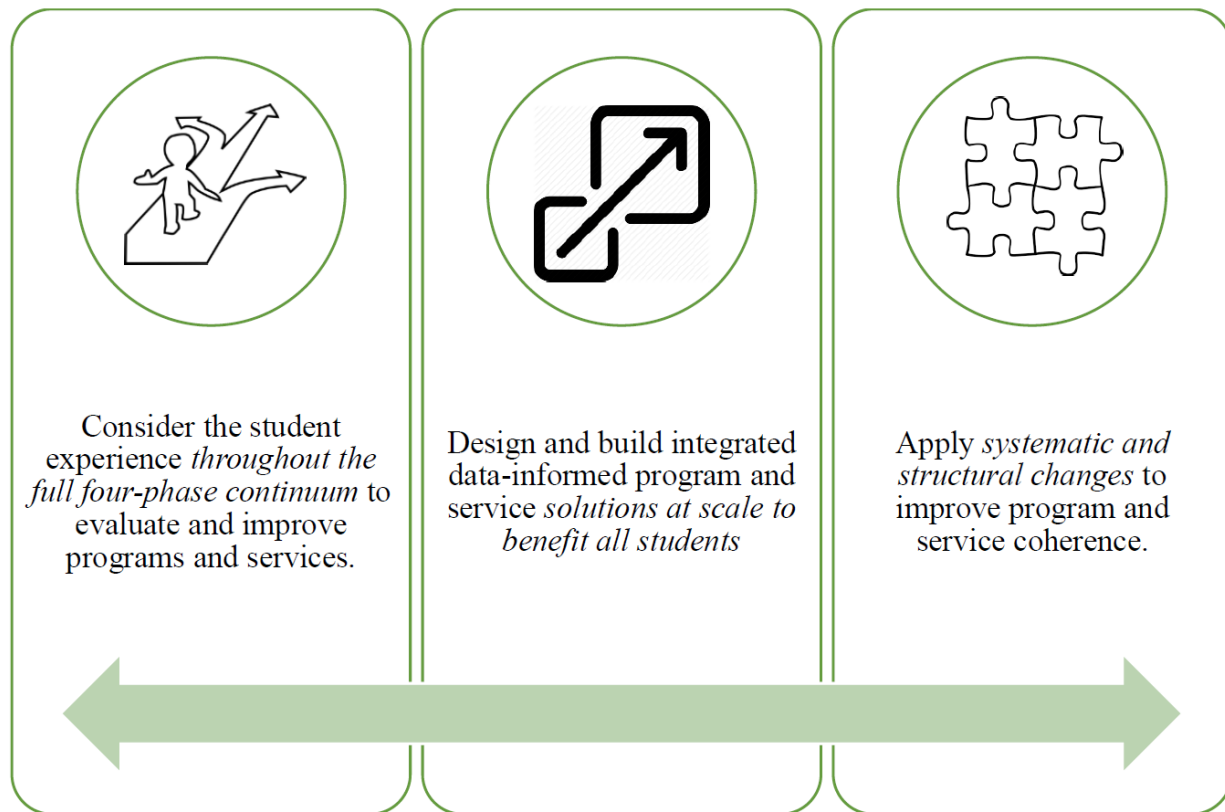
content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives. (e.g., made a class presentation, asked questions in class, worked with other students outside of class to complete assignments). *Student Effort* contributes significantly to learning and educational goal achievement. "Time on task" is a key variable. (e.g., prepared two or more drafts of a paper, worked on a project that required integrating multiple ideas, used a computer lab or tutoring services). *Academic Challenge* includes the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. (e.g., number of assigned textbooks, number and length of papers written, working harder than you thought you would, campus emphasis on time spent studying). Through *Student-faculty Interaction* instructors become role models, mentors, and guides for continuous, lifelong learning. (e.g., discussed grades or assignments with faculty, discussed career plans, discussed class readings with faculty outside of class, and received prompt feedback on assignments). College-wide *Support for Learners* helps cultivate positive working and social relationships through services targeted to assist students with academic and career planning, academic skill development, and other issues that may affect both learning and retention. (e.g., encouraged contact among students from different economic, social, and racial or ethnic backgrounds, campus provided resources to help student achieve academically and socially).



COLLEGE PLANNING PRINCIPLES

Achieving the five student engagement benchmarks (*Active and Collaborative Learning*, *Student Effort*, *Academic Challenge*, *Student-faculty Interaction*, *Support for Learners*) demands a College-wide commitment to collaborative and systematic student support. Additionally,

removing institutional obstacles and enhancing academic momentum through the students' four Completion by Design (CbD) phases (*Connection, Entry, Progress, and Completion*) requires an analysis of all existing College policies, programs, practices and procedures. As a result, three CbD essentials emerge from our Educational Master Plan evaluative process and outcomes as foundational Woodland Community College **Principles**.

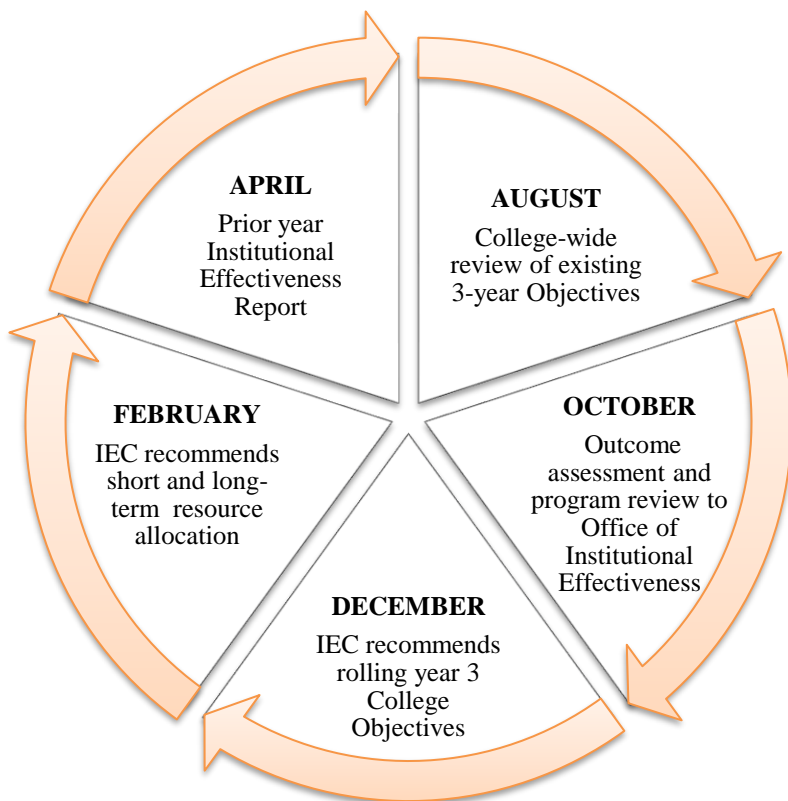


COLLEGE 3-YEAR PLANNING CYCLE

Our College planning aligns with Yuba Community College District governing board’s Strategic Plan as well as long range and annual integrated planning cycles. Long range planning and District Goals provide Woodland Community College with a planning “horizon” reflected in the College Educational Master Plan.

Short-term planning, on the other hand, provides our College response time to emerging educational trends, dynamic state budgets, regional initiatives, and the like. Each academic year begins with a review of established College 3-year Objectives (what we want to do) and associated Action Plans (how 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.

Student outcome assessments and program reviews, aligned with these Objectives, inform the annual December creation of rolling third-year College Objectives. 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. Each academic year end is marked by a thorough April review and distribution of the prior year’s Institutional Effectiveness Report focused on College Objectives as an accountability framework.



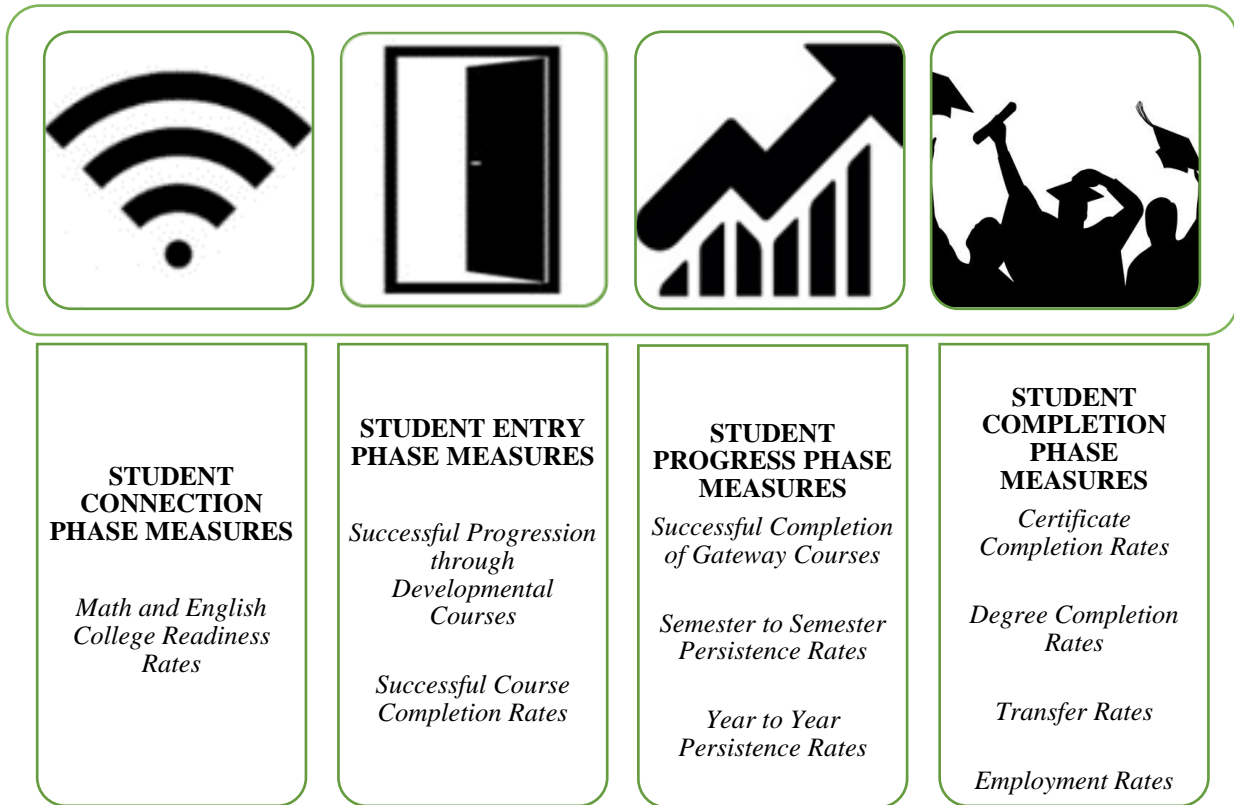
This cycle of continuous quality improvement is the essence of institutional effectiveness and improving student learning outcomes.

**STUDENT
ACHIEVEMENT
MEASURES and
ACCOUNTABILITY**

At its core, institutional effectiveness is focused specifically on improving student achievement outcomes through evidence-based practices and on improving the opportunities for the unique communities we serve. Targeting meaningful student achievement *Measures* aligns with the Aspen Institute’s recommended best practice and serves as a College-wide accountability standard:

“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 can then spend time examining student success data to assess what needs improving; sharing a clear and simple set of facts around which urgency for improvement can be built broadly throughout the campus; and then leading a process to set collective goals around the gaps in student success that are most compelling. Then, existing and future strategies can be grounded in a common sense of purpose and an evidence-based understanding of the barriers to achievement at the college.”

The graphic below depicts 10 YCCD governing board-approved student achievement measures for WCC students as they progress through the four Completion by Design student experience phases. These annual measures hold our College accountable to the students and community we serve.



COLLEGE OBJECTIVES

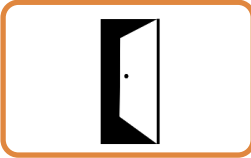
College **Objectives** provide a College-wide accountability framework and promote institutional focus. Annual progress reports provide internal and external audiences with an accounting of our progress towards stated Objectives. Each spring semester, the College reviews the next year's Connection, Entry, Progress, and Completion Objectives. Program reviews provide a similar assessment at the program and course levels. Faculty, staff, and administration have an early opportunity in the subsequent fall to consider how their respective program review actions may drive future College Objectives, or the reverse, how College Objectives might inform program reviews. Actions embedded in other College plans – Equity, SSSP, and the like – are also aligned with the next year's College Objectives.

WCC CONNECTION OBJECTIVES



- 2016-2017 *Increase male application rate by 5% on or before June 30, 2017.*
- 2017-2018 *Increase male application rate by 5% on or before June 30, 2018.*
- 2018-2019 *Increase male application rate by 5% on or before June 30, 2019.*

WCC ENTRY OBJECTIVES



- 2016-2017 *Increase spring 2017 successful course completion rate by 2% on or before June 30, 2017.*
- 2017-2018 *Increase fall 2017 successful course completion rate by 2% on or before June 30, 2018.*
- 2018-2019 *Increase fall 2018 successful course completion rate by 2% on or before June 30, 2019.*

WCC PROGRESS OBJECTIVES



- 2016-2017 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.*
- 2017-2018 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.*
- 2018-2019 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019.*

WCC COMPLETION OBJECTIVES



- 2016-2017 *Increase all students' Certificate award rate by 20% on or before June 30, 2017.*
- 2017-2018 *Increase all students' Certificate award rate by 20% on or before June 30, 2018.*
- 2018-2019 *Increase all students' Certificate award rate by 20% on or before June 30, 2019.*

COLLEGE ACTIONS

College **Actions** drive three-year Completion by Design-phased Objectives (in green), providing a comprehensive accountability framework for the College. Tables 1 through 4 list WCC Actions prioritized through College planning processes and aligned with targeted annual Objectives. These Objectives and Action Plans provide our College with a high degree of institutional focus. Large-scale institutional advancement Actions (Table 5) address strategic execution elements and support Cbd Objectives.

Table 1. CONNECTION PHASE OBJECTIVES and ACTIONS
Students' initial interest through submission of the application

2016-2017 Objective: Increase male College application rate
by 5% on or before June 30, 2017.

Hire and Train WCC & LCC/CCC (2) Permanent Full-time Outreach Specialists

Design, Execute and Assess a Single Online College Orientation

Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program

2017-2018 Objective: Increase male College application rate
by 5% on or before June 30, 2018.

Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High
School Academic Calendars

Design, Execute, and Assess Unique WC/LCC/CCC Student Success Stories Marketing
Strategy Leveraging "Your College, Your Future" Brand

Design, Execute, and Assess an On-site Matriculation Process for High School Students

2018-2019 Objective: Increase male College application rate
by 5% on or before June 30, 2019.

Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors

Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include
Instruction, Academic and Student Service Support

Design, Execute and Assess WCC/LCC/CCC High School Parent and Student
"Open House" Activity

Design, Execute, and Assess an On-site Matriculation Process for Adult Learners



Table 2. ENTRY PHASE OBJECTIVES and ACTIONS
Students' enrollment through completion of first year "gatekeeper" courses

2016-2017 Objective: Increase spring 2017 course completion rate by 2% on or before June 30, 2017.

Design, Execute and Assess a Pilot Spring FYE (Math and English First) Policy for First Semester Remedial Students

Design, Execute and Assess a Pilot Online Tutorial Service

Design, Execute, and Assess Phase One of Woodland Student Success Center Capital Project

2017-2018 Objective: Increase fall 2017 course completion rate by 2% on or before June 30, 2018.

Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument

Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students

Design, Execute, and Assess a Scaled Online Tutorial Service

2018-2019 Objective: Increase fall 2018 course completion rate by 2% on or before June 30, 2019.

Design, Execute, and Assess a Comprehensive Supplemental Instruction Program

Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners

Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students

Design, Execute, and Assess Phase Two of Woodland Student Success Center Capital Project



Table 3. PROGRESS PHASE OBJECTIVES and ACTIONS
Students' entry into courses of study through completion of 75% of requirements

2016-2017 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.

Design, Execute, and Assess Degree Audit Program

Design, Execute, and Assess Automated CbD-based "Momentum Point" Email/Text Program

Design, Execute, and Assess a Student Welcome Space on Woodland Campus

2017-2018 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.

Design, Execute, and Assess Execute Electronic Education Plans (SEPs)

Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First)

Design, Execute, and Assess College-wide Canvas Gradebook Policy

2018-2019 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019.

Design, Execute, and Assess College and Career Pathways

Design, Execute, and Assess a CCC Shuttle Program

Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins

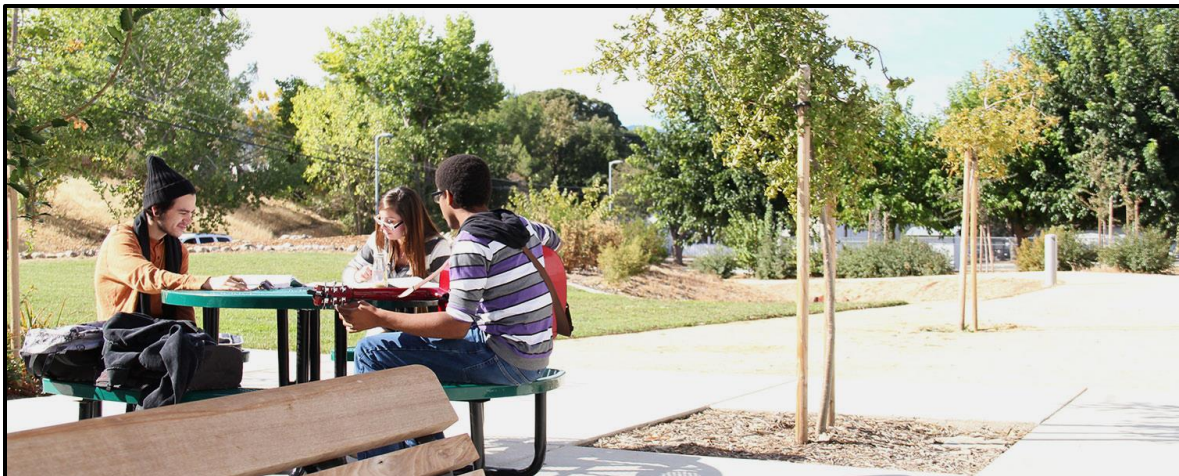


Table 4. COMPLETION PHASE OBJECTIVES and ACTIONS
Students complete course of study through certificate/degrees with labor market value

2016-2017 Objective: Increase certificate award rate
by 20% on or before June 30, 2017.

Design, Execute, and Assess a Graduation Workshop Program

Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan

Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility,
Technology, and Service Hour Enhancements

2017-2018 Objective: Increase certificate award rate
by 20% on or before June 30, 2018.

Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program

Design, Execute, and Assess an Online Counseling Program

Design, Execute, and Assess CCC/LCC/WC Alumni Associations as Peer Mentors

2018-2019 Objective: Increase certificate award rate
by 20% on or before June 30, 2019.

Design, Execute, and Assess Two-Year Course Enrollment Program

Design, Execute, and Assess Academic Programs (3) using 100% OER Materials

Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in
Gap Analysis



Table 5. INSTITUTIONAL ADVANCEMENT ACTIONS
Advancement Activities Informed by Regional and Educational Trends

Complete the LCC Realignment Plan

Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of
Technology, Facility, and Staffing Planning

Design, Execute, and Assess a WCC Committee Structure to Improve Institutional
Effectiveness

Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)

Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic,
and
Student Support Services

Design, Execute, and Assess LCC and CCC Foundation Advisories

Design, Execute, and Assess a College-wide Structure to Support Guided Pathways

Design, Execute, and Assess WCC EMP with Associated Technology, Facility, and
Staffing Plans

STRATEGIC EXPLORATION

Annual College Actions and Objectives provide our College with a high degree of institutional focus. Institutional Advancement activities, too, address strategic execution elements and support Completion by Design Objectives. Informed by regional Labor Market Information and other external elements, our College has identified forward-looking points for ***Strategic Exploration***. The three high-level Strategic Exploration lists below do not have outcome targets as is the case for College Objectives, nor are they presented within the Specific Action-Measures-Assigned to-Relevant Plans-Timebound-Resourced (“SMART-R”) Action benchmarks. Strategic Exploration provides the College with possible long-range horizons upon which to develop related Objectives and Actions.

COLUSA COUNTY CAMPUS STRATEGIC EXPLORATION

- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Manufacturing and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Elementary Education Teacher Associates Degree for Transfer (ADT) development
- Health Care program(s) development

LAKE COUNTY CAMPUS STRATEGIC EXPLORATION

- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Advanced Technology, Manufacturing, and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Culinary Arts and Wine Industry program development/linkages
- Elementary Education Teacher Associates Degree for Transfer (ADT) development
- Health Care program(s) development

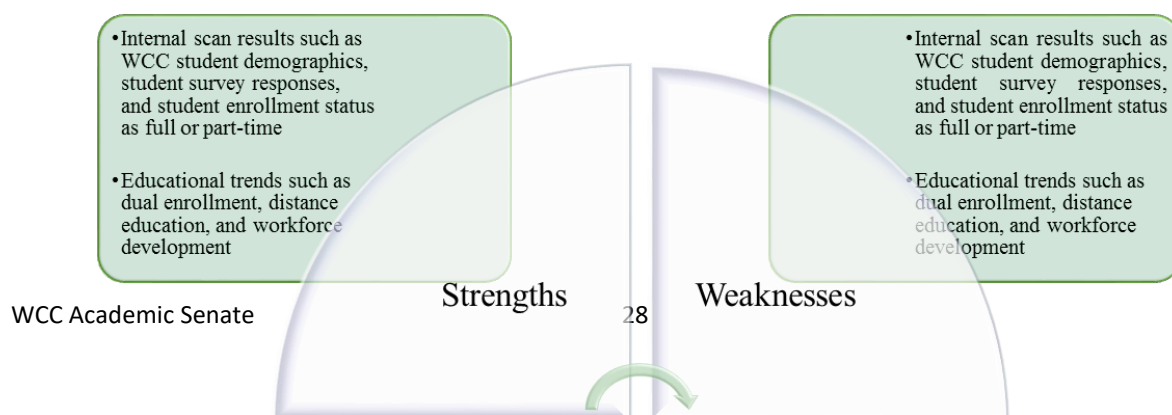
WOODLAND CAMPUS STRATEGIC EXPLORATION

- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Advanced Technology, Manufacturing, Clean Economy, and Food Production clusters)
- Business Administration logistics program development
- Culinary Arts program development
- Elementary Education Teacher Associates Degree for Transfer (ADT)
- Health Care program(s) development

ENVIRONMENTAL SCAN

Thoughtful WCC Objectives and supporting action plans result in engaged students who persist through completion of their respective academic endeavors. Successful College activities are then scaled and resourced; the essence of WCC Principles (*Student Continuum, Systematic Change, Data-informed Solutions*) and institutional effectiveness in general. Program and service growth, in turn, position WCC to better serve our communities in the regional workforce development, community, social and cultural advancement arenas.

Finding scalable solutions that remove institutional obstacles and enhance students' academic momentum through the four CbD phases (*Connection, Entry, Progress, and Completion*) first requires an analysis of all existing College policies, programs, practices and procedures. Benchmarking how the College promotes student engagement (*Active and Collaborative Learning, Student Effort, Academic Challenge, Student-faculty Interaction, and Support for Learners*) throughout is inherent in our comprehensive analysis. The SWOT (*Strengths, Weaknesses, Opportunities and Threats*) scanning tool provides context for the reader, making sense of what can oftentimes be complex and conflicting signals to WCC decision-makers.

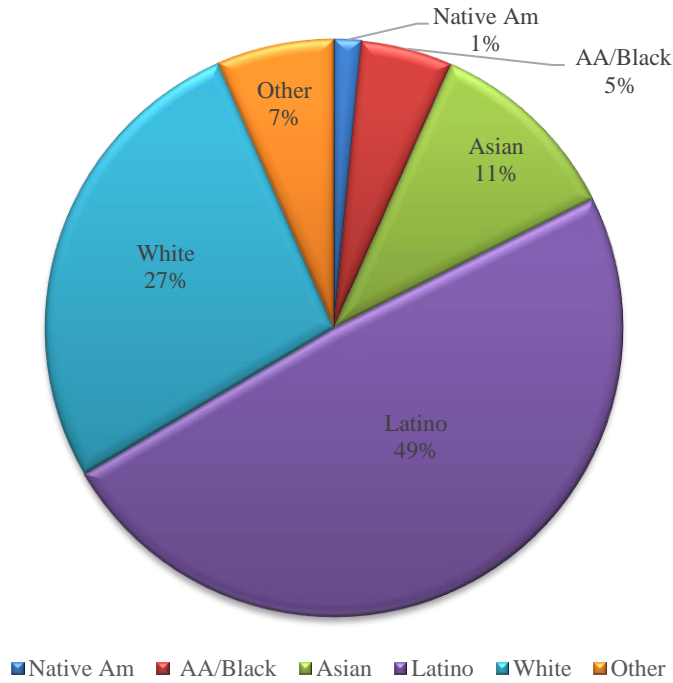


INTERNAL SCAN: STRENGTHS and WEAKNESSES

Quite simply, healthy organizational systems regularly “peer inward” at themselves to analyze existing policies, practice, programs, and procedures. Woodland Community College and community college system characteristics may either enhance or impede student achievement as institutional “strengths” or “weaknesses”, respectively. What follows first is a summary description of WCC student characteristics as well as a self-assessment of College progress towards a number of promising higher education initiatives that may improve our students’ achievement rates.

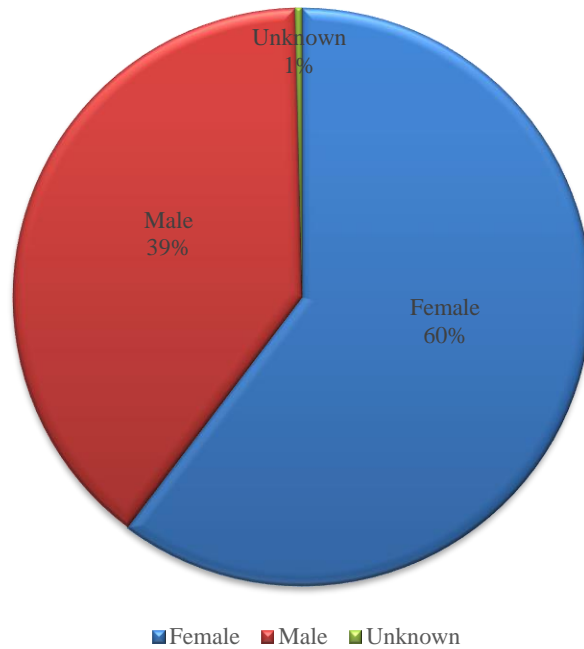
STUDENT CHARACTERISTICS. Nearly half of all 2015-2016 WCC students self-identified as Latino/Hispanic. Colusa County Campus students (77%) are more likely to be Latino, as are Woodland campus students (47%), than Lake County Campus students (27%). Exceeding the 25% Latino student enrollment threshold earns Woodland Community College a federally-designated Hispanic Serving Institution (HSI) status. Our CbD student experience grounded Educational Master Plan is designed to move the College from Hispanic Serving Institution status to our own self-definition as a premier “Hispanic Graduating Institution” by identifying and removing policies, practices, programs, and procedures that create underrepresented students’ graduation barriers. In so doing, all WCC students will benefit.

All WCC Student Ethnicity



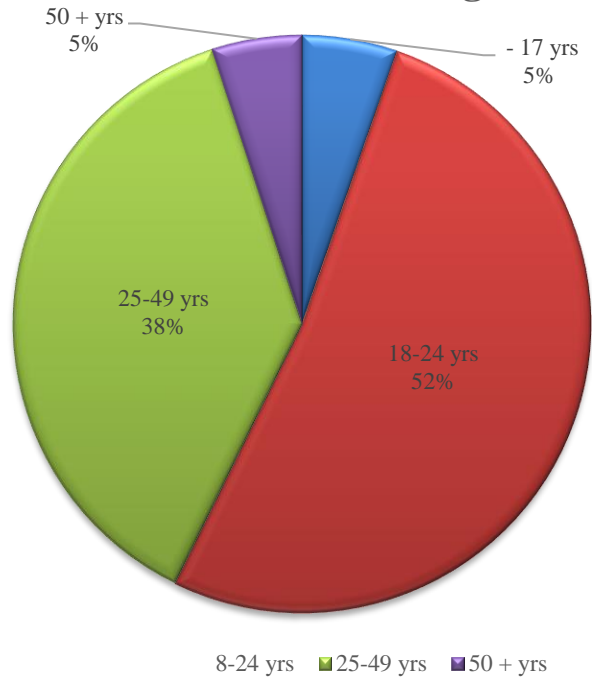
Woodland Community College (60%) are more likely to be female than all California Community College students (53.1% female).

All WCC Student Gender

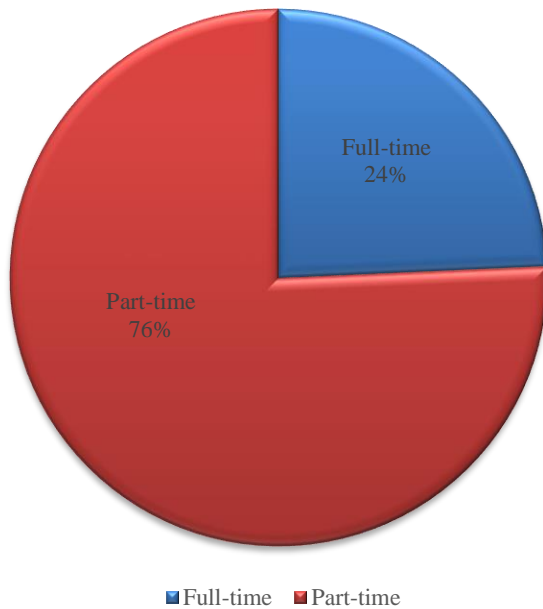


In general, the age of Woodland Community College students mirrors the state system average. Disparate student age may require instructional as well as academic and student support service differentiations.

All WCC Student Age

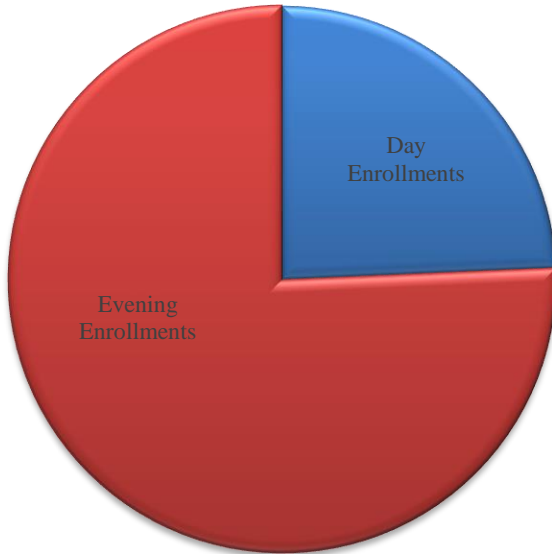


All WCC Student Enrollment Status



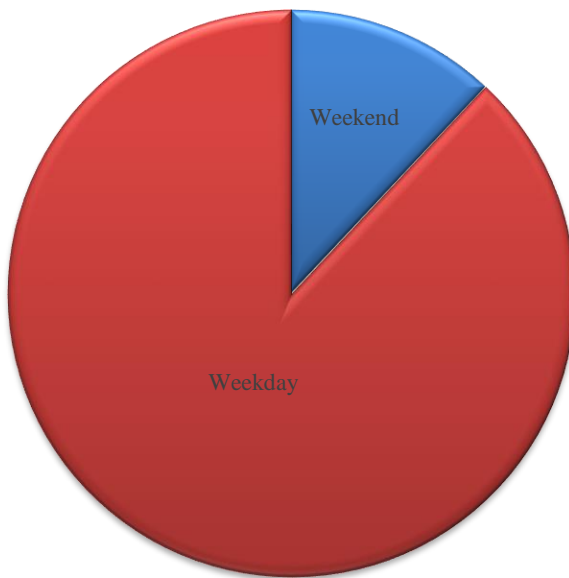
Woodland Community College students (24%) are less likely to enroll as full-time students than the state average (30%). Research shows that full-time students are more likely to persist and complete certificates and/or degrees.

All WCC Student Day and Evening Enrollments



About 4,296 WCC students enrolled in 2015-2016 evening sections. This number represents approximately 29.3% of the year's total Full-time Equivalent Enrollments (FTES).

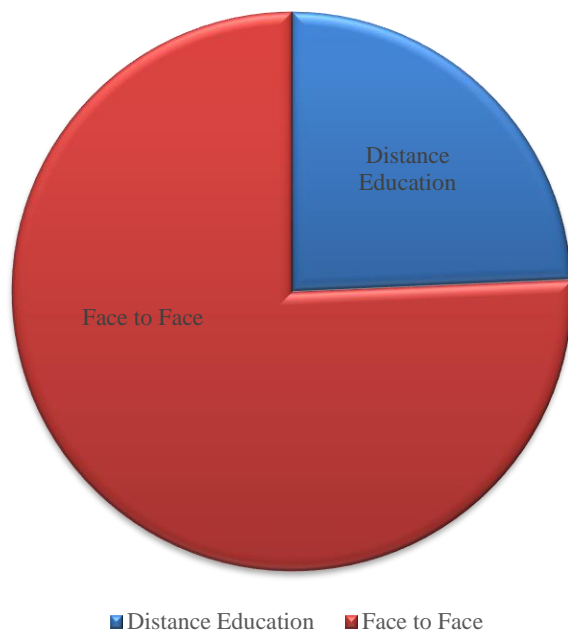
All WCC Student Weekend Enrollments



About 1,161 WCC students enrolled in 2015-2016 weekend sections. This number represents approximately 7.3% of the year's total Full-time Equivalent Enrollments (FTES).

■ Weekend ■ Weekday

All WCC Student Distance Education Enrollments



About 1,243 WCC students enrolled in 2015-2016 distance education sections. This number represents approximately 7.9% of the year's total Full-time Equivalent Enrollments (FTES).

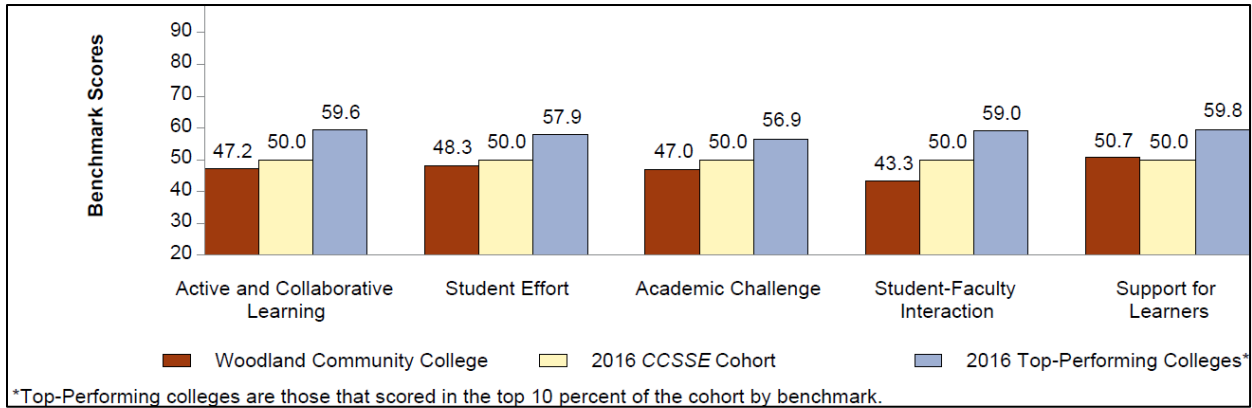
STUDENT ENGAGEMENT.

Woodland Community College recognizes that student engagement levels must improve.

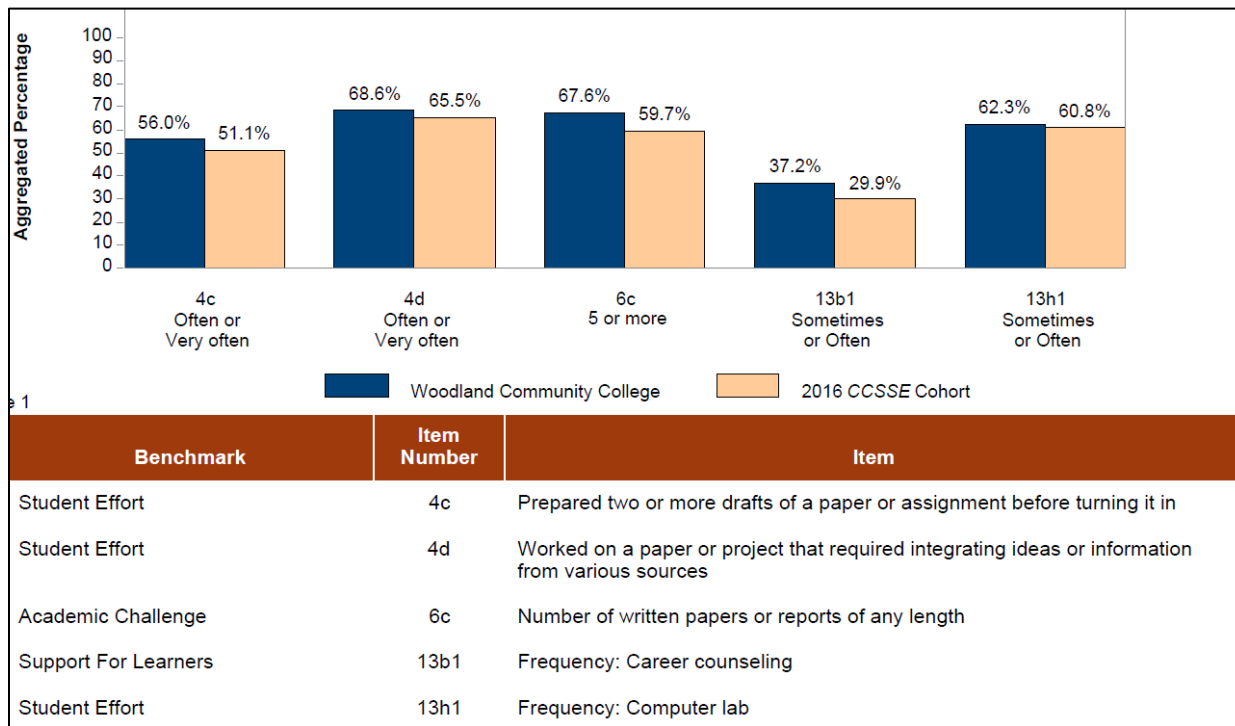
Two Center for Community College Student Engagement (CCSSE) reports provide college-specific data as well as benchmark comparisons between our College, top-performing colleges, and the CCSSE cohort. The first of these two reports (continuing student surveys) highlight aspects of highest and lowest student engagement at WCC, as well as results from five CCSSE special-focus items.

- *Level of Academic Challenge* (e.g., number of assigned textbooks, number and length of papers written, working harder than you thought you would, campus emphasis on time spent studying)
- *Student Faculty Interaction* (e.g., discussing grades or assignments with faculty, discussions about career plans, discussed class readings with faculty outside of class, received prompt feedback on assignments)
- *Supportive Campus Environment* (e.g., campus provides resources to help student achieve academically and socially)
- *Enriching Educational Experiences* (e.g., participates in co-curricular experiences, the availability of independent studies, using electronic technology to complete assignments)
- *Active and Collaborative Learning* (e.g., made a class presentation, asked questions in class, worked with other students outside of class to complete assignments)

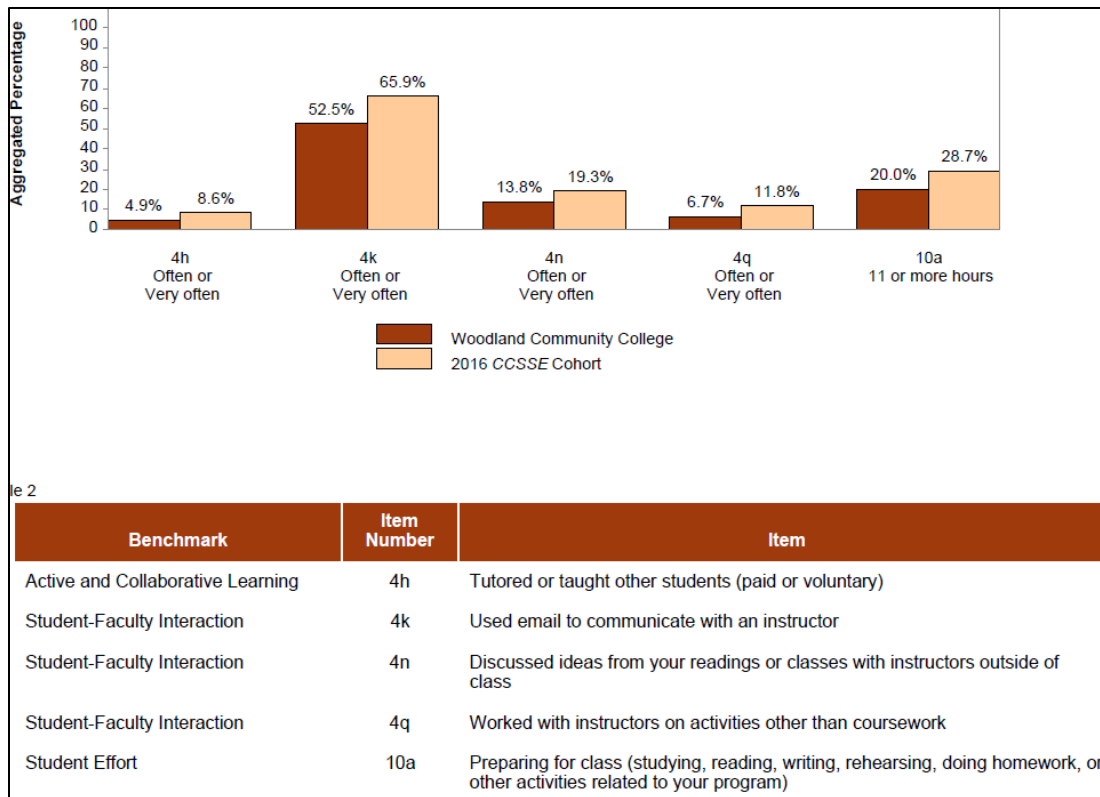
The table below compares WCC to a three-year cohort of similarly small, rural colleges across the country as well as 2016 top-performing colleges. A quick view of the five benchmark scores (mean score of 50) provides our College with a baseline from which we can improve.



Digging deeper into the data, continuing WCC student responses indicate better than average perceived student effort in some areas (prepared two or more drafts of a paper before turning it in) and perceived academic challenge (number of written papers or reports, etc.).



Conversely, a closer look into specific survey questions also indicate low levels of WCC student engagement. WCC student responses indicate less than optimal perceived student active and collaborative learning (tutored or taught other students) as well as student-faculty interaction (used email to communicate with instructor).



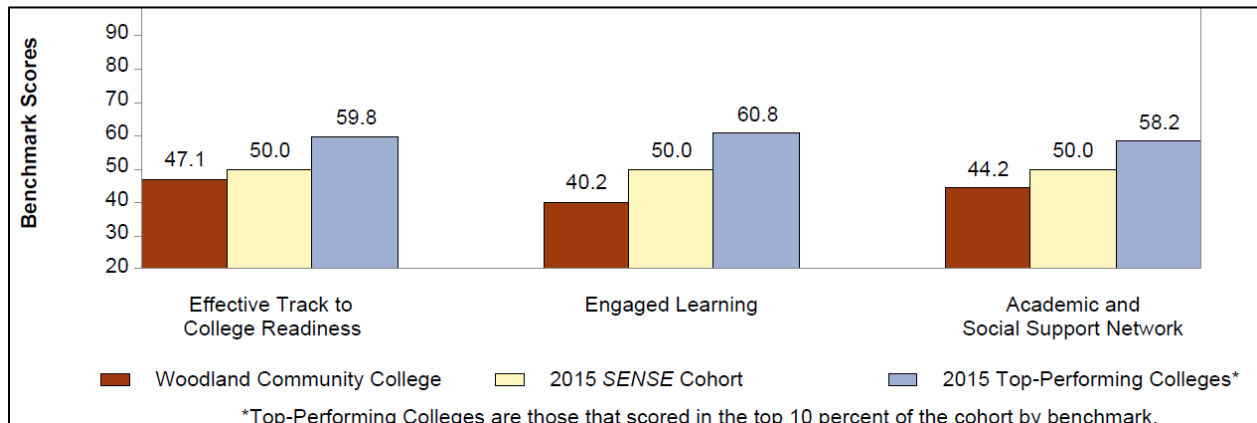
The second Center for Community College Student Engagement survey focuses on first semester WCC students. The Survey of Entering Student Engagement (SENSE) report highlights aspects of highest and lowest first semester student engagement at WCC, as well as results from six SENSE special-focus items.

- *Early Connections* (e.g. at least one college staff member (other than instructor) learned my name). When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out.
- *High Expectations and Aspirations* (e.g. the instructors at this college want me to succeed). Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement.
- *Clear Academic Plan and Pathway* (e.g. I was able to meet with an academic advisor at times convenient for me). When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track.
- *Effective Track to College Readiness* (e.g. I learned to improve my study skills). Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of

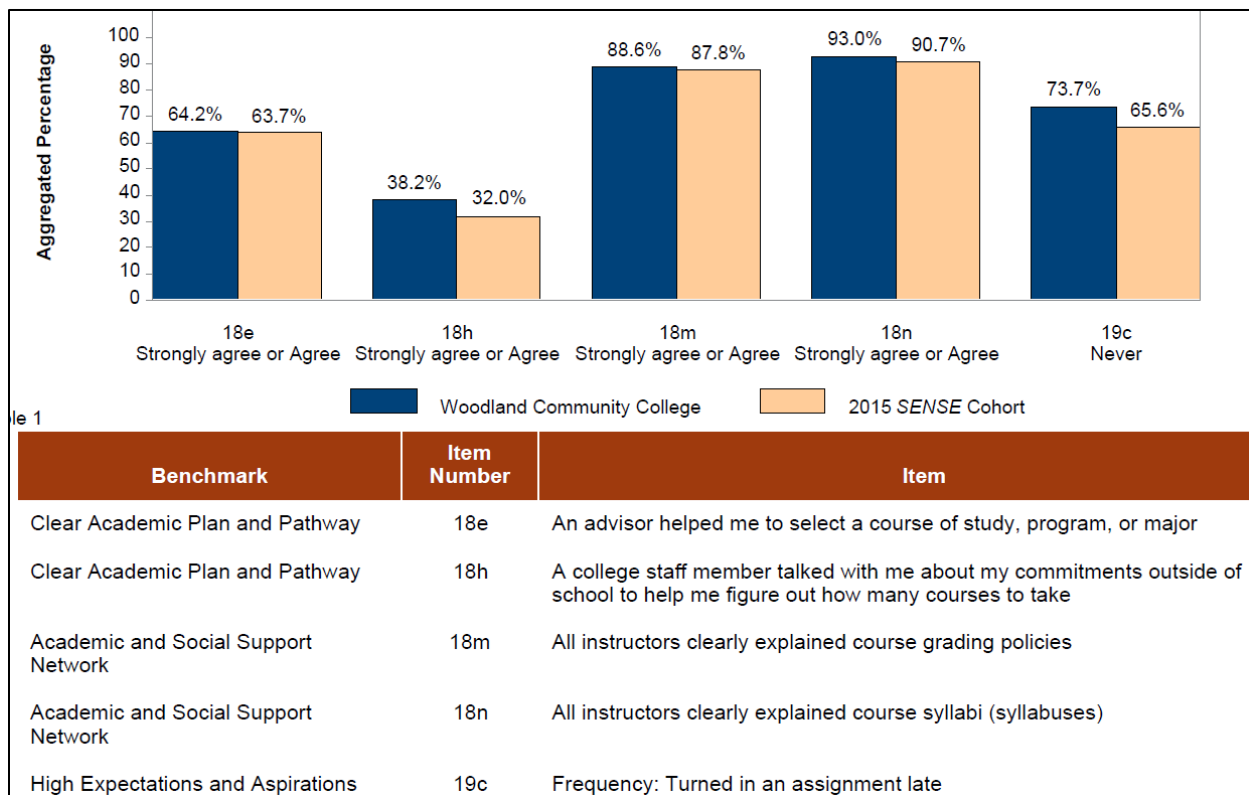
effective strategies to ensure that students build academic skills and receive needed support.

- *Engaged Learning* (e.g. participate in Supplemental Instruction, work with other students on a project/assignment during class). Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.
- *Academic and Social Support Network* (e.g. all instructors clearly explained academic and student support services available at this college). Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

The table below compares WCC to a three-year cohort of similarly small, rural colleges across the country as well as 2016 top-performing colleges. A quick view of the six benchmark scores (mean score of 50) provides our College with a baseline from which we can improve services to first-semester students.



Digging deeper into the data, first-semester WCC student responses indicate better than average perceived academic and support network in some areas (instructor clearly explained course syllabi) and perceived high expectations and aspirations (frequency: turned in an assignment late).



Conversely, a closer look into specific survey questions also indicate low levels of WCC first-semester student engagement. WCC student responses indicate less than optimal perceived student engaged learning (worked with other students on a project or assignment during class, used an electronic tool to communicate with an instructor about coursework, etc).

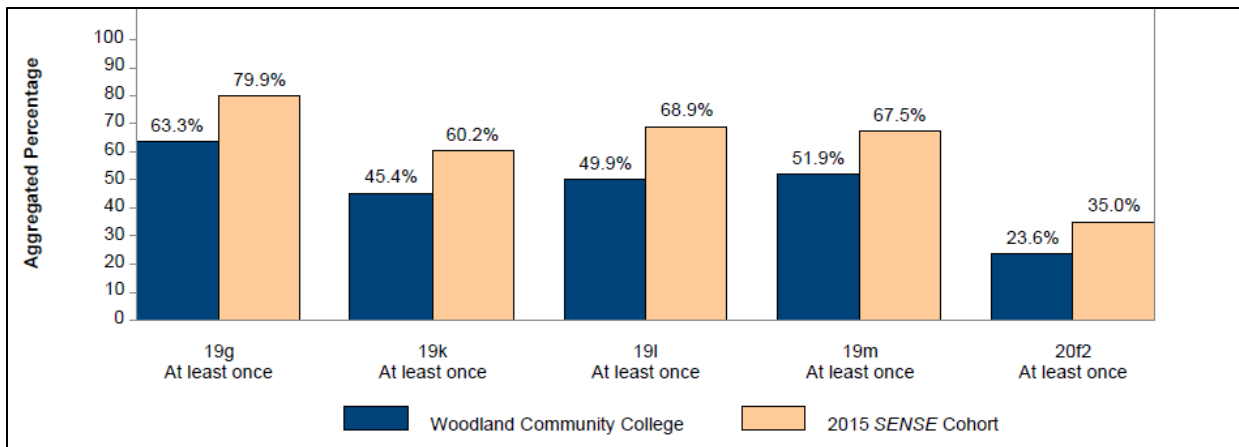


Table 2

Benchmark	Item Number	Item
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class
Engaged Learning	19k	Frequency: Used an electronic tool to communicate with another student about coursework
Engaged Learning	19l	Frequency: Used an electronic tool to communicate with an instructor about coursework
Engaged Learning	19m	Frequency: Discussed an assignment or grade with an instructor
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab

Example WCC Student Engagement Responses Reflected in Action Plans
<ul style="list-style-type: none"> ➤ DESIGN, EXECUTE, AND ASSESS A FACULTY MENTORING/ADVISING PROGRAM THAT INCLUDES MOMENTUM POINT CHECK-INS ➤ DESIGN, EXECUTE, AND ASSESS A STUDENT WELCOME SPACE ON WOODLAND CAMPUS ➤ DESIGN, EXECUTE, AND ASSESS CCC STUDENT SERVICES DELIVERY PLAN TO INCLUDE FACILITY, TECHNOLOGY, AND SERVICE HOUR ENHANCEMENTS

COMPLETION AGENDA. **Woodland Community College lists as a strength the work we have underway to improve local student completion rates.** This Educational Master Plan, with intentional Objectives and Action Plans, demonstrate that commitment to the communities we serve. Nationally, the American Association of Community Colleges (AACC), along with five WCC Academic Senate

other organizations, share the same commitment to student completion. These partner organizations (the Association for Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development, and the Phi Theta Kappa Honor Society) are committed to producing 50% more students with high-quality degrees and certificates by 2020. California Competes studies show our state needs 11.9 million degrees (bachelor's, associates, and certificates) by 2025 to remain economically competitive. Some of the key points from the national Completion Agenda initiative are:

- Responsibility for completion is shared throughout the institution and the community.
- Completion must be embedded into the fabric of the institution.
- Students want to be engaged and involved in the completion agenda; they want the data.
- We have a responsibility to increase completion rates, and we have a legacy to create.
- Completion should be made a part of the institution's strategic plan.
- The completion agenda must be transparent and data driven.
- Community colleges must encourage the completion of certificates, degrees, etc. (which are valuable to your community, to your students, to business and industry).



Example WCC Completion Agenda Responses Reflected in Action Plans
<ul style="list-style-type: none"> ➤ DESIGN, EXECUTE, AND ASSESS CCC CURRICULUM GAP ANALYSIS AND ENHANCEMENT PLAN ➤ DESIGN, EXECUTE, AND ASSESS TWO-YEAR COURSE ENROLLMENT PROGRAM ➤ DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE STRUCTURE TO SUPPORT GUIDED PATHWAYS

DISTANCE EDUCATION. Woodland Community College recognizes the need to further develop a comprehensive Distance Education Program. The Public Policy Institute of California (PPIC) Report of 2015 states: "Setting expectations and preparing students to make the best possible use of online learning technology is an important best practice." Woodland Community College participates in the state-wide Online Education Initiative and College Action Plans reflected in this document (online orientation and tutorial services, for example) direct the development of a comprehensive distance education program. The California Online Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. The OEI supports the Completion Agenda, providing appropriate resources to help all students succeed. Well-designed online WCC courses and programs, effectively meeting students' needs and conforming to regulatory statues, are critical to student success. WCC, along with the OEI, is also working on more ways to assist colleges in directly supporting students, including online counselor support, online proctoring technology, library services and the like.

Example WCC Distance Education Responses Reflected in Action Plans

- DESIGN, EXECUTE, AND ASSESS A DISTANCE LEARNING PROGRAM TO INCLUDE COURSES, ACADEMIC, AND STUDENT SUPPORT SERVICES
- DESIGN, EXECUTE AND ASSESS A SINGLE ONLINE COLLEGE ORIENTATION
- DESIGN, EXECUTE AND ASSESS A PILOT ONLINE TUTORIAL SERVICE

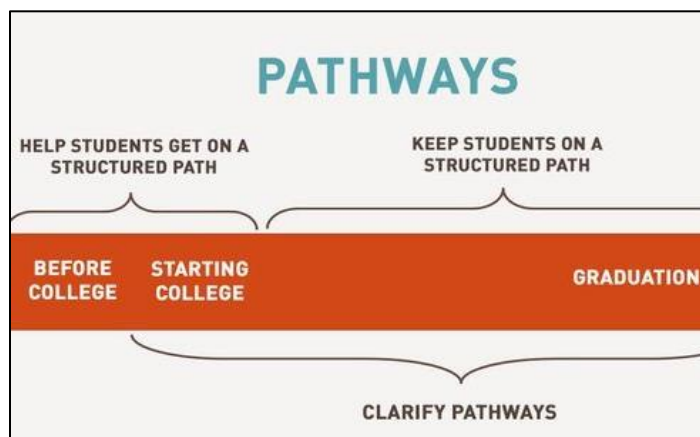
DUAL ENROLLMENT. **Dual enrollment promises to be a strength at WCC.** Students who are dually enrolled during high school are more likely to earn high school degrees, enroll in college, enroll in college, enroll full time, and persist in college than were students without these experiences. Research shows that the single most important factor in determining college success is the academic challenge of the high school courses students take. Bringing college-level rigor to the high school years enhances both high school and college success. In fact, a student who earns at least 12 college credits prior to high school graduation has the highest likelihood of graduating from a post-secondary institution within four years. For Hispanic Serving Institutions like Woodland Community College, dual enrollment is a significant student success initiative, as Excelencia in Education has recognized these programs to be some of the most promising for Latino students.

WCC Degree and Certificate Dual Enrollment Pathways at PHS			
Colusa County Campus Classes	Agricultural Research Technician <small>(Certificate of Achievement)</small> AG 4 (MTTHF) <small>4th period</small> 11:05 a.m. - 11:55 a.m. Fall Semester Only PLSCI 20L (MTTHF) <small>1st period</small> 8:20 a.m. - 9:10 a.m. <small>7th period</small> 2:25 p.m. - 3:15 p.m. Fall and Spring Semesters	Business Computer Applications <small>(Associate in Science)</small> BCA 15 (MTTHF) <small>1st period</small> 8:20 a.m. - 9:10 a.m. Fall and Spring Semesters	University Pathway <small>(General Education)</small> COUNS 25 (MTTHF) <small>1st period</small> 8:20 a.m. - 9:10 a.m. <small>2nd period</small> 9:15 a.m. - 10:05 a.m. <small>3rd period</small> 10:10 a.m. - 11:00 a.m. <small>4th period</small> 11:05 a.m. - 11:55 a.m. <small>5th period</small> 12:35 a.m. - 1:25 p.m. <small>7th period</small> 2:25 p.m. - 3:15 p.m. BIO 24 (MTTHF) <small>5th period</small> 12:35 a.m. - 1:25 p.m.
	AG 5 AG 60 CHEM 2A MATH 52	ACCT 3 ACCT 10 BCA 17 BCA 37A BCA 37B BCA 41B GNBUS 56 General Education & Electives Consult a counselor or refer to the college catalog	General Education & Electives Consult a counselor or refer to the college catalog
 			
530-668-2500 wcc.yccd.edu 99 Ella Street, Williams, CA 95987			

Example WCC Distance Education Responses Reflected in Action Plans

- DESIGN, EXECUTE, AND ASSESS A COMPREHENSIVE SUMMER BRIDGE PROGRAM LEVERAGING HIGH SCHOOL ACADEMIC CALENDARS
- DESIGN, EXECUTE, AND ASSESS A COMPREHENSIVE DUAL ENROLLMENT PLAN AT CAPACITY TO INCLUDE INSTRUCTION, ACADEMIC AND STUDENT SERVICE SUPPORT

GUIDED PATHWAYS. Woodland Community College has much work to do in the guided pathway arena. As part of the Completion Agenda, a growing number of community colleges are seeking to improve student outcomes by redesigning academic programs and student support services following the guided pathways approach. These institutions are mapping out



highly structured, educationally coherent program pathways for students to follow by starting with the end in mind; consulting with 4-year education providers and with employers to ensure that program learning outcomes are clearly aligned with the requirements for success in further education and careers. Guided pathway colleges design program maps to assess and improve learning across programs, not just single courses. They are also

rethinking new student intake systems to create program on-ramps that help students choose and enter a program of study as quickly as possible. Guided pathway colleges closely monitor students' progress toward program completion and give frequent feedback and support to help keep students on track. California community colleges, like WCC, have much work to do in this institutional effectiveness arena; redesigning the traditional "cafeteria style" (too many student choices resulting in slow completion) academy model. Action Plan Table 5 document our commitment to this work. The state system now supports a pilot California Guided Pathways initiative and appears ready to expand this redesign.

Example WCC Guided Pathways Responses Reflected in Action Plans
<ul style="list-style-type: none"> ➤ DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE DATA INQUIRY GROUP (DIG) ➤ DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE STRUCTURE TO SUPPORT GUIDED PATHWAYS

ONLINE EDUCATIONAL RESOURCES (OER). At the insistence of Associated Students of Woodland Community College, what was once an institutional weakness promises to become a College strength. Recent California legislation is indicative of state educational leaders' acknowledgment of high textbook costs and an effort to reduce those costs. Along with the Student Success Act of 2012 (SB 1456), legislation established a state-wide online education resources council and a digital open source library. The use of Open Education Resources (OER) is expected to provide "students and their families with sorely needed financial relief". US Government Accounting figures show annual California Community College textbook costs are more than 150% of enrollment fees. In a recent Student Engagement survey WCC students indicated over 56% of all students work for pay to offset the costs of their education. Students may have to work fewer hours as the College adopts and scales the OER project, making textbooks less expensive and, thus, freeing students to pursue their academic

studies. In the fall of 2016, WCC received an OER grant from the CCCCO to pilot on online educational resource initiative. Again, an institutional commitment to this project is declared in Table 5: Institutional Effectiveness Action Plans.

Example WCC Online Educational Resource Responses Reflected in Action Plans
<ul style="list-style-type: none">➤ DESIGN, EXECUTE, AND ASSESS A PILOT ONLINE EDUCATIONAL RESOURCE (OER) PROGRAM➤ DESIGN, EXECUTE, AND ASSESS ACADEMIC PROGRAMS (3) USING 100% OER MATERIALS

WORKFORCE DEVELOPMENT. **In the future, Woodland Community College’s workforce development focus can be heightened.** There is now a national and state-wide emphasis upon providing more and/or better community college CTE programs. Business, civic, and educational leaders across our country share concerns over the steady erosion of America’s middle class and the polarization of incomes.

Summary of recommendations for community and technical colleges:

- Work with employers to forge supply chain partnerships.
- Spread effective best practices to other recruiters.
- Invest in information resources on the job market.
- Shift resources to reflect composition of current job market and emerging trends.
- Broaden curriculum to incorporate soft skills.
- Focus on career lifetime value and ladders of advancement.

The recommendation summary to the left is excerpted from *Bridge the Gap: Rebuilding America’s Middle Skills*. In this report, Harvard Business School, Burning Glass, and other job market analysts address the dichotomy between unacceptable national underemployment rates and industry reports lamenting the difficulty in finding a qualified middle-skill workforce. The authors define middle-skill positions as requiring more education and training than a high school diploma but less than a four-year college diploma. California’s

Strong Workforce initiative is a result of a state-wide industry and education partnership intended to enhance Career Technical Education (CTE) to meet job demands.

While our College analysis of LMI data does indeed focus on middle-skills positions, a deeper examination of workforce needs shows many regional career opportunities may also require a bachelor’s degree or higher. As a key driver in the regional labor market supply chain, WCC must provide opportunities ranging from Career Technical Education certificates to advanced degree preparation. Included in advanced degree preparation, of course, are Arts and Science courses and programs.

Example WCC Workforce Development Responses Reflected in Action Plans

- DESIGN, EXECUTE, AND ASSESS A CULINARY ARTS CAPITAL OUTLAY PLAN WITHIN THE CONTEXT OF TECHNOLOGY, FACILITY, AND STAFFING PLANNING
- DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE STRUCTURE TO SUPPORT GUIDED PATHWAYS

EXTERNAL SCAN: OPPORTUNITIES and THREATS

Healthy organizational systems also regularly “peer outward”, examining potential opportunities for growth and success, or the opposite, threats. Local high school student achievement rates, for example, may be so strong as to represent an opportunity for timely student completion rates. Conversely, lower high school math and English college preparedness levels may pose a threat to certificate or degree completion. Emerging regional or national industry and four-year college/university trends may also present themselves to WCC as opportunities or threats.

ACCREDITATION. Woodland Community College sees opportunity in accreditation “continuous quality improvement” process and accountability measures. Woodland

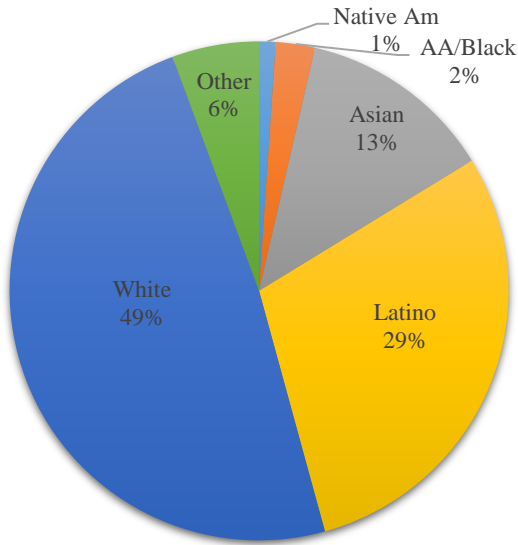
Community College is authorized to operate as a postsecondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. Recent “signals” (“Warren Bill” and the like) suggest the United States may be moving toward a more federalized process for accreditation in response to the large amount of federal funding for higher education and rising student debt. Additionally, the 2014 Workforce Innovation and Opportunity Act (WIOA) brings together the Department of Labor (DOL) through formula grants to the states and adult education, literacy, and vocational rehabilitation programs administered through the Department of Education (DOE). This confluence of federal activity suggests WCC, along with all other community colleges, prepare for federally-determined “bright line” student achievement standards.

Example WCC Accreditation Responses Reflected in Action Plans

- DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE DATA INQUIRY GROUP (DIG)
- DESIGN, EXECUTE, AND ASSESS WCC EMP WITH ASSOCIATED TECHNOLOGY, FACILITY, AND STAFFING PLANS

SERVICE AREA DEMOGRAPHICS. Service area data informs our Educational Master Plan and identifies another opportunity to positively impact our diverse communities. Yolo, Lake, and Colusa County demographic data sourced from 2010 U.S. Census reports also describe both opportunities and threats to our College as we design, implement, and assess programs and services for student learning and achievement. Ethnicity,

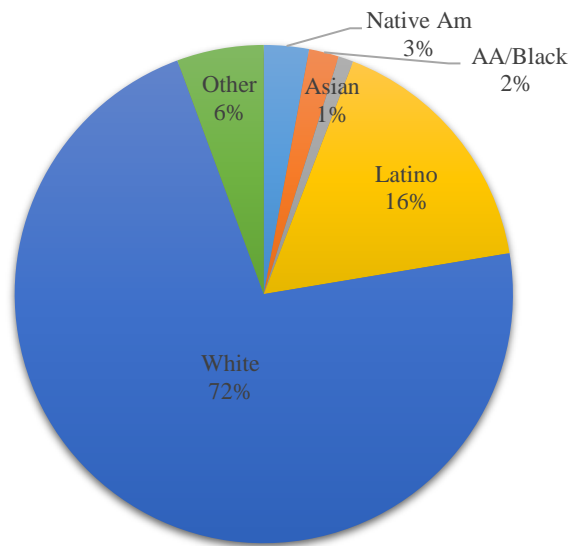
Yolo County Ethnicity



■ Native Am ■ AA/Black ■ Asian ■ Latino ■ White ■ Other

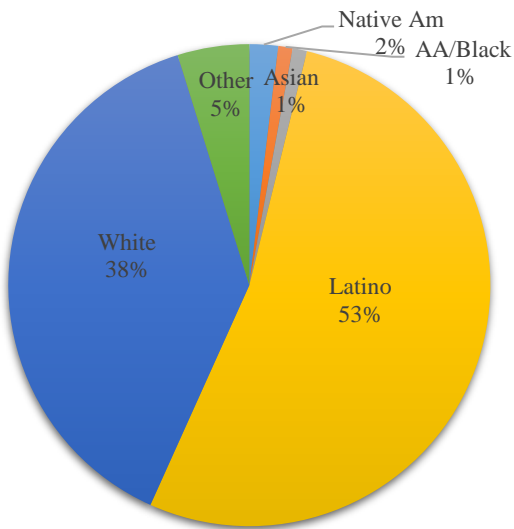
Like many community colleges across the country, WCC student data does not always mirror that within our service area. Students of color are more likely to enter higher education through the community college system, and thus, are disproportionately represented on our campuses when compared to the service area.

Lake County Ethnicity



■ Native Am ■ AA/Black ■ Asian ■ Latino ■ White ■ Other

Colusa County Ethnicity



■ Native Am ■ AA/Black ■ Asian ■ Latino ■ White ■ Other

OPPORTUNITY INDEX. Existing conditions represented by Opportunity Index measures threaten the well-being of WCC service area citizens. Developed by Measure of America and Opportunity Nation, the Opportunity Index gives policymakers and community leaders a powerful tool to advance opportunity-related issues and work, advocate positive change and track progress over time. The Opportunity Index focuses on the conditions present in different communities and is designed to connect economic, educational and civic factors to help identify concrete solutions to lagging conditions for economic mobility. From preschool enrollment to income inequality, from volunteerism to access to healthy food, expanding opportunity depends on the intersection of multiple factors. The Index measures 16 indicators, and scores all 50 states plus the District of Columbia on a scale of 0-100 each year. In addition, more than 2,600 counties are graded A-F, giving policymakers and leaders a useful tool to identify areas for improvement and to gauge progress over time.

These five categories, A, B, C, D, and F, reflect reasonable distinctions among the approximately 2,400 counties ranked. As with states, it is also possible to understand



how a county does in terms of opportunity within each of the three dimensions: (1) Jobs and Economy; (2) Education; and (3) Community Health and Civic Life. Woodland Community College serves communities in Colusa, Lake, and Yolo Counties. The overall Colusa County Opportunity Index grade is “C”, Lake County is C-, and Yolo County is B-. Depending upon location, Yolo County citizens may have disparate economic, educational, and civic opportunities.

Colusa County Opportunity Index Grade	C
Lake County Opportunity Index Grade	C-
Yolo County Opportunity Index Grade	B-

Jobs. The availability of jobs is critical to opportunity, and today’s high unemployment rates have put the need for jobs center stage. Nonetheless, a job is not the only ingredient necessary for a prosperous and sustainable economy that allows for economic security and mobility; an abundance of low-wage jobs, for instance, do not create optimal conditions for long-term opportunity. In addition, local residents must be prepared for today’s and tomorrow’s jobs, and also must be in a position to accumulate savings to weather life’s inevitable ups and downs and to make the large expenditures—a house in a good school system, a car to get to work, college tuition—necessary for upward mobility. Finally, internet access is becoming the default expectation for banking, government services, job applications, and work—part and parcel of life’s essential infrastructure. Three tables describe Colusa, Lake, and Yolo County Opportunity Index economic indicators.

Economy	Colusa County	State Avg.	National
Unemployment rate	15.8%	6.1%	5.1%
Median household income	\$48,820	\$56,338	\$48,906
Population below the poverty line (%)	12.5%	16.8%	15.8%
Ratio of household Income at the 80th percentile to that of the 20th percentile	3.7	5.3	5.0
Banking institutions per 10,000 pop.	3.7	2.7	3.9
Households spending <30% of income on housing	64.1%	55.3%	65.4%

Economy	Lake County	State Avg.	National
Unemployment rate	7.1%	6.1%	5.1%
Median household income	\$34,209	\$56,338	\$48,906
Population below the poverty line (%)	25%	16.8%	15.8%
Ratio of household Income at the 80th percentile to that of the 20th percentile	4.9	5.3	5.0
Banking institutions per 10,000 pop.	2.3	2.7	3.9
Households spending <30% of income on housing	49.4%	55.3%	65.4%

Economy	Yolo County	State Avg.	National
Unemployment rate	6.1%	6.1%	5.1%
Median household income	\$52,339	\$56,338	\$48,906
Population below the poverty line (%)	19.1%	16.8%	15.8%
Ratio of household Income at the 80th percentile to that of the 20th percentile	5.4	5.3	5.0
Banking institutions per 10,000 pop.	2.5	2.7	3.9
Households spending <30% of income on housing	54.9%	55.3%	65.4%

Education. In a globalized economy in which knowledge is paramount, education is a key factor in expanding opportunities and protecting people from the most severe consequences of economic downturns. At every stage along the educational journey, a quality educational experience is vital. Research has consistently identified a quality preschool to be the most cost-effective intervention to enable every child to enter school on an equal footing. High school and college graduates earn significantly more over their lifetimes than high school and college dropouts, respectively.

Education	Colusa County	State Avg.	National
Preschool enrollment	49%	48.4%	47.1%
On-time H.S. graduation	86%	80.4%	81.4%
Associates Degree or Higher (%)	23%	38.9%	37.7%

Education	Lake County	State Avg.	National
Preschool enrollment	51.6%	48.4%	47.1%
On-time H.S. graduation	91%	80.4%	81.4%
Associates Degree or Higher (%)	26.1%	38.9%	37.7%

Education	Yolo County	State Avg.	National
Preschool enrollment	59.5%	48.4%	47.1%
On-time H.S. graduation	89%	80.4%	81.4%
Associates Degree or Higher (%)	45.2%	38.9%	37.7%

Community Health. Evidence shows that the level of community institutions, networks and norms, together known as social capital, play an important role in expanding people’s opportunities, including the opportunities to attend good schools and find good jobs, and to collectively solve problems such as crime, unhealthy environmental conditions, and others (Putnam, 2000). Volunteerism and group membership are two important measures of social capital because they can make important contributions to community trust and connectedness and to the building of networks and other vital social infrastructure. Community safety is included in this dimension as a proxy both for its contribution to social capital and for its vital role in community health. Communities with high levels of crime, including drug abuse, lack the environment in which schools and businesses can thrive—two key pillars of economic mobility—and in which residents feel safe to establish the links and connections for cohesive social networks. Violent crime has an obvious impact on victims’ health directly, and the chronic stress of danger and its effects on the ability of children to get exercise have longer-term deleterious effects on health. Communities with limited healthy food options and a dearth of medical personnel can contribute to unhealthy lifestyles and ultimately, poor health.

Community Health & Civic Life	Colusa County	State Avg.	National
Violent crime per 100,000 pop.	215.9	396.2	387.8
Youth not in School and Not Working (% ages 16 to 24)	19.8%	13.8%	13.8%
Primary care providers per 100,000 pop.	37.3	268.9	286.5
Grocery Stores and Supermarkets per 10,000 population	5.6	2.2	2.2

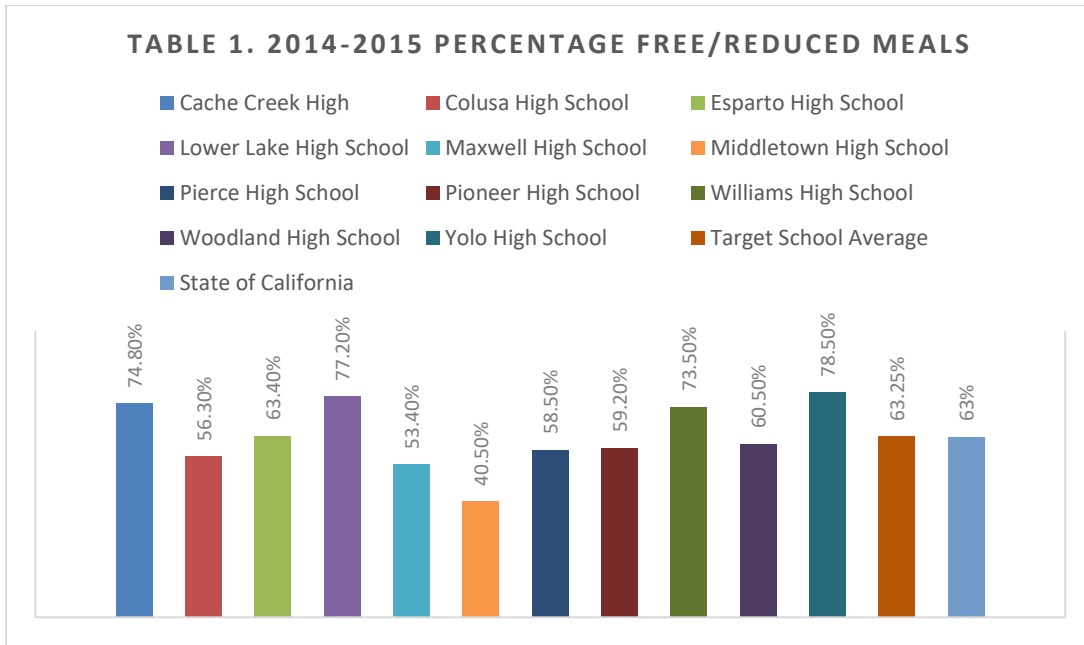
Community Health & Civic Life	Lake County	State Avg.	National
Violent crime per 100,000 pop.	512.3	396.2	387.8
Youth not in School and Not Working (% ages 16 to 24)	33.5%	13.8%	13.8%
Primary care providers per 100,000 pop.	109.6	268.9	286.5
Grocery Stores and Supermarkets per 10,000 population	3.6	2.2	2.2

Community Health & Civic Life	Yolo County	State Avg.	National
Violent crime per 100,000 pop.	269.2	396.2	387.8
Youth not in School and Not Working (% ages 16 to 24)	8%	13.8%	13.8%
Primary care providers per 100,000 pop.	356.2	268.9	286.5
Grocery Stores and Supermarkets per 10,000 population	2.1	2.2	2.2

Example WCC Opportunity Index Responses Reflected in Action Plans
<ul style="list-style-type: none"> ➤ DESIGN, EXECUTE, AND ASSESS LCC AND CCC FOUNDATION ADVISORIES ➤ DESIGN, EXECUTE, AND ASSESS AN EARLY ASSESSMENT PROGRAM FOR 2017-2018 JUNIORS ➤ DESIGN, EXECUTE AND ASSESS WCC/LCC/CCC HIGH SCHOOL PARENT AND STUDENT "OPEN HOUSE" ACTIVITY

HIGH SCHOOL DEMOGRAPHICS. Beyond the Opportunity Index, service area high school student data informs our Educational Master Plan and identifies another opportunity to positively impact our communities. Student demographics may describe both opportunities and threats to our College as we design, implement, and assess programs and services for student learning and achievement. Each of the following graphs depict California Department of Education data for the Yolo, Lake, and Colusa County high schools we serve.

The percentage of district free and reduced meals often serves as a poverty indicator. For example, table 1 below shows four of our service area high schools of Cache Creek (74.8%), Lower Lake (77.2%), Esparto (73.5%), and Maxwell (78.5%) far exceed the California state average (63%).



Clearly, language barriers may represent a threat to individual students' college preparation levels and challenge effective WCC program and service delivery. Our College has great opportunity to develop English as a Second Language (ESL) program aligned with existing high school and adult education programs. Table 2 shows Cache Creek (34%), Pioneer (31.6%), Esparto (25.3%), and Williams (21.3%) high schools with the greatest percentage of identified ESL students.

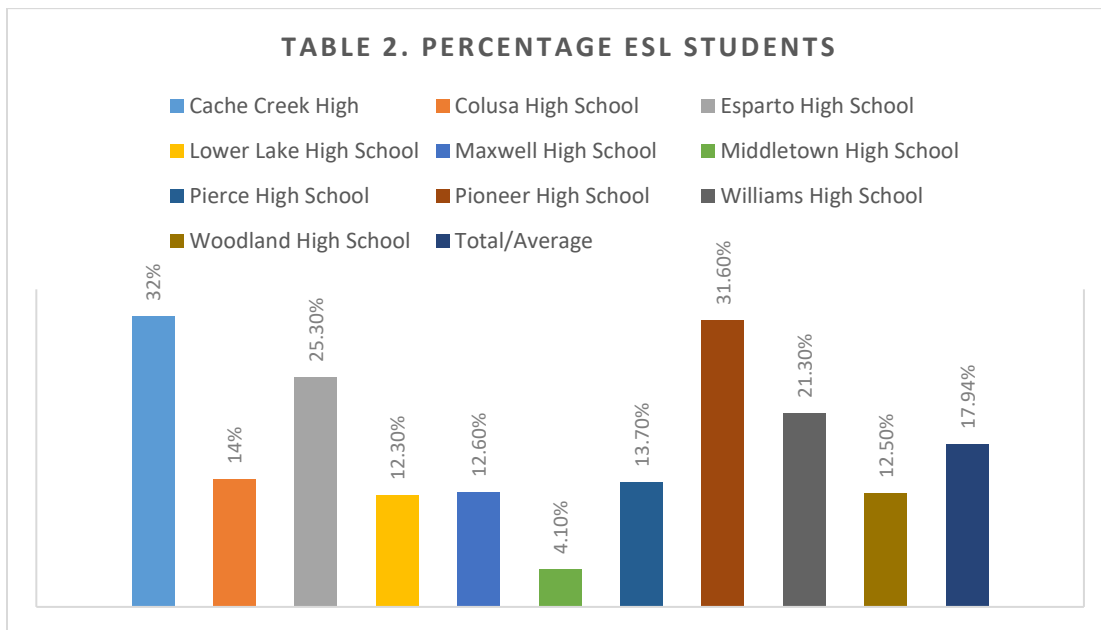


Table 3 indicates great opportunity to effect Colusa (78%), Lower Lake (64%), and Maxwell (75%) high school students' persistence rates which are below the state average (80.8%) for this cohort.

TABLE 3. 2012 9TH GRADE TO 2015 12TH GRADE PERSISTENCE RATE OF TARGET HIGH SCHOOL STUDENTS

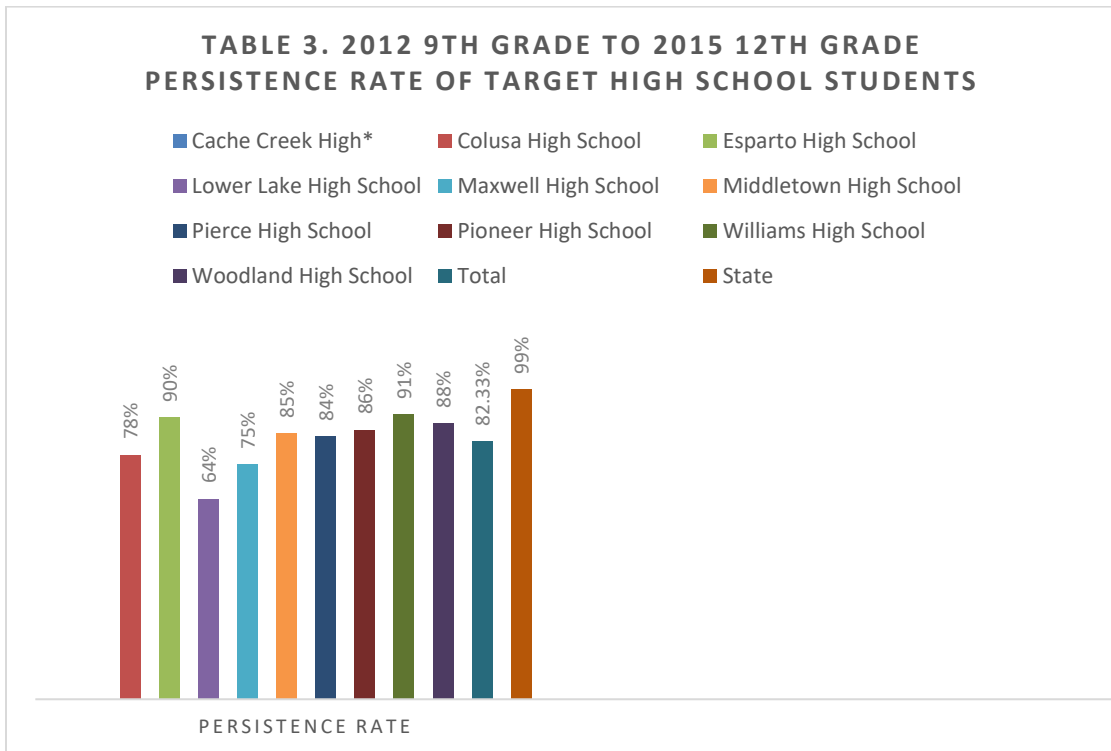
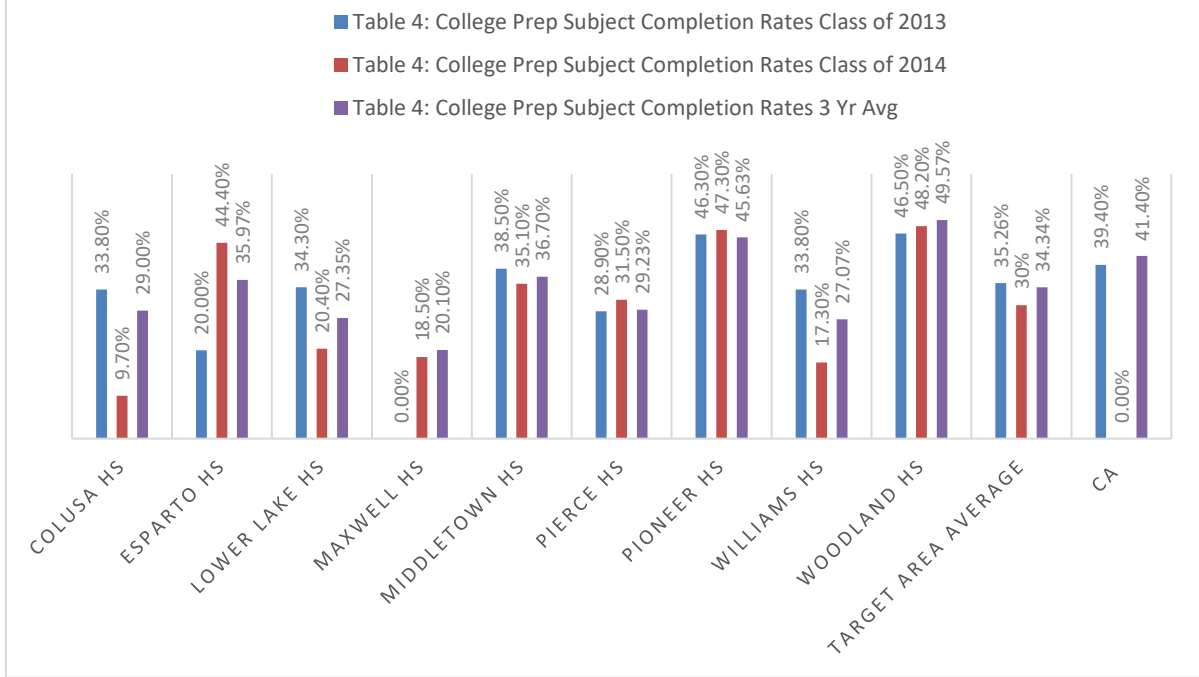


Table 4 shows each service area high school college preparation (A-G) completion rates. All but Woodland (49.5%) and Pioneer (45.6%) high schools are below the state A-G completion rate (41.4%), providing us great opportunity to improve students' preparation levels, especially in Lake and Colusa Counties.

TABLE 4. 2013-2015 COLLEGE PREP (A-G) COMPLETION RATES



Example WCC High School Demographic Responses Reflected in Action Plans

- DESIGN, EXECUTE, AND ASSESS AN ON-SITE MATRICULATION PROCESS FOR HIGH SCHOOL STUDENTS
- DESIGN, EXECUTE, AND ASSESS AN EARLY ASSESSMENT PROGRAM FOR 2017-2018 JUNIORS
- DESIGN, EXECUTE AND ASSESS WCC/LCC/CCC HIGH SCHOOL PARENT AND STUDENT "OPEN HOUSE" ACTIVITY

DOING WHAT MATTERS FOR CALIFORNIA JOBS AND THE ECONOMY. **Woodland Community College** sees great opportunity in this state-wide initiative. The strategy for Doing What Matters for Jobs and the Economy is a four-pronged framework to respond to the call of our nation, state, and regions to close the skills gap. The four prongs are:



- *Give Priority for Jobs and the Economy* - There is a serious and growing shortage of skilled workers for major regional industry sectors across California—while there are also hundreds of thousands of people who are unemployed or underemployed statewide. This EMP describes how our College plans to take a regional approach to identify labor market trends, evaluate how each collegiate region is responsive to market demands, and decide which programs matter most to jobs and the economy as well as how and where they will be delivered.

- *Make Room for Jobs and the Economy* – Woodland Community College is positioned to help solve the mismatch between skills and jobs in our state and service areas. As the needs of our labor market and our students changes, we must continuously evaluate the effectiveness of courses and programs of study in order to deliver for regional and local communities. This means is a constant evaluation to retool/rethink programs as industry evolves.

- *Promote Student Success* – Our College and K-12 partners collect and analyze a variety of data to measure student success, enabling comparisons across programs to examine how are career technical education (CTE) students achieving their postsecondary and workforce goals over time; which CTE programs are the most effective at helping students achieve their postsecondary and career goals; how returning adults, including veterans, can better take advantage of our programs to reskill and upskill; and how can we improve programs to better prepare students for success in college and the workforce?

- *Innovate for Jobs and the Economy* - Innovative public/private partnerships which enable us to close the skills gap of our state's labor force begin with working together to create solutions. As part of Doing What MATTERS for Jobs and the Economy framework, our College considers industry partnerships (advisory boards and professional advisers) invaluable to solving complex workforce training needs.

INDUSTRIES and OCCUPATIONS. **There is great opportunity for Woodland Community College’s three campuses to develop intentional CTE, as well as General Education, programs using industry and occupation data.** Examining local Labor Market Information (LMI) provides our College a “window” into current and future regional employment trends; a tremendous opportunity to build intentional, value-added programs. College programs and services should reflect middle-skill employment trends as well as transfer pathways, ensuring a vibrant local economy. Yolo, Lake, and Colusa County LMI data prepared by the California Employment Development Department (EDD) and Economic Modeling Specialists International (EMSI) is summarized here. Greater detail (occupations, related occupations, skill requirements, and work activities) may be found in the attached appendices.

As defined by the EDD, an industry cluster describes a specific grouping of companies with highly similar business activities. Cluster research is a widely accepted standard of practice for developing regional prosperity strategies to address multiple facets of a region’s complex economy. Industry clusters reduce operating costs by shortening supply chains; increasing the

flow of information regarding new business opportunities; concentrating workforce training needs in select occupations; and speeding up the identification of gaps in products or services. Firms in identified clusters also may have a reduced risk of failure, as these firms are better supported by the supply chain and can respond more rapidly to shifts in the marketplace. These businesses are economically interdependent and may have common supply chains, labor needs, technologies, and markets. Industry clusters identified in Yolo, Lake, and Colusa Counties are those that demonstrated the greatest opportunity for new jobs, rising wages, business expansion, and career development possibilities.

Interpreting the EDD bubble charts:

- The size of the bubble indicates the employment size (% increase, Regional Concentration compared to CA, number of jobs).
- The horizontal axis indicates the annual growth rate, or employment change, over the study period. Growth to the right on the graph is positive.
- The vertical axis indicates the concentration of an industry relative to the State. A concentration of 1.0 or higher indicates that the industry is more concentrated in the region than in the State. A concentration greater than 1.0 indicates a higher concentration of jobs in the industry cluster than found statewide, and industry clusters with a LQ of 1.25 or higher are considered heavily concentrated. A high concentration indicates a competitive advantage and an area of regional specialization compared to the state. Industry clusters with higher location quotients generally consist of export industries, and are the region's strong economic sectors. In theory, they are producing more goods and services than the region alone can consume and thus export the excess goods or services to consumers in areas outside of the region and bring wealth back to the local economy.
- Industries in the right, upper quadrant show growth over the last five years and a higher concentration in the region compared to California.

Colusa County Campus. Industry clusters identified in the three-county region – including Colusa, Glenn, and Sutter counties – are those that demonstrated the greatest opportunity for new jobs, rising wages, business expansion, and career development possibilities. Eight regional industry clusters emerge for Woodland Community College-Colusa County Campus, comprising 123 industries across the three-county region. During the study period, 2011 through 2016, these eight industry clusters together demonstrated a combination of:

- Expanding opportunity (job and/or firm growth)
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)



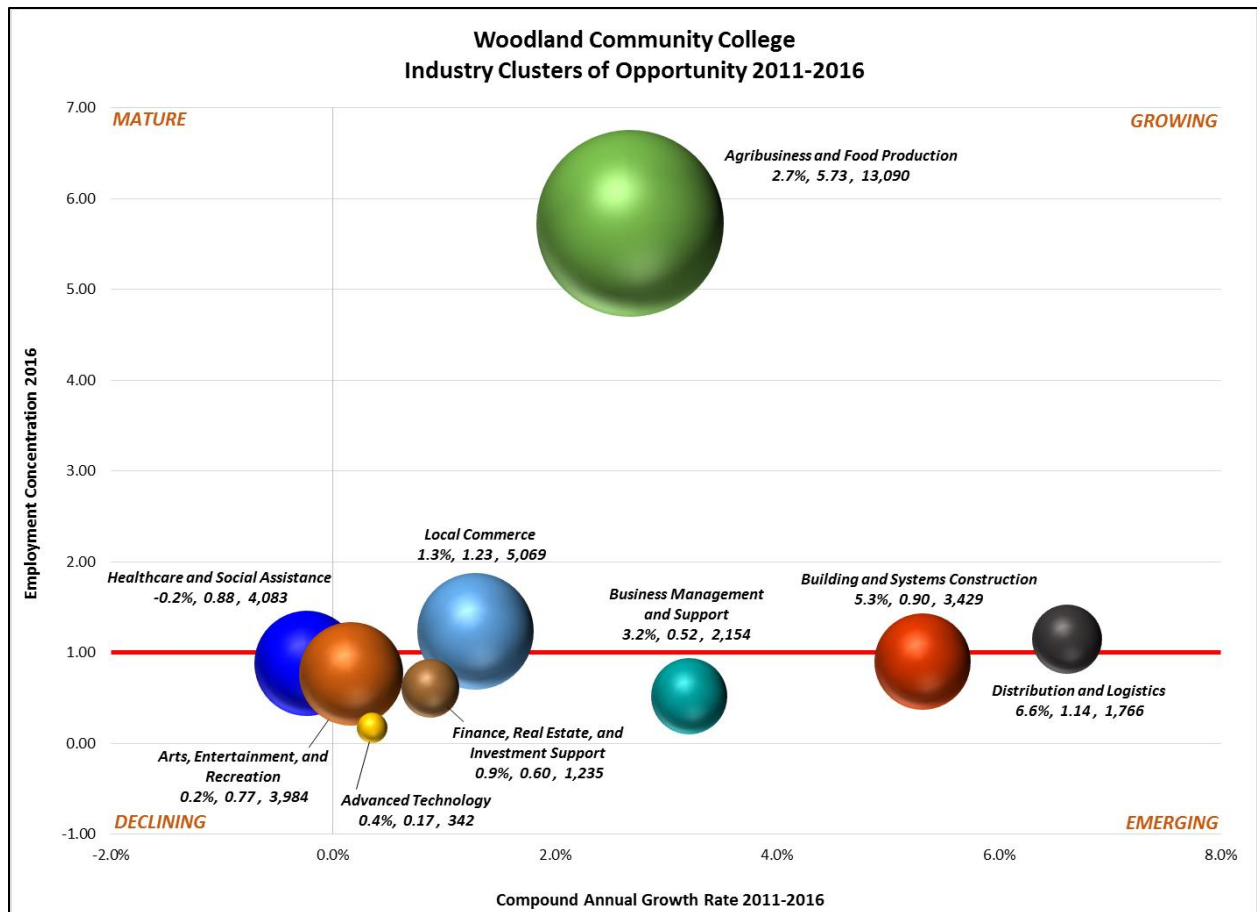
These industry clusters include (in order of size by total number of jobs):

- **Agribusiness and Food Production** - includes establishments primarily engaged in growing crops, raising animals, and the manufacturing of food. This cluster employed 13,090 people in 2016, or 33.5 percent of the region's workforce. Manufacturing industry clusters in this region focus on agriculture and construction. Viticulture and Enology industry clusters are small, and thus included within the agriculture industry cluster.
- **Local Commerce** - includes local merchants, retailers, and wholesalers. These establishments are primarily engaged in retail activity. This cluster employed 5,069 people in 2016, or 13.0 percent of the region's workforce.
- **Health Care and Social Assistance** - includes private health care providers and other health-related support services, employed 4,083 people in 2016, and comprised 10.4 percent of the region's employment. Businesses in this industry cluster primarily provide health care services and health products for individuals.
- **Arts, Entertainment, and Recreation** - includes firms primarily involved in the leisure, hospitality, and tourism industries. This cluster employed 3,984 people in 2016 and accounted for 10.2 percent of the region's employment. Establishments in this industry cluster provide the region with facilities and services to meet varied cultural, entertainment, and recreational interests.
- **Building and Systems Construction** - includes firms focused on the physical infrastructure of communities that serve the area's needs for roadways, housing, and commercial structures. The cluster employed 3,429 workers in 2016 and comprised 8.8 percent of total regional employment.

- **Business and Innovation** - provided 2,496 jobs among businesses involved in accounting, legal services, consulting services, and waste management. These firms made up 6.4 percent of total regional employment in 2016.
- **Transportation and Warehousing** - contains businesses involved in transportation and supporting industries, such as long distance and specialized freight trucking, courier services, and warehousing and storage. The industry cluster employed 1,766 workers and provided 4.5 percent of total regional jobs in 2016.
- **Investment Support** - includes firms primarily engaged in finance, insurance, and real estate. This cluster's employment stood at 1,235 in 2016 and comprised 3.2 percent of the region's total employment.

Collectively, these industry clusters comprised 90.0 percent of total regional jobs in 2016 and 92.4 percent of the region's total wages. The total number of jobs in the three county region increased by 4,522, from 34,555 in 2011 to 39,077 in 2016. The region's jobs grew at a rate of 2.5 percent annually, or 12.5 percent over the five-year study period. Average annual wages increased from \$36,725 in 2011 to \$37,890 in 2016.

Exhibit D. CCC Region Industry Clusters 2011-2016



The comprehensive three-county report is attached as an appendix to this Educational Master Plan. College planning leadership continue to examine the full Employment Development Department (EDD) report, which includes projected occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

- CCC STRATEGIC EXPLORATION**
- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).
 - Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
 - Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
 - Agriculture Engineering/Technologies program development (Manufacturing and Food Production clusters)
 - Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
 - Elementary Education Teacher Associates Degree for Transfer (ADT)
 - Health Care program(s) development

Lake County Campus. Ten regional industry clusters comprise 175 industries across a five-county region surrounding the Lake County Campus of WCC. During the study period, 2010 through 2015, these ten industry clusters together demonstrated a combination of:

- Expanding opportunity (job and/or firm growth)

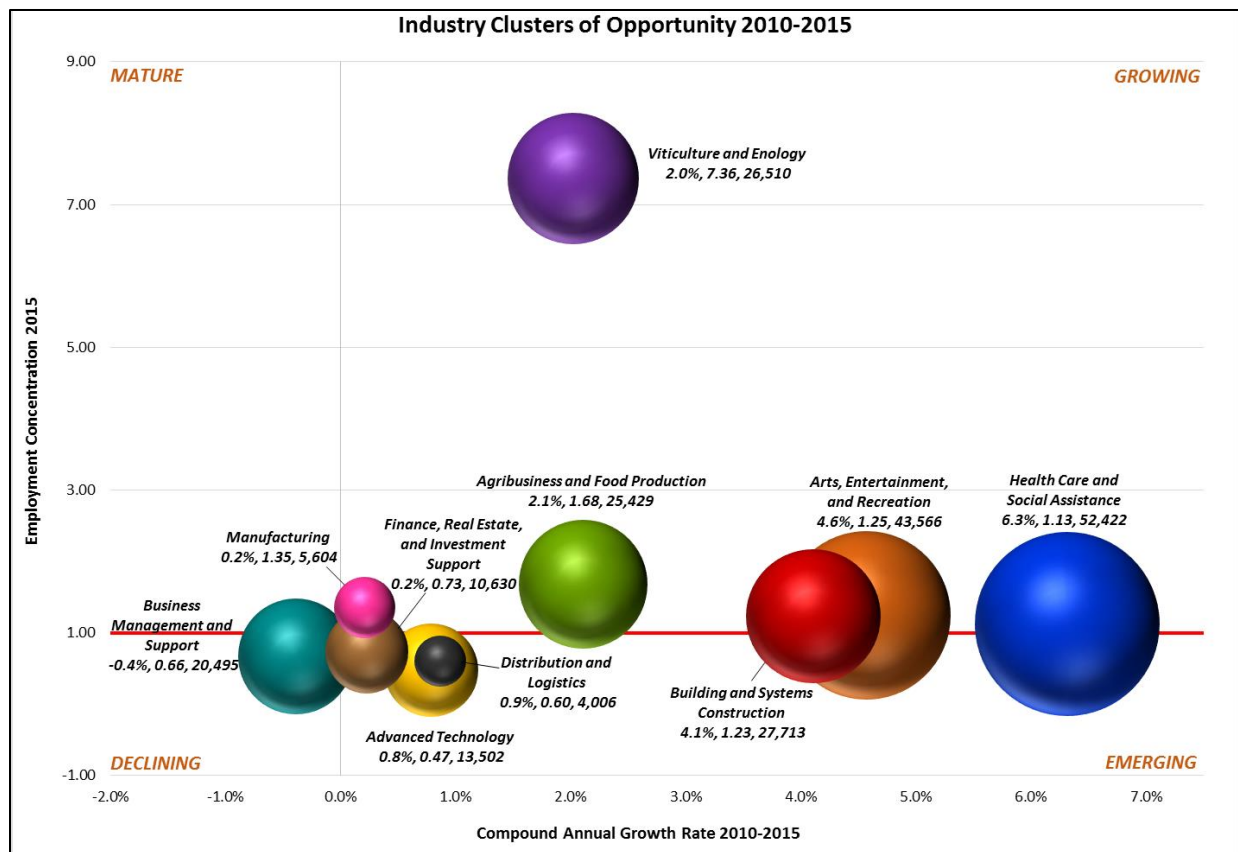
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)

Collectively, these ten Lake County Campus regional industry clusters comprised 82.7 percent of total regional jobs in 2015 and 84.2 percent of the region's total wages. The total number of jobs in the five county region increased by 34,808, from 243,311 in 2010 to 278,119 in 2015. The region's jobs grew at a rate of 2.7 percent annually, or 13.5 percent over the five-year study period. Total wages increased from \$45,801 to \$46,746.

- Health Care and Social Assistance
- Arts, Entertainment, and Recreation
- Building and Systems Construction
- Viniculture and Enology
- Agribusiness and Food Production
- Business Management and Support
- Advanced Technology
- Finance, Real Estate, and Investment Support
- Manufacturing
- Distribution and Logistics



Exhibit D. LCC Region Industry Clusters 2010-2015



A comprehensive five-county report supports exhibit D (above). College planning leadership continue to examine the full Employment Development Department (EDD) report, which includes specific occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

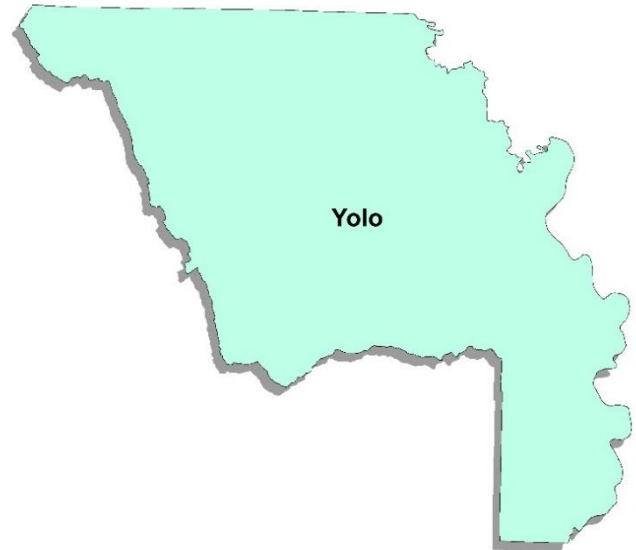
LCC STRATEGIC EXPLORATION

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).
- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (meets Advanced Technology, Manufacturing, and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Culinary Arts and Wine Industry program development/linkages
- Elementary Education Teacher Associates Degree for Transfer (ADT)
- Health Care/Social Assistance program(s) development

Woodland Main Campus. Nine Yolo County regional industry clusters comprise over 130 industries. These nine industry clusters made up 52.9 percent of the total regional jobs in 2015,

and 46.4 percent of the region's total wages. In order of size by total number of current and future jobs, these are:

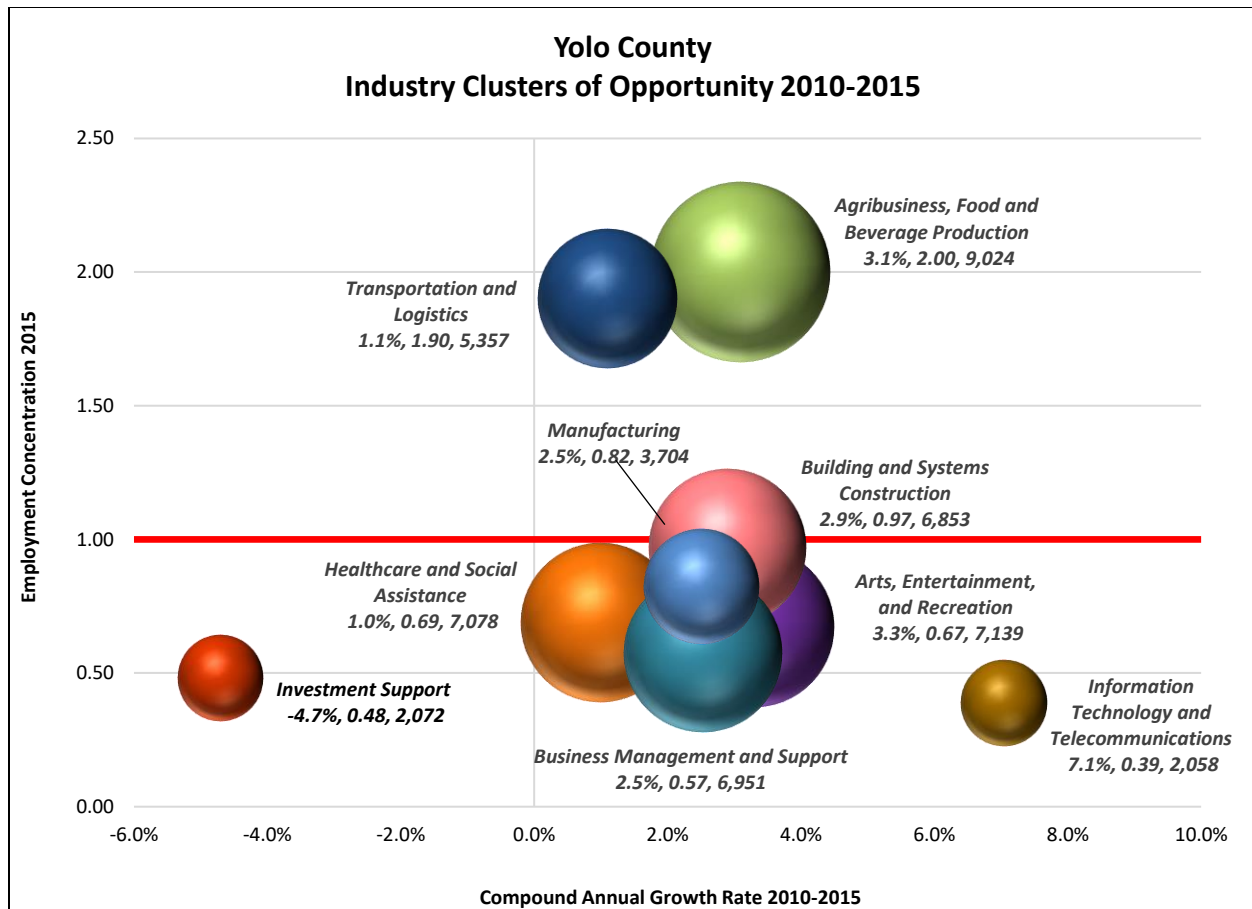
- Agribusiness, Food and Beverage Production
- Arts, Entertainment, and Recreation
- Healthcare and Social Assistance
- Building and Systems Construction
- Business Management and Support
- Transportation, Warehousing, and Logistics
- Manufacturing
- Investment Support
- Information Technology and Telecommunications



In Yolo County, Agriculture, Food and Beverage industry cluster posted 2015 annual average wages of \$40,419. Occupations supporting crop production, product wholesalers, as well as food and beverage manufacturing are increasingly in demand. Related to the "Farm to Fork" regional movement, Arts, Entertainment, and Recreation was the second largest cluster, reporting 7,139 jobs, or 7.5 percent of the region's employment, and a concentration of 0.67. The highest annual wages were found in Information Technology and Telecommunications, with an average wage of \$64,508.

Exhibits A and B below are visual representations of the 2010-2015 Yolo County Industry Clusters. Each bubble represents regional industry clusters and displays three important data elements: 2010-2015 compound annual growth rate, 2015 employment concentration, and 2015 employment size.

Exhibit A. Yolo County Industry Clusters 2010-2015



From a broader perspective, ten Capital Region (includes Yolo County) industry clusters comprise over 195 industries. These ten industry clusters made up 57.3 percent of the total regional jobs in 2015, and 57.0 percent of the region’s total wages. During the study period, 2010 through 2015, these ten industry clusters together demonstrated a combination of:

- Expanding opportunity (job and/or firm growth)
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)

In order of size by total number of current and future jobs, these are:

- Healthcare and Social Assistance
- Arts, Entertainment, and Recreation
- Business Management and Support
- Building and Systems Construction
- Investment Support
- Information Technology and Telecommunications
- Agribusiness, Food, and Beverage Production
- Transportation, Warehousing, and Logistics

- Manufacturing
- Energy and Utilities

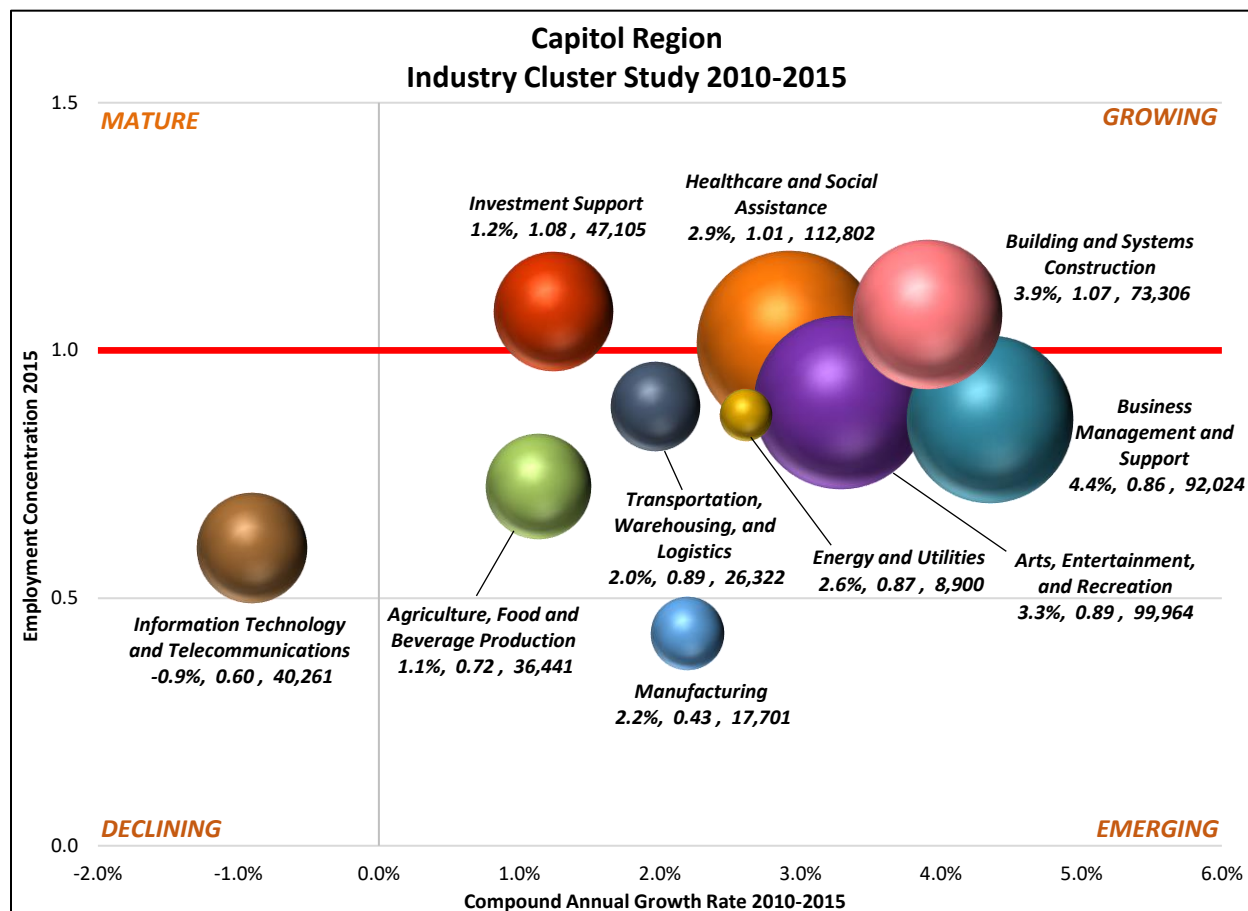


In the Capital Region, the Healthcare and Social Assistance industry cluster was the largest in 2015, accounting for 11.6 percent of the total jobs. Arts, Entertainment, and Recreation made up 10.3 percent of the total regional jobs. The highest annual wages were found in Information Technology and Telecommunications, with an average Capital Region wage of \$107,020.

The chart below is a visual representation of the Capitol Region Industry Clusters. Each bubble represents regional industry clusters

and displays three important data elements: 2010-2015 compound annual growth rate, 2015 employment concentration, and 2015 employment size.

Exhibit B. Capitol Region Industry Clusters 2010-2015



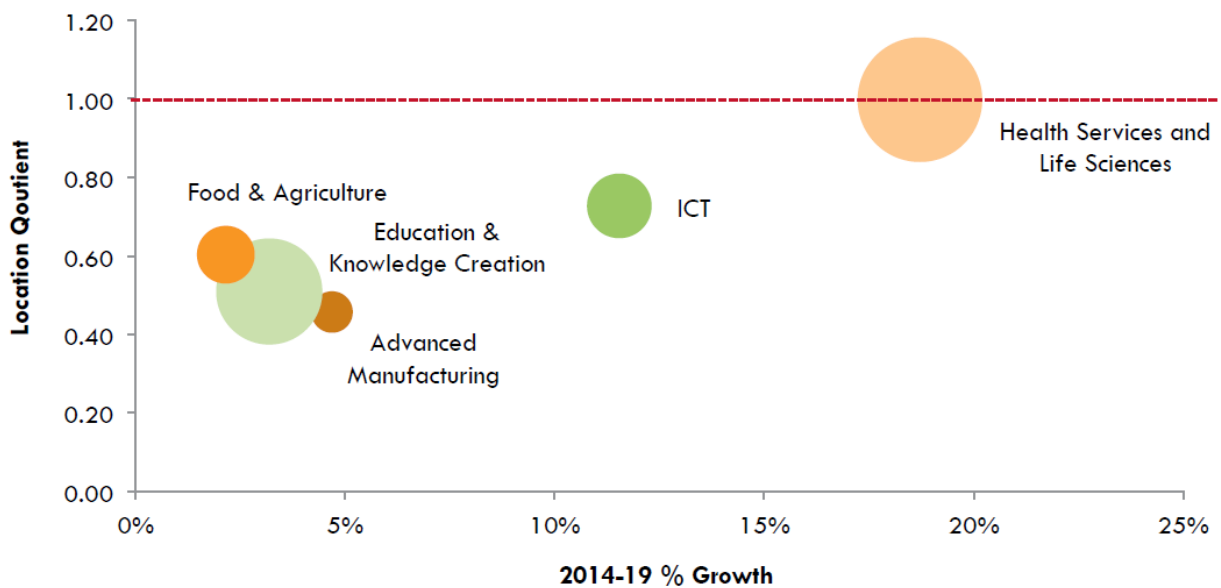
While the above 2010-2015 labor market data is created using *actual* employment numbers, industry and occupational employment *projection* data further informs our College decision-making. In partnership with the Centers of Excellence (COE), regional leaders developed the Sacramento Capital Region Next Economy Cluster Research action plan to accelerate job creation and new investment in six high-growth business (industry) clusters. These Sacramento Capital Region industry cluster projections align very well with historical trends. Six Capital Region clusters and example occupations in demand were identified in the Next Economy report:

- **Advanced Manufacturing:** electrical and mechanical engineers, machinist, computer-controlled machine tool operators, welders, cutters, solderers, brazers and first-line supervisors of production operating workers;
- **Clean Economy:** (Energy and Resource Efficiency, Renewable Energy, Sustainable Agriculture, etc.) soil and water conservationists, farm and ranch managers, solar and wind engineers, energy auditor, solar contractor and sales representative;
- **Education and Knowledge Creation:** elementary and secondary teachers and training/development specialists, library workers, editors, textbook authors;
- **Food and Agriculture:** food scientists, plant breeders, farm equipment mechanics, pest control advisors, environmental scientists, skilled food processing control processing technicians, mechanics, Spanish-speaking business/management, and farmers;

- Information and Communications Technologies (ICT): database administrators, network administrators, security professionals, retailers/wholesalers, and software development specialists;
- Life Sciences and Health Services: registered nurses, EMTs/paramedics, social assistance, and health information technicians.

Exhibit C below compares the concentration of cluster employment to the projected five-year growth rate in the region, where the size of the bubble indicates the total number of jobs for each industry cluster. Concentration of employment is measured by location quotient analysis which compares the total employment in a region relative to the total employment in a larger area, in this case, California. Clusters and industries with location quotients higher than 1 (usually LQ 1.25 or higher) imply that the cluster is producing more of the product or services than is consumed by local residents. The excess products and services are typically exported outside of the region, which increases the region’s overall wealth and competitive position.

Exhibit C. Projected Growth by Concentration



All of the clusters, except Life Sciences and Health Services, have a location quotient below 1, indicating a lower than average concentration of employment. The Health Services and Life Sciences cluster has a location quotient of 1.00, indicating average employment levels. Low to average location quotients indicate that the Next Economy clusters are not likely to outperform other regions in the state, unless there is strategic action that increases the region’s competitive position in these areas. All clusters had positive growth rates with Life Sciences and Health Services having the largest growth rate and ICT with the second largest growth rate.

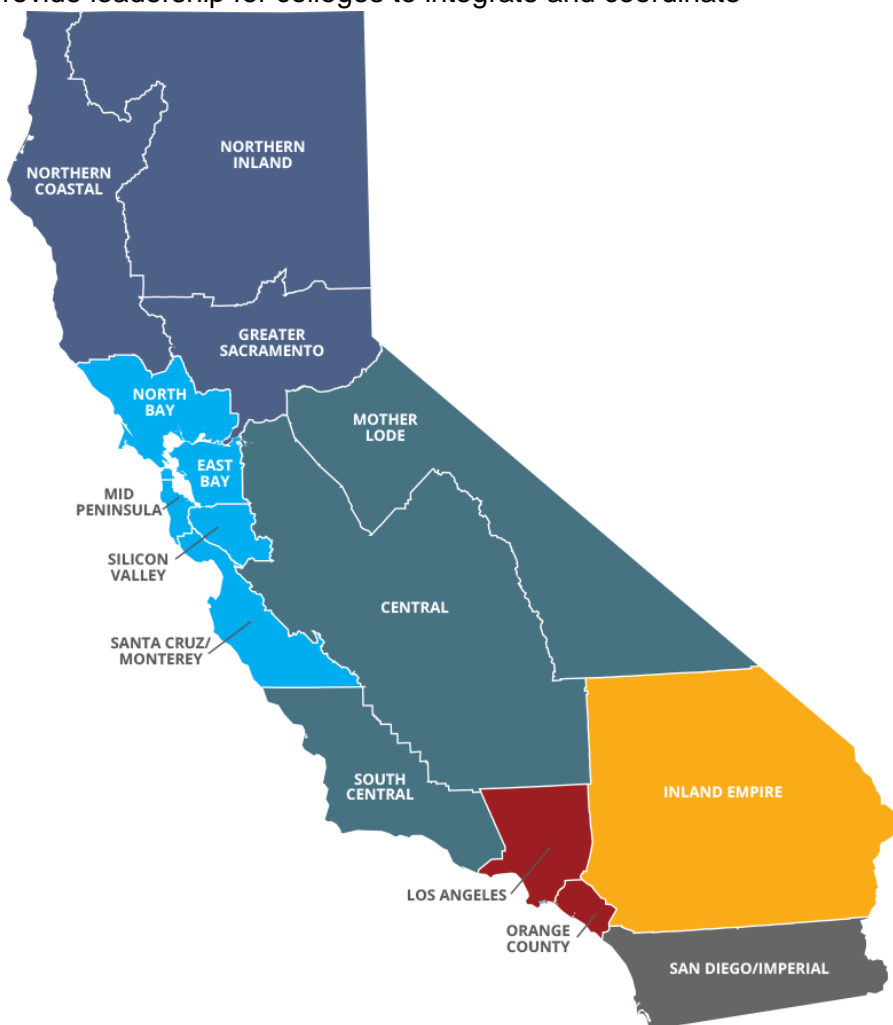
The comprehensive Yolo County and Capital Region historical reports, as well as the Next Economy 2014-2019 Capital Region industry cluster projections, are attached as an appendix to this Educational Master Plan. College planning leadership continue to examine the full

Employment Development Department (EDD) reports, which includes specific occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

WCC STRATEGIC EXPLORATION
<ul style="list-style-type: none"> ➤ Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates). ➤ Agriculture Associate Degree for Transfer (ADT) scheduling emphasis ➤ Agriculture Engineering/Technologies program development (meets Advanced Technology, Manufacturing, Clean Economy, and Food Production clusters) ➤ Business Administration logistics program development ➤ Culinary Arts program development ➤ Elementary Education Teacher Associates Degree for Transfer (ADT) ➤ Health Care program(s) development

REGIONAL CONSORTIA. There is also great opportunity for Woodland Community College to leverage regional best practices and resources as part of the North/Far North DWM and other consortia. California community colleges are organized into ten economic regions. Regional consortia provide leadership for colleges to integrate and coordinate

economic development and vocational educational programs and services. Working regionally also provides colleges the opportunity to develop and coordinate staff development. Increasing the knowledge of programs and services in the region, and disseminating best practices to enhance workforce development is ultimately the desired outcome. Woodland Community College (Greater Sacramento), the Lake County Campus (Northern Coastal) and the Colusa County Campus (Northern Inland) span three of the state's ten regional sectors. The North/Far North (NFN) regional hub includes all WCC's campuses and 14



other Northern California Community Colleges. Within the NFN economic region, ten priority and emergent CTE sectors include: Advanced Manufacturing; Advanced Transportation & Renewables; Agriculture, Water & Environmental Technologies; Energy, Construction & Utilities; Global Trade & Logistics; Health; ICT/Digital Media; Life Science/Biotech; Retail/Hospitality/Tourism; and Small Business. Woodland Community College hosts the Agriculture Deputy Sector Navigator and the Small Business Deputy Sector Navigator.

Woodland Community College participates in other regional consortia, such as the North Central Adult Education Consortium (NCAEC). While overlapping many of the ten NFN regional industry sectors, NCAEC aligns with YCCD boundaries and the two colleges serve as local coordinating hubs. Woodland Community College hosts the NCAEC Director.

REGIONAL UNIVERSITIES. There is great opportunity for Woodland Community College to leverage the California Community College Guided Pathway initiative, and in so doing, better inform our students by aligning academic and career opportunities. Baccalaureate transfer, including specific program and selectivity requirements, can vary by institution and program. Students are best served when they fully understand requirements of common destination institutions, such as California State University, Sacramento and the University of California at Davis. Comprehensive academic program plans, or guided pathways, should also provide students with baccalaureate-level career information.

As our College works towards implementation of Guided Pathways (Institutional Action: Design, Execute, and Assess a College-wide Structure to Support Guided Pathways) and seeks to become a “Hispanic Graduating Institution”, particular attention may first be given to those universities of choice for our students. Alignment with these receiving institutions and the high-value programs they offer WCC students, serves our communities well. Below are historical transfer rates for WCC. Lake County Campus and some 2016 data are not yet available.

Transfers by Segment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Transfers	98	184	158	148	
Segment					
California State University (CSU)	73	136	96	114	
University of California (UC)	19	45	52	27	46
In-State Private (ISP)	3	1	2	2	
Out-of-State (OOS)	3	2	8	5	

Transfers by Institution with the Highest Enrollment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CSU Sacramento	61	103	75	92	
UC Davis	16	40	49	24	41

In-State (ISP)					
Out-of-State (OOS)					

All CSU Transfers by Ethnicity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American	1	3	4	3	
American Indian	2	1	2	0	
Hispanic/Latino	42	61	47	58	
Asian	1	18	8	10	
White	17	34	27	24	
Pacific Islander	0	0	0	0	
Two ore More Races	3	2	2	5	
Unknown	5	12	5	5	

UC Transfers by Ethnicity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
African American					
American Indian					
Hispanic/Latino	5	18	24	12	14
Asian	4	8	10	5	9
White	8	16	14	8	19

INTEGRATED PLANNING

YCCD STRATEGIC PLAN

Yuba Community College District Governing Board strategic planning processes begin with the periodic review and adoption of Mission, Vision, and Value statements; creating an overarching “trajectory” for the District. Long range District Strategic Goals articulate the Board’s Vision, driving institutional change implemented through College Master Plans as well as District Services Master Plans. In so doing, College and District Services Master Plans become operational in nature, addressing program and service sustainment, expansion, or even reduction as deemed appropriate within the local planning processes. As depicted in the schematic below, annual institutional effectiveness measures then inform future long and short range planning at the Board and College levels. This cycle of continuous quality improvement is the essence of institutional effectiveness supporting the 5 Yuba Community College District Strategic Goals:

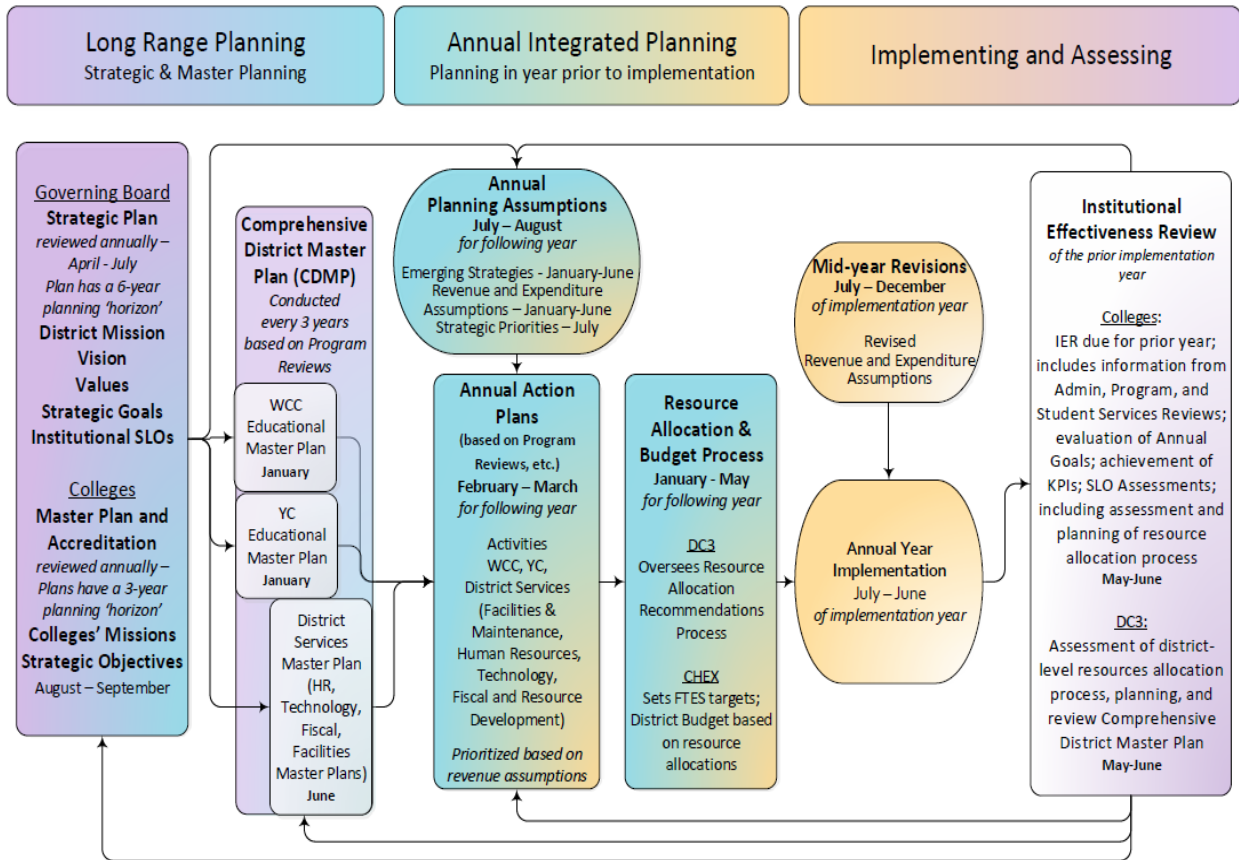
YCCD Strategic Goals (Adopted October 2014)

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion;
2. Integrate planning and institutional effectiveness processes within a culture of evidence;
3. Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff;
4. Complete multi-college district transition in structure, roles, responsibilities, and processes;
5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives.



Yuba Community College District Planning Process

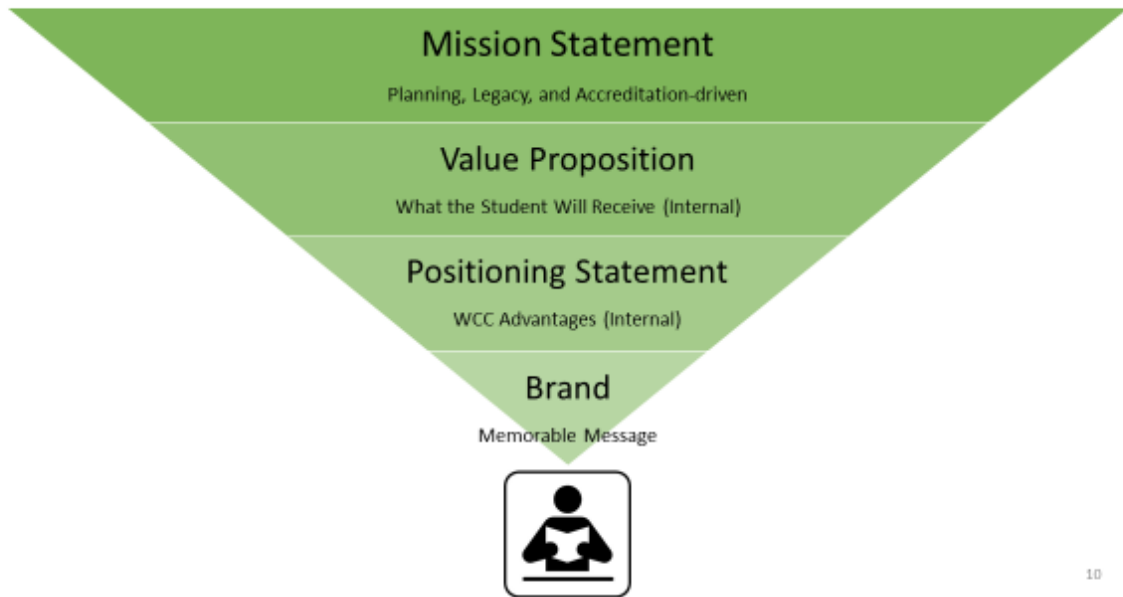
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COLLEGE MISSION

A stronger linkage between program and service design with the College mission statement heightens our collective awareness of student achievement. Outcomes from a January 8, 2015 college-wide “table top” planning summit focused on a messaging architecture. This activity served the dual purpose of identifying a College brand as well as serving as a visioning exercise. After much deliberation, and with final selection made by the student population via a Survey Monkey poll, Woodland Community College developed our first College tag line to our communities: **“Your College, Your Future • Tu Colegio, Tu Futuro”**. The graphic below depicts the many exercises (Brand, Positioning Statement, Value Proposition, and finally Mission Statement) our College undertook to arrive at a tag line and discover a need to re-examine our existing College mission statement.

Messaging Architecture



10

A later review of the existing WCC mission statement, along with the addition of the Lake County Campus to our College, suggested language revisions and subsequently College Council set forth three purposes for a mission statement redesign: 1) create a concise mission statement for all WCC internal and external stakeholders; 2) meet all 2014 ACCJC Standards; and 3) honor our three unique campus planning objectives.

The resulting WCC mission statement architecture first provides a “memorable message” shared across our three College campuses (in green). This overarching sentence identifies broad educational purposes and the types of degrees the College offers. Internal and external scan results in Yolo, Lake, and Colusa Counties inform the second level. Here, each of the three campuses identify student needs as a distinctive “This is important at ...” value statement. Finally, the “We do this by ...” vision statement presents a commitment to improved student achievement that may vary across our three service areas. In summary, the Woodland Community College mission statement architecture takes the place of the traditional lengthy, and oftentimes ignored, mission-vision-values format.

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

This is important at WCC because our growing community demands increased higher education attainment as well as workforce development.

This is important at CCC because the increased higher education attainment strengthens our diverse rural community.

This is important at LCC because higher education and career training benefit our diverse community economically and socially.

We do this at WCC by creating guided academic pathways to meet all students' needs.

We do this at CCC by increasing access to academic and career technical programs to meet the needs and expectations of the regional economy.

We do this at LCC by providing access to educational opportunities, services, and technology supporting student success.

OBJECTIVES

At its core, institutional effectiveness is focused specifically on improving student outcomes through evidence-based practices and on improving the opportunities for the unique communities we serve. The myriad student achievement metrics (Scorecard, ACCJC Institution Set Standards, IEPI, etc.) required by regional, state, and federal reports sometimes confound well-intentioned campus conversations. Making sense of this “data maze” and targeting meaningful student achievement metrics aligns with the Aspen Institute’s recommended best practice: “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.”

In April, 2016, faculty, staff and administrative representatives hosted an Aspen site visit team. Students’ course completion rates, term-to-term retention rates, and certificate/degree completion data was also provided to Aspen. The Aspen Institute’s College Excellence Program targets practices, policies, and leadership that significantly improve students’ degree and/or certificate completion. Aspen works to improve colleges’ understanding and capacity to teach and graduate students—especially the growing population of low-income and minority students on American campuses. The final Aspen Institute Report to WCC recommended the College: “establish clear student success goals, building upon the Completion by Design framework”. Examining existing student success data and ask why, for example, WCC students complete at low rates. After hypothesizing reasons for existing poor student achievement data, our College has set a limited number of annual Objectives and Action Plans to address existing barriers to student success.

WCC STUDENTS' CONNECTION PHASE

- Math College Readiness Rates
- English College Readiness Rates

WCC STUDENTS' ENTRY PHASE

- Successful Progression through Developmental Courses
- Successful ("C" or Better) Course Completion Rates

WCC STUDENTS' PROGRESS PHASE

- Successful Completion of Gateway Courses (High Enrollment/Low Success)
- Semester to Semester Persistence Rates
- Year to Year Persistence Rates

WCC STUDENTS' COMPLETION PHASE

- Certificate Completion Rates
- Degree Completion Rates
- Transfer Rates
- Employment Rates

Choosing annual Objectives from a “short list” of eleven indicators provides Woodland Community College professionals with a “laser-like” focus on improving student achievement. Page 4 of this document is one example of how the College has narrowed our institutional focus to that “handful of student success measures”. The Aspen Institute recommended our College “determine what data points will facilitate an understanding of student movement through the loss/momentum framework”. A Completion by Design-based research agenda allows College professionals the opportunity to gauge whether the students’ experience agrees with our program and service design intent. Disaggregated (ethnicity, gender, age, site, etc.) quantitative data and “student voice” qualitative data analyses target the ten WCC student achievement indicators below. Note that our College increasingly gathers and analyses “downstream” student achievement data, emphasizing our focus on student completion.

COLLEGE ACTIONS

College Action Plans drive three-year Completion by Design-phased Objectives (in green), providing a comprehensive accountability framework for the College. Tables 1 through 4 enumerate WCC Action Plans prioritized through College planning processes and aligned with targeted annual Objectives. These Objectives and Action Plans provide our College with a high degree of institutional focus. Large-scale institutional advancement Actions (Table 5) address strategic execution elements and support CbD Objectives.

Table 1. WCC Student Connection Phase

CONNECTION PHASE OBJECTIVES and ACTIONS

Students' initial interest through submission of the application.

ACCJC	Specific Action	Measure	Assigned to	Relevant Plans	Timebound	Resources
2016-2017 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2017.						
Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7	Hire and Train WCC & LCC/CCC (2) Permanent Full-time Outreach Specialists	Number of SARs Contacts	Executive VP	SSSP	01.01.17	SSSP
Standard II.C.1; II.C.3; II.C.5	Design, Execute and Assess a Single Online College Orientation	Number of Students Oriented Online	Dean of Student Services & IT Director	SSSP	02.01.17	SSSP
Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7	Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program	Number of Ambassador Visits	Executive Dean & Student Services Dean	SSSP Equity	05.01.17	SSSP Equity FWS
2017-2018 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2018.						
Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7	Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars	Number of Summer Bridge Participants	Dean of Instruction	GF SSSP Basic Skills Equity	02.01.17	GF SSSP Basic Skills Equity
Standard I.C.1	Design, Execute, and Assess Unique WC/LCC/CCC Student Success Stories Marketing Strategy Leveraging Communication and Technology (CAT) Recommendations	Number of Strategic Marketing Activities	President's Cabinet	Enrollment Management	05.30.17	GF SSSP

Standard II.C.1; II.C.3; II.C.5; II.C.6; II.C.7	Design, Execute, and Assess an On-site Matriculation Process for High School Students	Number of Applications, Assessments, Registrations and Enrollments	Dean of Student Services / Student Success	SSSP Equity	09.01.17	SSSP Equity FWS
2018-2019 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2019.						
Standard II.C.5; II.C.7	Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors	Number / Success of Participants	Student Success Dean	SSSP Equity Basic Skills	02.01.18	SSSP Equity Basic Skills
Standard I.B.1; II.A.1; II.A.6; II.A.7	Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support	Number of Dual Enrollment Participants	Dean of Instruction	Equity Enrollment Management	05.30.18	GF Perkins SSSP
Standard II.C.1; II.C.3	Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity	Number of Parent Participants	Outreach & Financial Aid	SSSP	10.01.18	SSSP
Standard I.B.1; II.A.1; II.A.6; II.A.7	Design, Execute, and Assess an On-site Matriculation Process for Adult Learners	Number of Applications, Assessments, Registrations and Enrollments	Dean of Student Services	SSSP Equity AEBG	12.01.18	SSSP Equity FWS AEBG

Table 2. WCC Student Entry Phase

ENTRY PHASE OBJECTIVES and ACTIONS

Students' enrollment through completion of first year "gatekeeper" courses

ACCJC	Specific Action	Measure	Assigned to	Relevant Plans	Timebound	Resources
2016-2017 Objective: Increase spring 2017 course completion rate by 2% on or before June 30, 2017.						
Standard II.A.7; II.A.16	Design, Execute and Assess a Pilot Spring "ME First" (Math and English First) Policy for First Semester Remedial Students	Number / Success of ME First Participants	Dean of Instruction	Basic Skills	12.01.16	Basic Skills Equity GF
Standard II.B.1; II.B.3	Design, Execute and Assess a Pilot Online Tutorial Service	Number of Online Participants	Dean of Student Success	SSSP Equity Basic Skills	05.01.17	SSSP Equity Basic Skills
Standard II.B.1; II.B.3	Design, Execute, and Assess Phase One of Woodland Student Success Center Capital Project	Number of Tutor Trak Student Participants	Dean of Student Success	Basic Skills Equity	05.30.17	Basic Skills Equity GF
2017-2018 Objective: Increase fall 2017 course completion rate by 2% on or before June 30, 2018.						
Standard II.A.8; II.C.5; II.C.7	Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument	Math and English Placements	Dean of Student Success	Equity Enrollment Management	01.09.18	Basic Skills Equity GF
Standard II.A.4; II.B.1	Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students	Number of Participants	Dean of Student Success	Basic Skills Equity	05.30.17	Basic Skills Equity

Standard II.B.1; II.B.3	Design, Execute, and Assess a Scaled Online Tutorial Service	Number of Participants	Dean of Student Success	SSSP Equity Basic Skills	05.01.18	SSSP Equity Basic Skills
2018-2019 Objective: Increase fall 2018 course completion rate by 2% on or before June 30, 2019.						
Standard II.B.1; II.B.3	Design, Execute, and Assess a Comprehensive Supplemental Instruction Program	Number / Success of SI Participants	Dean of Student Success	SSSP Equity Basic Skills	12.01.18	SSSP Equity Basic Skills
Standard II.A.1; II.A.6; II.A.7	Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners	Number of Applications, Assessments, Registrations and Enrollments	Executive VP	SSSP Equity AEBG	09.01.18	SSSP Equity AEBG
Standard II.A.7; II.A.16	Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students	Number of / Success ME First Participants	Dean of Instruction	Basic Skills	12.01.18	Basic Skills Equity GF
Standard II.B.1; II.B.3	Design, Execute, and Assess Phase Two of Woodland Student Success Center Capital Project	Number of Student Participants	Dean of Student Success	Basic Skills Equity	07.30.18	Basic Skills Equity GF

Table 3. WCC Student Progress Phase

PROGRESS PHASE OBJECTIVES and ACTIONS

Students' entry into courses of study through completion of 75% of requirements

ACCJC	Specific Action	Measure	Assigned to	Relevant Plans	Timebound	Resource
2016-2017 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.						
Standard I.A.3; I.B.5; I.B.6; I.C.1	Design, Execute, and Assess Degree Audit Program	Number of Degrees and Certificates Awarded	Executive VP & IT Director	SSSP Equity	05.30.17	SSSP Equity
Standard I.A.3; I.B.5; I.B.6; I.C.1	Design, Execute, and Assess Automated Cbd-based "Momentum Point" Email/Text Program	Number of Student Emails	Dean of Student Services & IT Director	Enrollment Management Basic Skills	05.01.17	Basic Skills
Standard II.C.4	Design, Execute, and Assess a Student Welcome Space on Woodland Campus	Number of Student Service Contacts in Welcome Space	Dean of Student Services	SSSP Equity	12.31.16	SSSP Equity Foundation
2017-2018 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.						
Standard II.C.2; II.C.5	Design, Execute, and Assess Execute Electronic Education Plans (SEPs)	Number of Electronic Education Plans Delivered	Dean of Student Services	SSSP	09.01.17	SSSP

to
Students

Standard I.C.4; II.A.4	Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First)	Number of Certificates	Dean of Instruction	Equity	05.01.17	Equity
Standard I.B.4	Design, Execute, and Assess College-wide Canvas Gradebook Policy	Number of Faculty and Student Use	Dean of Instruction	Equity Enrollment Management	05.01.17	Equity GF
2018-2019 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019.						
Standard I.A.3; I.B.7; I.C.5	Design, Execute, and Assess College and Career Pathways	Number of Pathways	Executive VP	Equity	09.01.18	Equity GF
Standard I.B.7; II.A.6	Design, Execute, and Assess a CCC Shuttle Program	Number of Student Participants	Campus Executive Dean	Enrollment Management	09.01.18	GF
Standard II.A.2; II.C.5	Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins	Number of Student Participants	Executive VP	Equity	05.01.18	GF

Table 4. WCC Student Completion Phase

COMPLETION PHASE OBJECTIVES and ACTIONS

Students complete course of study through certificate/degrees with labor market value

ACCJC	Specific Action	Measure	Assigned to	Relevant Plans	Timebound	Resource
2016-2017 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2017.						
Standard II.A.6	Design, Execute, and Assess a Graduation Workshop Program	Number of Student Participants	Dean of Student Services	Equity	03.01.17	Equity GF
Standard I.A.3; I.B.5; I.B.6; I.C.1	Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan	Work Plan	Executive Dean & Executive VP	Basic Skills SSSP Equity	05.01.17	GF
Standard II.C.1; II.C.3	Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility, Technology, and Service Hour Enhancements	Number of SARs Student Contacts	Executive Dean Student & Services Dean	Basic Skills SSSP Equity	05.30.17	SSSP Equity FWS

2017-2018 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2018.

Standard II.B.1; III.C.4	Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program	Number of OER Sections and Participating Students	Dean of Instruction	Enrollment Management Basic Skills	05.01.17	CCCCO Grant GF
Standard II.C.1; II.C.3; II.C.5	Design, Execute, and Assess an Online Counseling Program	Number of Online Student Consultations	Student Services Dean & IT Director	SSSP Equity	01.01.18	SSSP Equity FWS
Standard II.C.1; II.C.3; II.C.5; II.C.6; II.C.7	Design, Execute, and Assess CCC/LCC/WC Alumni Associations as Peer Mentors	Number of Alum Participants	President's Cabinet	Equity	09.01.18	Equity Foundation

2018-2019 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2019.

Standard I.A.3; I.B.5; I.B.6; I.C.1	Design, Execute, and Assess Two-Year Course Enrollment Program	Number of Student Enrolled	Dean of Instruction	Enrollment Management	02.01.18	GF
Standard II.B.1; III.C.4	Design, Execute, and Assess Academic Programs (3) using 100% OER Materials	Number of OER Sections and Participating Students	Dean of Instruction	Enrollment Management Basic Skills	05.01.18	CCCCO Grant GF
Standard I.A.3; I.B.5; I.B.6; I.C.1	Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in Gap Analysis	Number of CCC IGETC Courses	Executive Dean & Executive VP	Basic Skills SSSP Equity	05.01.18	GF

Table 5. WCC Institutional Actions

INSTITUTIONAL ACTIONS

Activities Informed by Internal and External Scans

ACCJC	Specific Action	Measure	Assigned to	Relevant Plans	Timebound	Resourced
Standard I.A.1; I.A.3; I.B.9	Complete the LCC Realignment Plan	Aligned LCC/WCC Services	President's Cabinet	YCCD Strategic Plan Equity SSSP Perkins	07.01.17	GF Equity SSSP Perkins
Standard I.B.1; III.B.3; III.B.4	Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of Technology, Facility, and Staffing Planning	Project Plan & Execution	President's Cabinet	EMP	07.30.17	Measure J GF Perkins Strong Workforce
Standard I.B.1	Design, Execute, and Assess a WCC Committee	Committee Number and Assessment	College Council & Academic Senate	YCCD Strategic Plan	05.30.17	GF

	Structure to Improve Institutional Effectiveness					
Standard I.B.1; I.B.2; I.B.3; I.B.4	Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)	Research Agenda & Dashboard Aligned with Program Review	Dean of Student Success	YCCD Strategic Plan Equity SSSP Perkins	05.30.17	Data Unlocked GF
Standard I.A.3; II.A.7; II.B.1; II.C.1	Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic, and Student Support Services	Number of DL Courses & Services	Executive VP & DE Chair	Equity Distance Learning	05.30.18	Data Unlocked IEPI USDA GF
Standard III.D.10	Design, Execute, and Assess LCC and CCC Foundation Advisories	CCC and LCC Foundations	President's Cabinet	WCCF Strategic Plan	07.01.18	YCCF
Standard I.B.1; I.B.2; I.B.4; I.B.9	Design, Execute, and Assess a College-wide Structure to Support Guided Pathways	Guided Pathway Design	President's Cabinet, DIG & Academic Senate	YCCD Strategic Plan	07.01.18	GF GP Funds
Standard I.B; III.A.1; III.B.1; III.C.1	Design, Execute, and Assess WCC EMP with Associated Technology, Facility, and Staffing Management Plans	Technology, Facility, and Staffing Management Plans	President's Cabinet & Academic Senate	YCCD Strategic Plan	05.01.19	GF

