



Academic Senate Minutes

Date: Friday October 9, 2015

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

- | | |
|---|---|
| 1. Curriculum, including establishing prerequisites and placing courses within disciplines. | 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports |
| 2. Degree and certificate requirements | 8. Policies for faculty professional development activities |
| 3. Grading policies | 9. Processes for program review |
| 4. Educational program development | 10. Processes for institutional planning and budget development |
| 5. Standards or policies regarding student preparation and success | 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
| 6. District and college governance structures, as related to faculty roles | |

Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Jose Vallejo** (Student Services)

Representatives: **Jesse Foster** (ASWCC), **Harry Lyons** (CLC)

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

Guests: **M. Moreno**, **Dean Ortiz-Mercado**, **VP Konuwa**, **Dean Chahal**, **Dean Martinez**, **President White**, **A. Willson**

Call to order at 1:02 p.m.

A moment of silence is observed in recognition of the victims of recent college shootings.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda -Action		Approve agenda of 10/9/15.
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.

	<p>Discussion</p> <ol style="list-style-type: none"> 1. Geer reports that a constituent had a concern regarding police citations when the parking permit machine is broken. 2. Moreno reads a written report: Good afternoon Academic Senate. As you may know, two of seven specific Ethnic Studies Program Goals and Objectives are: 1) develop social awareness of students to stimulate their leadership and community service potential, and 2) provide students a solid academic understanding of their socioeconomic, political, and historical realities. Through event programming outside of the classroom, the Program addresses these goals and objectives, and students have the opportunity to apply what they are learning in class. This approach is not unique to the WCC Ethnic Studies program; this approach has existed in many colleges since the 1970s. Since 2008, as the first full time (Chicana) faculty of Ethnic Studies I have been organizing events for students and community. I have developed some specific classroom assignments surrounding the content of these events, and other colleagues have sometimes promoted these events by giving their students extra credit—including Math and others. Some of these events have actually involved my students in directly planning and organizing, and even hosting, these events. These events have directly addressed the need that student have for events that is clearly indicated in the WCC Master Plan on page 13. When students were asked, “what activities to increase student involvement would you like to see,” 65.1% said more campus life events and 40.8% said “more communication about events.” In addition, many of the Ethnic Studies events have served as FLEX for faculty professional development, and ultimately it seems like these events have been used as “token diversity” in our accreditation reports. After learning that, 1) all work-study assistance for Ethnic Studies was cut 2015-16, 2) that there was still no specific printing allocation for event announcements, and 3) noticing that the \$1000 request for yearly event programming requested in the Program Review was still not granted for the second year in a row, I addressed the Board of Trustees at their first meeting of this semester. I thanked them and all who have supported the Ethnic Studies programming in the past – including our Dean and Academic Senate President. I asked that they encourage our administration to increase the institutional support and funding for the Ethnic Studies event programming. It was after this BOT meeting, weeks later, that I was asked to wait for event approvals (something that had never been asked for in prior years). Also, I was notified by Dean Chahal that AP 6700 would be used for “cost assessment” of events. Dean Chahal informed me on September 23, 2015 that she was completing a cost assessment for activities that Ethnic Studies was planning to organize per AP 6700. I inquired why this was the case, and if this was going to apply to Ag, ASWCC, and others (e.g., English, Sociology, Student Services, etc.). I have not received a response from administration. AP 6700 is a policy used to assess outside group use of facilities, yet it is being applied to Ethnic Studies program events. Later on September 30, 2015 President White informed me that Dean Chahal had estimated the 2015-16 “institutional support totaling over \$26,500 for the five approved Ethnic Studies events, and that these figures were derived from the current District facilities use fee structure.” I ask you Senators to inquire how applying AP 6700 helps with providing needs that Ethnic Studies has for addressing the needs of our students, in this semi rural community, many whom have never been to the State Capital. At a time when the Ethnic Studies course requirement has passed at WJUSD and the WCC Ethnic Studies Program is in the process of having an AA degree approved in Chicana/o Studies, I ask that you support Ethnic Studies and request that administration 1) consider how applying AP 6700 to Ethnic Studies supports increasing students needs and 2) that they approve major events (i.e., conferences and exhibitions) in a timely matter. 		
III	Approval of Minutes-Action		Review and approve the minutes of 9/25/15.
	Discussion/Decision: Minutes approved as amended (MSC Howerton/Bahneman)		
IV	President’s Report - Information/Discussion	Clark	The report is attached below.

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark reports that due to recent shootings on college campuses, there is an aggressive plan regarding safety on campus. Improved locks and better phone communications are planned. 2. The Library Advisory Committee would like for the senate president to chair the committee. This will be agendaized for a future meeting. In addition, Clark asks whether the senate should be reviewing/commenting on initiatives from this committee, or whether it should be informative in nature. 3. Regarding ASCCC, they have requested a CTE senate liaison from WCC. Clark will solicit volunteers. Each college will also be allowed to nominate an adjunct faculty member to attend plenary sessions on 11/5/15. 4. Clark will attend the plenary session on the first weekend of November. 5. The Area A meeting is on Friday, 10/23 in Clovis. Any volunteers should contact Clark if you wish to attend. 6. Clark advises senators not to get involved in email threads with other senators, as all meetings need to be public. 7. Regarding the concerns regarding AP6700 brought up in the public comment, Clark notes that Ethnic Studies is not being charged the estimated costs of facilities usage for the events being sponsored. These costs are simply being tracked at this time. He believes administration is not trying to discourage the events from taking place. Vallejo notes that it appears that barriers are being placed on this program. Howerton hopes that this process may be clarified for faculty with some training so we don't create the perception that one program is being targeted. 		
	Committee Appointments - Action	Senate	Objective: Appoint faculty members to committees.
V	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. WCC Trio Counselor - need two (2) senate reps (not from Student Services). N. Kirschner is appointed to the committee. 2. CCOF Trio Counselor - need two (2) senate reps (not from Student Services). Clark is appointed to the committee. 3. Laney Mangney Evaluation Team - need one (1) senate rep (not from student services):N. Bruening is appointed to the team. 4. Student Success Resource Faculty Search Committee - need one (1) senate rep. J. Ruiz is appointed. 5. College Council - need one to two (1-02) FT faculty member to fill parts of terms in progress (meets 1st and 3rd Fridays, 1-3). Clark will join as an official member for the remainder of the semester. 6. Library Advisory Committee (LAC) - need two FT faculty members (meet 2nd and 4th Fridays 9-9:50). Clark is appointed. 7. Diversity Committee - need two (2) FT faculty members (meets 2nd and 4th Fridays, 11-12). B. Gillespie is appointed. 8. Schedule Criteria Committee - need one (1) FT faculty member (meets 1st and 3rd Fridays 11-12). McGill-Cameron is appointed. 9. Program Review Validation Team (PRVT) - need one (1) FT faculty member from Student Services (meets 1st and 3rd Thursdays, 12-1). No one is appointed. 		
VI	Senate/Committee Reports - Information	Senate	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. McGill-Cameron reports that she was on the ACCJC accreditation team at Chabot College last week. It was a lot of work and a rewarding experience overall. 2. Geer reports that the CCOF team has not met, but there will be a meeting connected to CCOF on October 30. The senate goal regarding the senate's role in evaluations also needs to be addressed. 3. Howerton reports that the curriculum committee met for three hours this morning to address issues concerning realignment. They also looked at AP4100 and made recommendations. The DE subcommittee would like to select a coordinator and will move forward with that. The next SLO Lane newsletter will release next month. Howerton reports that there will be a pizza and poetry event this Thursday. 4. Clark would like to create an agenda placeholder for ASWCC and CLC reports. 5. Vallejo reports that October and November are busy months for transfer students who intend to transfer to UC and CSU. November 30 is the deadline to submit the application. The Tag deadline is Wednesday, 10/14/15. Orientations and counseling sessions will occur in November. Hopefully electronic schedules will be ready then. All faculty should announce to students to go see their counselors. Counselors are available to come visit your classes for 5 minute presentations to students. 6. Shah reports that the Diversity Committee is working with College Council to determine the process for decorations for events and festivals. 7. Lyons reports that the joint program reviews are moving forward well at CLC. He thanks H. Dudics and M. Chahal for their support. 		
VII	Faculty Evaluation Process and Instrument – Action	Willson	<p>Background: The YCCD Board of Trustees has asked that the faculty evaluation process be improved, especially the portion that deals with tenure evaluations. Independently, HR has been working with faculty to improve the evaluation instrument.</p> <p>Objective: Recommendation regarding the use of the new evaluation instrument.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Howerton voices a concern: What if a faculty member who volunteers for this new process runs into an issue? 2. Vallejo notes that the counseling portion of the new forms is not yet complete, and it will be complete in the future. <p>➤ Contingent upon successful meet and confer agreement with YCFA, the senate supports implementation of the faculty evaluation pilot for all tenured faculty and new hire volunteers (MSC Howerton/Vallejo)</p>		
VIII	Basic Skills Initiative Plan and Budget – Information/Discussion	Konuwa, Lanier	<p>Background: Annually the senate reviews and signs off on the BSI report to the state.</p> <p>Objective: First read of the BSI report with intent to approve sign-off at the next meeting (October 23rd or a special meeting if needed).</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark states that there will be a special meeting next Tuesday to approve the BSI report. 		
IX	Student Success and Support Program (SSSP) Plan – Information/Discussion	Ortiz-Mercado	<p>Background: WCC is currently scheduled to submit its SSSP plan and budget to the State Chancellor's Office on October 30th. The plan requires senate sign-off. This year's plan is complicated by a lack of budget clarity, which has led to the request of an extension. It is likely that the CLC SSSP monies will be moved to WCC in the very near future.</p> <p>Objective: First read of the SSSP plan and update on the budgetary status with intent to recommend approval at the October 23rd senate meeting. The plan is attached below.</p>

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. A portion (11.1%) of YC SSSP monies will be transferred to WCC for CLC use. 2. The timeline has been extended to November 20. 3. Dean Ortiz-Mercado notes that up to \$600,000 could be allocated to WCC in the next few days for the 2015-2016 year. Once we know the number, we will be better able to plan for future expansion and resources. Implementation of the plan will help WCC better reach students in need of assistance. In particular, our at-risk students will be better served. 4. Vallejo notes that some of the numbers in the draft plan are inaccurate. They will be updated in a future version of this report. 5. Howerton likes the integrative approach to accessing funding streams. He is also pleased with the assessment method attached to the report. 6. Clark expresses ignorance with how CLC SSSP monies have been spent by YC. 		
X	<p>Education Master Plan (EMP) Process and Timeline – Information/Discussion</p>	White	<p>Background: WCC will write a new EMP this spring. President White has forwarded a timeline/work-plan</p> <p>Objective: Review the proposed timeline and define the senate’s role in the process of forming the new EMP. The timeline is attached below.</p>
	<p>Discussion/Decision:</p> <p>➤ Motion to rearrange the order of discussion from the original agenda today: Discuss section X first followed by section VII (MSC Howerton/Bahneman)</p> <ol style="list-style-type: none"> 1. President White would like to develop a timeline to help us focus on our planning that allows WCC to develop a three year set of objectives. This would allow WCC to be proactive about planning rather than reactive. We could then develop a “rolling” EMP that would be updated each year for the next three years. The College Council would be the steering committee for this plan. The new plan would begin in Fall 2016 and include a comprehensive plan for CCOF. 2. Clark will set up a special meeting at 9:00 a.m. on Friday, 10/30. 		
XI	<p>Consolidation of Budget & Planning (B&P) and Program Review Validation Team (PRVT) – Action</p>	Senate	<p>Background: At a joint meeting of the B&P and the PRVT, it was recommended that the two committees be merged. This could be a first step toward creating an Institutional Effectiveness Committee.</p> <p>Objective: Review and decide on adoption of the merging of the two committees.</p>
	<p>Discussion/Decision: Tabled</p>		
XII	<p>Accreditation Midterm Report – Action</p>	Konuwa, Howerton, Clark	<p>Background: WCC will turn in a Midterm Report and two (2) Sub-Change Reports (CLC transition and CCOF curriculum). All three are due October 15.</p> <p>Objective: Make a recommendation regarding senate sign-off of the reports (attached to the minutes).</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. VP Konuwa reports that the sub-change reports are due January 29, 2016. The midterm report is due October 15. VP Konuwa thanks the ART for dedicating the time and energy on Fridays to make sure this report was completed successfully. 2. Clark thanks VP Konuwa, Dr. Walters, and J. Gibson for their work on the report as well. <p>➤ Motion to sign off on the WCC Accreditation Midterm Report (MSC Vallejo/Howerton)</p>		
XIII	<p>Communication and Technology (CAT) Purpose Statement – Action</p>	Clark, Howerton	<p>Background: CAT has proposed changes to its purpose statement and membership.</p> <p>Objective: Consider adoption of the changes.</p>
	<p>Discussion/Decision:</p> <p>➤ Motion to approve the updated CAT Purpose Statement (MSC Bahneman/Shah).</p>		

XIV	LGBTQ Safe Zone Training – Information/Discussion	Clark	Background: WCC has not had Safe Zone training in over a year. The cost for a comprehensive training is seen as an impediment. Objective: Discuss the possibility of using senate monies to help fund Safe Zone training.
	Discussion/Decision: 1. Clark states that a group from UCD can provide safe-zone training for three hours for \$900. Coming up with money will be a challenge. He would like for the senate to contribute money to this cause. Shah reports that the Diversity Committee will contribute \$450. Howerton requests administrative support.		
XV	Future Agenda Items-Discussion		Division Chairs, College Catalog, SSS Priorities, CCOF, ADA in the Classroom, Faculty Evaluation Forms, Curriculum Support Across the District
	Discussion/Decision:		

Meeting adjourned 2:57 p.m.

Meeting with WCC Administration (9/29 – Asmus joined me; meeting of 10/6 was canceled) –

Highlights:

1. The top item on the agenda prepared by President White was civility. He expressed concern (a concern that had been brought to my attention by a number of faculty members) that from some there has been a chilly (or worse) welcome to Sperling. While some have been (and may still be) opposed to the position, it was agreed that opposition to the position should not lead to inappropriate treatment of a colleague. We also discussed that there were two levels of concern: (1) concern that some would not welcome a new colleague, and (2) concern that some would not point out the inappropriate behavior and therefore, at least implicitly be accepting of such behavior. White stated that he didn't know what, if anything, the senate could/should do.
2. We discussed progress on forming search committees for various positions. Unlike last year where slow progress was often due administrative delays, this year finding senate reps has slowed some committees (and EEOs continue to be a problem).
3. The administration requested running the CLC biology position through the auto-refill process.
4. We briefly discussed the status of the game of musical chairs in counseling.
5. We discussed the Chancellor's memo regarding planning priorities and also the need to assess our progress on the Student Success Initiatives.

Meeting with Chancellor Houston (10/6) –

Kemble, Heilman, and I met with Chancellor Houston to discuss budget concerns. The conversation focused primarily on understanding and defining the process better and on ensuring senate participation in the budget and planning processes. Kemble described the three primary challenges YC faced the last couple of years: (1) dues dates that are ill-defined and/or rushed, (2) incomplete information especially regarding the amount of monies and funding streams being considered, and (3) lack of clarity in processes which made it hard to know what input the district needed to make decisions. He also thought the processes have been more competitive and less collaborative than appropriate. We have many of the same concerns at WCC. The Chancellor stated that for the immediate future there would be only changes in the margins for either college. Kemble and I proffered that the processes the last few years involved far too much work and angst for budgets that will only change in the margins. Houston agreed. We also said that moving forward with essentially a rollover budget implied that status quo is acceptable, something that no one has looked at and few would agree upon. We briefly discussed the board finance committee's recommendation to delay using the monies we will receive to increase full-time faculty ranks. I pointed out the need to establish a process for new hires that reflects the fact that we are a multi-college district.

Budget & Planning/PRVT Joint Meeting (10/1) – Highlights:

1. We reviewed and discussed the Chancellor's memo regarding planning priorities for this year.
 2. We reviewed the Student Success Initiatives.
 3. We reviewed the EMP timeline President White has drafted.
 4. Konuwa informed us that the chancellor wants both colleges to provide an update on the Student Success Initiatives. [The senate needs to check follow-up with the Student Success Committee and Student Services on their suggestions regarding prioritizing same.]
 5. President White asked that EMP be a standing item on the B&P agenda.
 6. Concerns regarding integrating CLC programs into WCC program reviews were discussed. Data should be available soon. There is a resource at YC and another at TracDat which we can access to help with the transition. It was agreed by the group that vigilance would be required to ensure that there were no unintended negative consequences of what will likely be a rough round of program reviews.
- [In a related item, Kemble and I have requested a meeting with Chancellor Houston and CBO Kaur to receive clarification regarding the district budget process.]

Board of Trustees Meeting (10/8) – Highlights:

1. White and Houston both reported that the governor had signed AB 288. Both also expressed optimism about the colleges' plans for dual enrollment.

2. Both colleges presented their SSSP plans to the board. The plans were received favorably.
3. There was an enthusiastic presentation regarding Advanced Manufacturing at YC. The presentation was well received by the board.
4. The board approved sending a request to switch to a compressed calendar to the State Chancellor's Office.

College Council (9/11) – Highlights:

1. Howerton shared some strategies for effective committee work/communication.
2. CAT will present a prioritization of the Convocation activity strategies within a month.
3. An outline for approaching a new mission statement was discussed. The plan of having a statement with essentially three parts (big picture applying to all sites, second and third level focusing on specific sites and the populations served) was greeted favorably. President White had done a 30 second draft and council members were tasked with improving or counter offering.

Miscellany

1. Per the Auto Refill Process, an ad hoc committee (VP Konuwa, Howerton, and Clark) have recommended that the biology position at CLC be refilled for Fall, 2016.
2. In a follow-up to an email from Moreno, I found that the administration is tracking costs associated with events at WCC (such as the Cross Cultural Series) but there is no plan to charge a program or group for these costs. We can discuss whether this should be placed on the agenda for a future meeting (today's agenda was already quite busy). [Apologies to ASWCC for bumping open source resources to our next agenda.]
3. Peter Skillman and Roger Clegg would like to make a presentation to the senate regarding possible improvements to the portal. I have invited them to the next senate meeting. Aside: please be careful to avoid electronic meetings.

WCC Educational Master Plan Development Timeline 2015-2016

Timeline Objective		Actions		Responsible Parties (Accountable)
Date	Task	College Groups	District Groups	
Monday December 15, 2014	Colusa Cabinet retreat – produced first CbD-based analysis draft	Cabinet	---	President
Thursday January 8, 2015	College-wide visioning/branding summit	---	---	President, Cabinet
Tuesday March 30, 2015	HSI Advisory Council – preliminary branding discussion	---	---	Cabinet
Tuesday April 28, 2015	Colusa County Education/Business summit – further development of CbD analysis	---	---	President
Friday October 9, 2015	Academic Senate Update – draft timeline	Academic Senate	---	AS President, President
Friday October 16, 2016	College Council Update – draft timeline	College Council	---	CC Co-chairs
Friday October 23, 2015	Academic Senate Update	Academic Senate	---	AS President, President
Friday Morning October 30, 2015 *Fifth Friday*	Communicate Draft EMP progress report to Woodland Campus. This activity will serve as a face-to-face internal scan using CBD framework. (Dean Lee to lead similar convening at CLC)	Budget and Planning Committee	---	President, Executive Dean, Cabinet, IE Co-chairs
Friday Afternoon October 30, 2015 *Fifth Friday*	Colusa Community Compression Planning Summit This activity will serve as a face-to-face internal scan using CBD framework.	Invitees from Colusa faculty, staff	---	President, Cabinet, Executive Dean, BP Co-chairs
Thursday November 5, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday November 6, 2016	College Council Update	College Council	---	CC Co-chairs
Friday November 13, 2016	Academic Senate Update	Academic Senate	---	AS President, President
Thursday November 19, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday November 20, 2016	College Council Update	College Council	---	CC Co-chairs
Friday November 27, 2016	Academic Senate Update	Academic Senate	---	AS President,

				President
Thursday December 4, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday December 11, 2016	Academic Senate Update	Academic Senate	---	AS President, President
Thursday December 17, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Winter Break				
Friday January 15, 2016	College Council Update	College Council	---	CC Co-chairs
Thursday January 21, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday January 29, 2016 *Fifth Friday* (Afternoon as District Leadership Development meeting is scheduled at 9 am)	Communicate Draft EMP progress report. This activity will serve as a face-to-face internal scan using CBD framework. (Dean Lee to lead similar convening at CLC to include polycom to CCOF)	Budget and Planning Committee	---	President, Executive Dean, Cabinet, BP Co-chairs
Thursday February 4, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday February 5, 2016	College Council Update	College Council	---	CC Co-chairs
Friday February 12, 2016	Academic Senate Update	Academic Senate	---	AS President, President
Thursday February 18, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday February 19, 2016	College Council Update	College Council	---	CC Co-chairs
Friday February 26, 2016	Academic Senate Update	Academic Senate	---	AS President, President
TBD Late February, 2016	Woodland Community Compression Planning Summit This activity will serve as a face-to-face external scan using CBD framework.	Budget and Planning Committee	DSET	President, Cabinet, BP Co-chairs
TBD Late February, 2016	Clear Lake Community Compression Planning Summit This activity will serve as a face-to-face external scan using CBD framework.	Budget and Planning Committee	DSET	President, Cabinet, Executive Dean, BP Co-chairs
TBD Late February, 2016	Colusa Community Compression Planning Summit	Budget and	DSET	President,

	This activity will serve as a face-to-face external scan using CBD framework.	Planning Committee		Cabinet, Executive Dean, BP Co-chairs
Thursday March 3, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday March 4, 2016	College Council Update	College Council	---	CC Co-chairs
Friday March 11, 2016	Academic Senate Update	Academic Senate	---	AS President, President
Thursday March 17, 2016	Budget and Planning Committee review	Budget and Planning Committee	---	President, BP Co-chairs
Friday March 18, 2016	College Council Update	College Council	---	CC Co-chairs
TBD March CCOF Pizza with the President	Present purpose and EMP “big picture” outline	ASWCC	---	President, Executive Dean
TBD March CLC Pizza with the President	Present purpose and EMP “big picture” outline	CLAS	---	President, Executive Dean
TBD March WCC Pizza with the President	Present purpose and EMP “big picture” outline	ASWCC	---	President
Friday March 25, 2016	Classified Professionals “Break with the President”	---	---	President, BP Co-chairs
Friday March 25, 2016	Academic Senate and ASWCC first read	Budget and Planning Committee	---	AS President, BP Co-chairs
Friday April 1, 2016	College Council first read	ART, CEAC	DSET	CC Co-chairs, BP Co-chairs
Friday April 8, 2016	Academic Senate, ASWCC, Classified Professionals final read	AS, ASWCC, Classified	---	President, ASWCC President, AS President
Thursday April 14, 2016	YCCD Board first read	---	CHEX	President
Friday April 15, 2016	College Council final read	College Council	---	CC Co-chairs
Friday April 29, 2016	Communicate Draft 2016-2017 (year one), 2017-2018 (year two), and 2018-2019 (year three) College Objectives at “Fifth Friday” College-wide convening. (Dean Lee to lead similar convening at CLC to include polycom to CCOF)	Budget and Planning Committee	---	President, Executive Dean, Cabinet

Thursday May 13, 2016	YCCD Board second read and approval	---	CHEX	President
Friday July 8, 2016	First Annual Report to the Community summarizing the College Ed Master Plan	---	---	President's Cabinet
2016 Convocation	<p>Reinforce 2016-2019 WCC Objectives at Convocation, framed by CCSSEE/SENSE data analysis.</p> <p>Convocation outcomes will inform WCC Program Review submissions, due in October, 2016. This aligns with the established YCCD Annual Integrated Planning and Evaluation Cycle.</p>	WCC Senate, Budget and Planning Committee, SLO subcommittee	CHEX	President's Cabinet, Academic Senate



DRAFT



Credit

Student Success and Support Program Plan

2015-16

District: Yuba Community College District

College: Woodland Community College

Due: November 20, 2015

STUDENT SUCCESS AND SUPPORT PROGRAM TABLE OF CONTENTS

Woodland Community College
2015-2016

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- A. Exemption Policy
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- A. SSSP Program Plan Participants
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- C. WCC SSSP Advisory Committee
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SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Woodland Community College

District Name: Yuba Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator:

Name: Sonia Ortiz-Mercado, Student Services Dean

Date: _____

Signature of the Chief Student Services Officer:

Name: Dr. Alfred B. Konuwa Date: _____

Signature of the Chief Instructional Officer:

Name: Dr. Alfred B. Konuwa Date: _____

Signature of College Academic Senate President:

Name: Matthew Clark Date: _____

Signature of College President:

Name: Dr. Michael A. White Date: _____

Signature of District Chancellor:

Name: Dr. Douglas B. Houston Date: _____

Contact information for person preparing the plan:

Name: Sonia Ortiz-Mercado Title: Student Services Dean
Email: sortiz@yccd.edu Phone: (530) 661-4201

SECTION II. PLANNING & CORE SERVICES

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

Woodland Community College's (WCC) process for updating the Student Success and Support Program plan included the engagement of key campus stakeholders in the review of the prior year plan and an assessment of needs in order to provide input in the development of the 2015-16 plan. Several groups were involved in this process, including WCC's Student Services Council, comprised of a representatives from each Student Services department and program, including DSPS, Admissions and Records, Financial Aid, TRIO, EOPS/CARE, and CalWORKs, and Counseling. Student Services staff and faculty provided input and contributed to the development of the plan. The draft plan was submitted to the college's Student Success Committee, an advisory committee jointly chaired by student services and instruction that has responsibility for SSSP, Student Equity, and the Basic Skills Initiative, and the Academic Senate for input, review and approval.

In addition, WCC's student government, the Associated Students of Woodland Community College, were also consulted in the development of the SSSP plan to ensure student perspectives and insights were reflected in the development of priorities, goals, objectives and activities identified for 2015-16.

The Yuba Community College District's Student Success Initiative goals provide ongoing direction on the areas the college is working to complete (Attachment E). These goals include many areas related to SSSP including some which have been completed, such as implementation of online student education plans and mandatory orientation, and others that are in progress, such as implementation of an early alert system and peer advising program. The District's Student Success Initiative, in combination with the use of the *Completion by Design* framework for assessing loss and momentum points along the student's educational pathway, helped inform SSSP planning efforts to determine priority areas of focus. Student outcome data was reviewed through the lens of momentum and loss points to help inform SSSP planning efforts. Coordination of existing program efforts with the goal of leveraging resources to address student needs more efficiently and effectively, the SSSP plan was developed in concert with other institutional initiatives, programs, and efforts, such as the Basic Skills Initiative, Student Equity, AB 86 (Adult Education), and categorically funded student service programs.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Several factors were considered in shaping the 2015-2016 plan, including student needs and demand for SSSP services, the district's and college's Student Success Initiative goals, an assessment and review of the college's current level of service delivery, including SSSP-related processes and policies that impact student success, and external considerations, such as

changes in Title 5. Additionally, the areas in last year's plan where the need for additional detail was highlighted through the Chancellor's Office SSSP Peer Review process have been addressed in the 2015-16 plan. For example, peer reviewer comments regarding areas for improvement, relative to the delivery of online orientation are addressed in this plan.

With a focus on strengthening the district's and college's efforts to increase student success, Woodland Community College began using *Completion by Design* (CBD) as a conceptual framework to think about student momentum and loss points along the educational pathway. Applying this approach to the delivery of SSSP services and evaluating existing processes and policies that hinder or support students along the pathway to successful completion has helped to provide staff and faculty with a common understanding and language during the planning process. Using the CDB framework, WCC's Student Services Council identified and prioritized key areas for development and improvement of SSSP service delivery to increase student retention and completion. The priorities include plans for a greater focus on improving policies, processes, and service delivery for at-risk students, including students on academic and progress probation, basic skills students, and students who do not have an identified course of study or who have not developed a comprehensive education plan.

In updating the 2015-2016 plan and priority areas of focus, stakeholders also considered external factors that will have a significant impact on students, such as the new Title 5 changes that add satisfactory academic performance standards for the Board of Governors (BOG) Fee Waiver Program that will go into effect in Fall 2016. Given the impact this statutory change will have on students, more than 70% who receive BOG Fee Waivers at WCC, this further highlighted the importance of prioritizing improvements in service delivery to at-risk students.

Another factor considered in WCC's SSSP planning efforts this year is the Yuba Community College District's realignment of the Clear Lake Center from Yuba College to Woodland College expected in Fall 2016. Programmatic and budgetary responsibility for SSSP for the Clear Lake campus will transition from Yuba College to Woodland Community College during 2015-16. Both colleges have been working closely this year to plan for a seamless transition when the realignment is completed by Spring 2015 for students registering for Fall 2016 classes. The need for improved service delivery for the students enrolled in classes at the Colusa County Outreach Facility in Williams was another important factor built in to the 2015-2016 plan and budget. Need for improved service delivery at the Colusa center was informed by a recent assessment of current service delivery levels.

It is also important to note that at the time the SSSP plan and budget was developed, final allocations for the colleges had not been released. As a result, the 2015-16 SSSP budget is based on 80% of the prior year allocation, leaving little room for significant changes in the program plan from the 2014-15 plan in terms of resource allocation. If the college receives additional funding when the final allocations are released, resources will be focused on continuing to strengthen core SSSP service delivery to first-time students and improving policies, processes, and services, including intrusive and "just in time" service delivery to at-risk students.

c. In multi-college districts, describe how services are coordinated among the colleges.

The Yuba Community College District, with a service area of over 4,200 square miles, is comprised of two colleges, Woodland Community College and Yuba College, and several centers, including the Clear Lake Campus, the Colusa County Outreach Facility, the Sutter County Center, and the center at Beale Air Force Base. As a Hispanic Serving Institution, Woodland Community College provides educational opportunities for the communities of Woodland, Esparto, Knights Landing, and Colusa County. In Fall 2016, WCC's service area will expand to include Clear Lake. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community College District, WCC is making significant progress towards meeting the unique educational needs of students in a primarily rural service area.

Services that are provided at the district level include the administration of assessment and, while each campus has an Admissions and Records (A&R) Office, the district Registrar is responsible for overseeing and providing support and guidance to each campus. The coordination of A&R and assessment at the district level provides consistency in how these services and policies are implemented across the district.

While each campus is committed to meeting the needs of the students and community it serves, the Student Service departments and staff at WCC and YC and the Clear Lake and Colusa centers coordinate and collaborate on service delivery and the development of policies and processes.

Woodland Community College also includes the Colusa County Outreach Facility in Williams, and as noted earlier, beginning in Fall 2016 will also include the Clear Lake Campus. While WCC currently has operational responsibility for the Clear Lake campus, the full transition of the Clear Lake campus from Yuba College to WCC is expected to occur in Fall 2016. To support the Clear Lake campus realignment from Yuba College to WCC, Student Services at each college, in coordination with the Clear Lake staff and administration, have been working closely to coordinate service delivery and lay the groundwork for a smooth transition. Joint meetings between student service programs and departments occur regularly to coordinate improvements in service delivery, address staffing and resource issues, data tracking and reporting of services provided through SSSP and other programs. An example of service delivery coordination occurs through the Student Services Council (bimonthly) and Counseling Department (weekly) meeting where both the Colusa and Clear Lake campus staff are represented.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

Coordination with Student Equity and the Basic Skills Initiative:

In order to ensure alignment with, and support of, the district and college's overall goals to increase student success, the development of Woodland Community College's 2015-2016 SSSP plan and budget was completed to ensure that SSSP focus areas, activities, and resource allocation was done in a coordinated, comprehensive manner, with the goal of leveraging resources in support of the district's and college's broad Student Success Initiatives. The SSSP planning process took into account the district's and college-level goals, initiatives and metrics for evaluating progress (through the district's Key Predictive Indicators) to ensure the colleges' efforts to improve student success are well-coordinated, leveraging resources across the institution to effect greater improvement in student outcomes.

WCC's Student Success and Support Program (SSSP) service delivery is coordinated with the college's Student Equity (SE) planning efforts and the Basic Skills Initiative (BSI) through several mechanisms. Organizationally, the Dean of Student Services oversees SSSP, the Dean of Instruction is responsible for BSI, and the Dean of Student Success is responsible for Student Equity. Rather than creating several separate advisory committees to inform and support the work of each of these programmatic areas, the college's Student Success Committee acts as the advisory body to provide input into SSSP, BSI, and SE plans and budgets. Having one advisory body for these three key program areas: (1) ensures greater awareness, understanding of SSSP, BSI, and SE planning efforts and activities among faculty, staff, and administrators; (2) supports improved coordination and leveraging of resources between these three programs to increase student success; (3) reduces duplication and creates efficiencies by having one advisory committee for the three programs. Given Woodland Community College's size, with approximately 32 full-time faculty, 110 adjunct faculty, and 50 staff and administrators, having one advisory committee also helps to focus and maximize limited staff resources among multiple efforts. (Refer to Attachment C for the Advisory Committee Roster)

Coordination with Student Service Categorical Programs and Functions:

WCC's Student Services Council, comprised of representatives from each of the Student Service categorical programs, departments and offices, including DSPS, EOPS/CARE, CalWORKs, Financial Aid, Admissions and Records, Counseling, TRIO, Outreach and representatives from the Colusa and Clear Lake Campuses, acts as a vehicle to coordinate and leverage service delivery among the programs in support of the district and college's goals to increase improve student retention and success. As a group, the Council has identified priority areas to address in 2015-16 to improve student retention and success—these priority areas include policies and processes that impact either positively or negatively student retention and completion (using the *Completion by Design* approach), and service delivery strategies. As the college considers institution-wide strategies for improving student success, the efforts and resources already

allocated through existing programs are being leveraged and coordinated in support of the college's overall goals. As an example, WCC plans to implement an early alert program this year to reach all students who are at-risk of academic and/or progress probation and, through the existing early alert efforts and interventions in place through the TRIO, EOPS/CARE, CalWORKs, DSPS programs and Financial Aid Office, will ensure that targeted, intrusive service delivery strategies and student communications are all well-coordinated.

Support and Alignment with Yuba Community College District's Student Success Initiative:

In 2012, the Yuba Community College District board adopted 35 goal areas for the Student Success Initiative. The goal areas were aligned with the California Community College Student Success Taskforce recommendations adopted in 2011. While several of the YCCD's Student Success Initiative goals have been implemented, many are still in progress, such as implementation of an early alert system and peer advising program. The strategies identified in WCC's 2015-16 SSSP plan will help the college achieve YCCD's Student Success Initiative goals, with priorities for implementation based upon areas of greatest need using the *Completion by Design* momentum and loss framework.

Program Review:

Program review is one part of determining the overall institutional effectiveness at WCC. Academic and Student Service Program Reviews are annual evaluations designed to bring about systematic improvements and enhancements in instructional and student service programs. Staff and faculty complete program reviews by assessing Student Learning Outcomes and other data. Program review also serves as the basis for all program recommendations, informing resource allocation for curriculum and program development, staffing, equipment/technology, and facilities. The program reviews completed for each Student Service program, department, and function, helped to inform the development of the SSSP plan.

WCC's Education Master Plan:

The WCC Education Master Plan includes an element for addressing student success and also incorporates a focus on basic skills and improvements in student learning. The college is currently developing a new Education Master Plan using the Completion by Design framework and principles. SSSP strategies and resource allocation supports the college's Education Master Plan goals.

2. Woodland Community College's Student Profile for 2014-2015 (*data pending YCCD IT*)

The 2014-15 unduplicated student head count was 3,884 students, of which approximately **XXX** or **X%** were First Time Students. WCC has a diverse, multi-ethnic student population with a significant number of first-generation college students. A majority of WCC's students are female, 60%, in comparison to males who comprise 40% of the student population. A significant majority (65%) of students attend part-time taking 0.1 to 11.9 units. Using the federal financial aid definition of full-time status of 12 or more units, only 33% of students are considered full-time. Of these, only 6.37% took 15 or more units. As a Hispanic Serving Institution, Hispanic

students comprised nearly 50% of the student population, followed by White/Non-Hispanic students at 29.15% and Asian students at 9.76%.

Additional data pending from YCCD Information Technology: Percent of students receiving financial aid... how many are working? English language learners? % requiring remediation in English; % requiring remediation in math... % ed goal is transfer; AA degree; vocational certificate.

	Annual 2014-2015	Annual 2014-2015
	Student Count	Student Count (%)
Woodland Total	3,884	100.00%
African-American	122	3.14%
American Indian/Alaskan Native	19	0.49%
Asian	379	9.76%
Filipino	18	0.46%
Hispanic	1,813	46.68%
Multi-Ethnicity	159	4.09%
Pacific Islander	9	0.23%
Unknown	233	6.00%
White Non-Hispanic	1,132	29.15%

Data extracted from the Chancellor's Office Data Mart on 10/2/2015

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Woodland Community College works with feeder high schools to reach out to graduating high school seniors to support their transition to college. The college's Outreach Specialist coordinates the delivery of matriculation services at the high schools. Outreach staff visit the service area high schools to assist students in completing the college application and proctors assessment placement tests on the high school campus. Students sign up for *Jump Start* orientation hosted by the Counseling Department and held at Woodland Community College. Once students have completed orientation, assessment, and developed education plans, they are eligible for priority registration. The partner high schools include: Woodland High School, Pioneer High School, and Esparto High School.

Additionally, the college has formal Memorandum of Understanding in place with several school districts for the provision of dual enrollment courses. The goal of the dual enrollment pathways is to build a college going culture at each high school campus, provide opportunities for students to explore college and careers beginning in the 9th grade, and improve student access and readiness for college. The college is currently piloting dual enrollment course offerings through various career pathways, beginning with Agricultural Science. The dual enrollment pathway partnerships are designed to provide high school students with

opportunities to earn college credit and improve high school and college retention and completion rates. WCC's partner school districts include Esparto Unified School District (USD), Woodland Joint USD, Colusa County USD, Konocti USD, and Middletown USD.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Yes. Woodland Community College took significant strides in 2014-15 to improve its orientation processes. In February 2015, the college hired a part-time Outreach Specialist to strengthen the connections with local feeder high schools and to coordinate the provision of pre-matriculation services to graduating high school seniors, including application through CCCApply, orientation, assessments, and education planning services.

In addition, WCC contracted with a consulting firm, Cynosure, to develop a more robust and interactive online orientation. The new online orientation, which will be launched in Spring 2016, includes all the Title 5 elements required for orientation.

WCC's orientation for all first time students requires students to complete online orientation and a secondary, face-to-face targeted orientation through group counseling to guide students as they select courses for their first two terms and to develop abbreviated student education plans.

For 2015-2016, WCC's plans to continue strengthening its orientation processes by accomplishing the following goals:

- Launch of the new online, interactive orientation in Spring 2016; *[YCCD Student Success Initiative (SSI) Goal]*
- Development of targeted, "just-in-time" mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of orientation services at the Colusa County Outreach Facility by providing online and group counseling orientation sessions;
- Coordinate online orientation and group orientation/counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for "just in time" mini orientations and other interventions *(YCCD SSI Goal)*
- Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. *(YCCD SSI Goal)*
- Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, *(YCCD SSI Goal)*

- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year. (YCCD SSI Goal)

2. a. How many students were provided orientation services in 2014-15?

WCC's SARS data shows that **807** students received orientation services during the following terms: Summer 2014, Fall 2014, and Spring 2015.

The Chancellor's Office Data Mart shows that **737** students received initial orientation services for students enrolled at WCC.

Below is a prior year comparison of the orientation services provided to students. For WCC, the data reflects students enrolled at the WCC main campus and Colusa County Outreach Facility. Past data for the Clear Lake Campus is also included below to highlight the expected transition of students enrolled in courses at the Clear Lake campus when the realignment occurs in Fall 2016.

SSSP Service	2011-12	2012-13	2013-14	2014-15
WCC Orientation	285	236	591	807
Clear Lake	<i>pending</i>	<i>pending</i>	<i>pending</i>	<i>pending</i>

b. What percentage of the target population does this represent?

Data pending from YCCD's IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Currently all first-time students applying to WCC are required to complete online orientation, assessment, and attend a group orientation/counseling session to develop abbreviated student education plans. The YCCD MIS is programmed to flag students who meet the criteria of first-time student as defined in title 5. These students are unable to register for their courses until the SSSP core service requirements are met. All students are able to complete online orientation and assessment prior to course registration.

In order to ensure that all students complete the abbreviated education plans through group orientation/counseling sessions, the number of sessions offered has been increased to accommodate a greater number of students and to take into consideration the increased demand for these sessions two weeks prior to the start of classes. To ensure WCC has sufficient capacity to do so, the college has budgeted and hired additional full-time and adjunct counselors. During 2014-15, an additional full-time general counselor was hired using SSSP funds. In addition, funding was set-aside to hire several adjunct counselors to ensure that student demand and needs for orientation and counseling services are met.

3. a. Are orientation services offered online?

Yes. WCC currently provides initial orientation online for all first-time students. In Spring 2016, WCC will launch a new, more robust and interactive online orientation that meets all the title 5 requirements for orientation.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Currently, WCC's online orientation, is provided in a narrated PowerPoint format, including an online quiz at the end of the orientation to assess and reinforce student learning. This online orientation is an in-house solution supported by the YCCD's Information Technology Department, and developed in collaboration with WCC's Counseling and Admissions and Records Departments.

The new online orientation that will be launched in Spring 2016 is being developed by Cynosure New Media, Inc. The online orientation currently in development (see Attachment F) is a customized, online, media-based, self-guided orientation program that includes audio, video, text, and graphics into a format that allows a structured linear flow of content and information. The orientation is integrated with WCC's student data portal and is fully ADA compliant. Students completing the online orientation will take quizzes throughout the orientation in order to continue to the subsequent sections and ultimately complete the orientation.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

A Detailed example of the table of contents for the new online orientation currently under development is included in Attachment F. All the elements for a required orientation in title 5 are included in this orientation, along with other important information the college has determined necessary for first-time students to be aware of when they enroll at WCC. The title 5 areas addressed in WCC's online orientation include *(these areas are highlighted in the new online orientation table of contents storyboard in Attachment F)*:

1. Academic expectations, and progress and probation standards
2. Maintaining priority registration
3. Prerequisite and co-requisite challenge process
4. Maintaining Board of Governors Fee Waiver eligibility
5. Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed
6. Academic calendar and important timelines
7. Registration and college fees

8. Available education planning services
9. Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students

An example of additional areas that the college's orientation includes:

- Student conduct and safety;
- Student success basics (such as time management);
- Overview of academic goals (Associate Degree for Transfer, CTE certificates, GE requirements, IGETC, CSU Breadth, etc.).

Other key concepts first-time students should understand are also included in the online orientation. These concepts will be reinforced at various milestones along the student's educational pathway through "just in time" mini-orientations that may be conducted using additional online videos, class presentations, and workshops.

5. **Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	General Counselors	Inform online orientation development; provide in-person orientation/general counseling sessions for all first-time students to develop abbreviated SEPs	General Fund
1.0	General Counselor	Same as above; this counselor also provides support and orientations at the Colusa County Outreach Facility	SSSP
1.0	TRIO/General Counselor	TRIO and general counseling support dedicated to students at CCOF	TRIO (60%) Student Equity (40%)
1.0	General Counselor	Clear Lake general counselor; Inform online orientation development; provide in-person orientation/general counseling sessions for all first-time students to develop abbreviated SEPs	

6. **Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	Part-time Outreach Specialist		
	Maintenance & ongoing development for Online Orientation		
	Orientation outreach materials		
	Student Peer Advisors/Student Ambassadors		
	Summer Bridge Orientation		
	"Just in Time" Mini-Orientation workshops, classroom presentations, and online tools		

C. Assessment for Placement

1. **Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

While WCC continues to use the College Board's Accuplacer Computerized Placement Testing System for English, math, and English as a Second Language (and the companion to the computerized placement test for English and math as needed for special needs individuals in Braille, large text, and audio), changes to instructional offerings and cut-score validations were conducted and implemented during 2014-15.

Cut-Score Validation was completed in Spring 2014 for English and placed into the Placement System in Fall 2014. Reduced English placement levels from 5 to 3, and added Reading requirements to all English courses and deleted Reading as a separate course. Further adjustments were made in the Placement System in Spring 2015 for Fall 2015 adding an Accelerated English course combining English 105 and English 51. A follow-up Cut-Score Validation will need to be conducted in Spring or Fall 2016.

Cut-Score Validation for ESL and Mathematics was conducted in Fall 2014 and completed and put into the Placement System in Spring 2015. Major changes were made to both disciplines. ESL was removed from the English Scheme and is now completely stand-alone and was increased from 6 levels to 8. Final course adjustments are now in progress, and, once completed, required system locks will be put in place. At that time a follow-up Cut-Score

Validation is required. It is estimated to be finalized by Fall 2016 and the validation to be done in Spring 2017.

The Math Department made major changes to their mathematics scheme going from 9 math levels to 6. Integrating levels 2006, 2007 and 2008 into one level 2008. Level 2001, Learn 174 was dropped from the math scheme. Math 20 was added to the 2008 level. Further adjustments are currently in the works and due to be in place by Fall 2016, meaning a new Cut-Score Validation needs to be completed by Fall 2017.

Based upon priorities adopted by YCCD's board through the Student Success Initiative, the Completion by Design framework, and priority of serving at-risk students, SSSP goals for increasing and improving the delivery of assessment services to students includes:

- Increasing student awareness and understanding of the importance of assessment tests;
- Providing students with greater opportunities to take practice tests; *(YCCD SSI Goal)*
- Expand and strengthen partnerships with local feeder high schools to provide core SSSP services of orientation, assessment, and education plan development to graduating high school seniors enrolling at WCC for summer and/or fall 2016; and, *(YCCD SSI Goal)*
- Lay groundwork for transition to the State's new Common Assessment system, planned for implementation during fall 2016 for registration in Spring 2017 courses. *(YCCD SSI Goal)*

2. a. How many students were provided assessment services in 2014-15?

A total of 1,254 individuals were tested in 14-15 for Woodland Community College.

b. What percentage of the target population does this represent?

Of the 1,254 individuals tested 940 or 74.96% fell into the target population of first-time students.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Improvements in helping students understand the importance of the placement exam will be made in 2015-16 and providing students with more ways to prepare for and study for the placement test. All first-time students are required to complete all core SSSP services (orientation, assessment, and development of an SEP) before then can register for courses. The YCCD's MIS flags students who meet the "first-time student" criteria. The MIS system does not allow non-exempt students to register until all services have been completed.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

All literature and web information (New Students-Steps to becoming a Woodland Community College Student), list the steps to becoming a student, step 3 is the placement exam and the process.

The YCCD Assessment & Testing Office web-page provides information on the Placement Exam.

- Practice Test. Some questions on each section of the test showing its format and question type. It affords the applicant the opportunity to see were they might need further review/practice.
- Placement exam tutorials. 24/7 review and tutoring on each area of the placement exam. Can be accomplish from anywhere in the world.
- Sample Test Question provided by the Test Publisher. Providing information on the test, sample question, suggested study materials and good pre-testing practices.
- A Placement Test Study Application provided by Test Publisher for free to all applicants.
- The YCCD Assessment & Testing Office web-pages also list various other web-site and publication for pre-test studying and preparation.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

The Yuba Community College District uses “The College Board, Accuplacer, Online Computerized Placement Testing System” for English, Math, and English as a Second Language and “The Companion to the Computerized Placement Test” for English and Math as needed for Special Needs Individuals in Braille, Large Text, and Audio, Version 8.1. At Woodland Community College and Yuba College, all sites

b. When were tests approved by the CCCCCO and what type of approval was granted?

The Accuplacer test was approved Probationary 3/1/2014 and is due to expire 3/1/2016. College Board is in the process of submitting new data to receive Full Approval in the next couple of months.

c. When were disproportionate impact and consequential validity studies last completed?

The last Disproportionate Impact Study was completed in January 2014 for English, Math, Reading and ESL. The last Consequential Validity Student was completed in Fall 2013 prior to the submission for approval by College Board. An up-to-date study will be submitted with the request for Full Approval in March 2016. Also, English, Math and ESL Cut-Score Validation process was completed in the Spring and Fall of 2014.

5. a. What multiple measures are used?

The College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions and included as part of the algorithm use to do the test scoring requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the questions have been established, the weight of the individual responses are set by the group. These questions are evaluated at the same time the cut-score validation is accomplished. For a full list of the multiple measures embedded within the Accuplacer assessment tests, please refer to Attachment G.

Sample Question & Weights:

Question Name	Question Text	Answer Choice	Weight
Books Read	How many books have you read for pleasure in the past three months?	1- I don't read for pleasure	-.02
		2-One book	0.0
		3-two to four books	.01
		4-more than four books	.02

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

College Board's Accuplacer, Online Computerized Placement Test Systems uses an algorithm to incorporate the Multiples Measures into the Placement Exams Scores and outcomes.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

The College Board's Accuplacer, Online Computerized Placement Test Systems meets all standards required by Title 5 and the State Chancellor's Office.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

All YCCD test scores are accepted at both Woodland Community College and Yuba College sites.

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards:

- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California

Community Colleges Chancellor's Office as a "second party instrument," and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a survey of the student and compute the appropriate placement(s) according to the established weighting protocol. Exam results will be valid for two years, or as recommended by the instrument publisher.

- The District accepts (EAP) Early Assessment Program results of only "College Ready" for English and Mathematics. We do not accept any conditional results.

7. How are the policies and practices on re-takes and regency made available to students?

Assessment tests may be taken two times in any semester and not more than three times in any two-year period. Exam results will be valid for two years, or as recommended by the instrument publisher.

English/ESL/Math/Reading: Students may retake the assessment after a 30 day waiting period. It is advised during this time that the student study for the test in order to improve upon the score that they originally received.

a. *Regency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards: Grades are usable for an indefinite period, after 5 years the counselor may suggest taking/retaking the placement test to verify their ability.

- Exam results will be valid for two years, or as recommended by the instrument publisher.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Assessment and Research Specialist	Manage District placement system and manage Yuba College testing center	GF
1.0	WCC Senior Student Services Technician	Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS.	SSSP
1.0	WCC Student	Staff person makes student	GF

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	Services Technician	appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS.	
1.0	WCC Student Services Technician	Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS.	GF
1.0	CCLC Campus Operations Specialist	Colusa County Outreach Facility: Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS.	GF
1.0	CLC	Clear Lake	GF
1.0	WCC Dean of Student Success	The Dean of Student Success is WCC's Institutional Research Director and does the required research for testing systems, provides and assists with required reports as needed for Cut-Score Validation and disproportionate impact studies.	Student Equity

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
12-548-5-43-631000-4500	Software		\$4,650.00
	Tests		\$15,000

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Several changes to WCC's delivery of counseling services were implemented in 2014-2015, with efforts continuing in 2015-16 to strengthen and build capacity to provide greater access to counseling services, by expanding service hours to include weekends and evenings, increasing the number of group counseling sessions and workshops offered, and using targeted, more intrusive strategies for service delivery. A full-time counseling secretary was hired during 2014-15 to provide support the Counseling Office, assist in scheduling student appointments and reaching out to students who need to see a counselor due to their academic status, need to complete an SEP, etc; and, assist with the record keeping and data entry to track SSSP services provided to students. In addition, as of January 2015, WCC fully implemented an online student education planning system and requires all counselors to use electronic education plans for all students. As the roll-out and refinement of the online education planning tool continues, work remains to be done to develop a solution for first-time students participating in in-person general counseling/orientations to develop online abbreviated education plans (currently, due to facility limitations for computer lab space, students complete paper abbreviated ed plans which are then scanned and uploaded to ImageNow. Additional improvements to the counseling process includes the use of eSARS that allows students to make their own appointments online.

Based upon priorities adopted by YCCD's board through the Student Success Initiative, the *Completion by Design* framework, and priority of serving at-risk students, SSSP goals for increasing and improving counseling service delivery to students includes:

- Development of process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place- using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans;
- Continue roll-out and refinement of online student education plan, in combination with work to fully implement (and update on an ongoing basis) the Degree Audit system; (*YCCD SSI Goal*)
- Development of targeted, "just-in-time" mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of counseling services at the Colusa County Outreach Facility by providing online and group counseling sessions;
- Coordinate delivery of counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for "just in time" mini orientations and other interventions (*YCCD SSI Goal*)

- Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. *(YCCD SSI Goal)*
- Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, advising, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, *(YCCD SSI Goal)*
- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year. *(YCCD SSI Goal)*
- Pilot development of two, three, and four-year plan templates for students. *(YCCD SSI Goal)*

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

Based on the data collected through WCC's SARS system, more than 3,813 counseling services were provided. Of these appointments, 1,157 focused on student education planning, which includes the development of abbreviated and comprehensive education plans and education plans to meet special program requirements for financial aid, veterans, etc. Other counseling services included assisting students with transfer, career planning, graduation, pre-requisite clearance, and follow-up services for at-risk students (this will be addressed in greater detail in the following section).

For the group counseling/orientation sessions for first-time students, 348 students attended these sessions to complete abbreviated education plans. *(please note that this primarily reflects data from the Spring 2015 term when significant improvements in data tracking were made).*

b. What percentage of the target population does this represent?

Pending data from YCCD IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

All first-time students are required to complete all core SSSP services (orientation, assessment, and development of an SEP) before then can register for courses. The YCCD's MIS flags students who meet the "first-time student" criteria. The MIS system does not allow non-exempt students to register until all services have been completed.

Improvements to the delivery of counseling, advising, and education planning services will focus on increasing service delivery by increasing the availability of group counseling/orientation sessions; identifying students who are at-risk and/or in need of a comprehensive education plan (personal phone calls, emails, text messaging); using intrusive service delivery strategies to reach a far greater number of students who would not otherwise

see a counselor; building capacity to reach out to students using Peer Advisors/Student Ambassadors; and identifying incentives to engage a greater number of students.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

In-Person Counseling: Academic, career, and personal counseling services are provided through a variety of mechanisms. Counseling services are available in-person, by appointment (students can call the Counseling Office or schedule appointments online), and on a drop-in basis. Informal email advising is done as needed (WCC is interested in exploring more formal online advising platforms).

Counseling Courses: Counseling courses are offered for new and re-entry students to assist them in acclimating to college life and to provide them with a foundation for success. WCC offers College Success (*Counseling 10*), Orientation for College (*Counseling 15*), Peer Advising Seminar (*Counseling 22*), Career Development (*Counseling 25*), and Transfer Preparation (*Counseling 30*).

Workshops: Throughout the academic year, WCC's counselors provide a variety of workshops related to career planning, transfer, student success, and mandatory readmission workshops for students who have been dismissed.

Classroom Presentations: At the request of instructors, counselors present information to students through in-class presentations, including presentations about transfer (with a specific focus on degree pathway(s), education planning and identifying an education goal; career exploration, and tips for student success.

b. Is drop-in counseling available or are appointments required?

Both drop-in counseling and counseling by appointments are available to students.

c. What is the average wait time for an appointment and drop-in counseling?

During peak periods, two weeks prior to the start of classes and the first two weeks of school, wait times for drop-in counseling sessions range from 30 minutes or more. During peak periods, wait times for scheduled appointments ranges from two to three weeks.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

The abbreviated educational plan is completed during walk-in counseling, group counseling, and Jump Start sessions (Jump Start for high school seniors). Planning is done for one to two semesters and includes a list of recommended courses, which includes future classes for the second semester, short-term advising, and English and math requirements. At this time

student's assessment scores are reviewed and discussed, transcripts evaluated, and discussions take place about outside commitments and employment responsibilities to determine course load.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

As described above, students are provided with half-hour appointments to help identify a course of study and develop a comprehensive education plan to identify the courses they need to take in order to successfully reach their goal. This includes any prerequisite requirements, requirements for transfer, etc. A sample of both the abbreviated ed plan and comprehensive ed plan have been included in Attachment H for reference. Both plans include the list of courses, by semester, that a student needs to take; identifies prerequisites; math and English requirements, and referrals to other student support services.

Additionally, courses such as Counseling 10 and 25 are available to enhance the student's experience and success in college. Transfer and career workshops are held throughout the year to assist students with information on transfer, career exploration, CSU and UC applications.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

In January 2015, WCC implemented an online education planning system through Ellucian and began implementation of a Degree Audit system. All counselors are required to use the online education plan. In 2015-16, refinement and roll-out of the online education plan system will continue. As noted earlier, due to the lack of sufficient computer lab space, WCC is exploring options in 2015-16 to have first-time students who participate in group counseling/orientation sessions complete the online abbreviated education plan.

Additional technology resources and tools used by WCC's counselors include:

- WCC website provides counseling related information, announcements, critical dates and timelines, class schedules, catalogs, and other counseling related forms.
- WCC's WebAdvisor provides information that allows students to search and register for courses.
- WCC's Student Services website provides students with access to information and resources related to career, transfer and other services. The website also provides students with information about other helpful transfer resources, such as Assist.org, UC Websites, CSUMentor, etc.
- Curricunet provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the college's Curriculum Committee.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	General Counselors	Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	General Fund
1.0	General Counselor	Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	SSSP
1.0	TRIO/General Counselor	CCOF: Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	TRIO (60%) Student Equity (40%)
0.6	CalWORKs Counselor	Provides counseling and advising services targeted to CalWORKs students.	CalWORKs/TANF
1.0	Career Counselor/General Counselor	Provides counseling and advising services targeted to CalWORKs students.	General Fund
0.6	EOPS Counselor	Provides counseling and advising services targeted to EOPS/CARE students.	EOPS/CARE
	Adjunct Counselors	Provide counseling and advising services to all students, including students in special programs, such as DSPS, EOPS/CARE, etc.	GF/Categorical Funds (depending on assignment)/SSSP/Student Equity
1.0	TRIO Counselor	WCC: CCOF: Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom	TRIO

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
		presentations and workshops.	
1.0	Counseling Secretary	Provides support to the Counseling Office; schedules student appointments; enters student data on counseling services received; updates forms and website resources; calls students to make counseling appointments (based on need).	SSSP
1.0	Transcript Evaluator/Senior Student Services Technician	Evaluates transcripts for graduation, prerequisites, ADTs, etc.	SSSP
0.5	Outreach Specialists	Coordinates high school outreach efforts and provision of core SSSP services for graduating high school seniors; assists with orientations, classroom presentations, and workshops.	SSSP
1.0	Clear Lake: EOPS/SSSP Counselor	Provides orientation, academic and personal counseling to EOPS students and general student body; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	EOPS/CARE (60%) SSSP (40%)
1.0	Clear Lake: General Counselor	Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	General Fund
X.X	Clear Lake: Adjunct Counselor CalWORKs	Clear Lake	CalWORKs

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

The information provided in WCC's 2014-15 SSSP plan serves as a foundation from which the college intends to expand and strengthen existing service delivery mechanisms and develop more intrusive service delivery strategies.

During the 2015-2016 academic year, WCC intends to implement or make progress towards the following goals (these goals are aligned with the YCCD's Student Success Initiative and were identified through the Student Services Council, Counseling Office in conjunction and collaboration with other initiatives and planning efforts, such as BSI and Student Equity).

The goals for 2015-2016 to increase and improve the delivery of services targeted to at-risk students include:

- Development of a process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place. Using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans;
- Development of targeted, "just-in-time" mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of counseling services at the Colusa County Outreach Facility by providing online and group counseling sessions;
- Coordinate delivery of counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for "just in time" mini orientations and other interventions (*YCCD SSI Goal*)
- Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, advising, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, (*YCCD SSI Goal*)
- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year, and a specific focus on at-risk students. (*YCCD SSI Goal*)
- Pilot development of two, three, and four-year plan templates for students. (*YCCD SSI Goal*)
- Revamp ESL instruction
- Develop and provide incentives to support student along the path to completion.
- Consider pilot of mandatory student success course for students on academic or progress probation

- Automatically linking supplemental instruction/tutoring support for students who enroll in basic skills math and English classes
- Targeted communications to students through outreach/"in reach" materials regarding important topics such as education planning and the importance of having a clear educational goal; available student support services and resources; the new BOGFW academic performance standards; financial aid and satisfactory academic performance; tips for student success, etc.
- Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact.

2. a. How many students were provided follow-up services in 2014-15?

Pending data from YCCD IT.

b. What percentage of the target population does this represent?

Pending data from YCCD IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

WCC is in the process of working with YCCD IT staff to develop reports to identify and track students who are at-risk (enrolled/assessed in basic skills courses; academic and/or progress probation; students who do not have a course of study or comprehensive ed plan in place after 15 earning 15 units). Using these reports will help staff to reach out to students through personal phone calls, emails, and text messages to encourage students to meet with a counselor and refer to available tutoring services and other student supports. Strategies to build capacity include developing a Peer Advising/Student Ambassadors programs; hiring additional adjunct counselors to assist with meeting student needs during peak periods; teaching counseling student success courses; implementing intrusive service delivery; and, delivering classroom presentations and workshops.

In addition, other strategies the college is exploring includes mandatory student success course for students on academic probation and linking supplemental instruction/tutoring supports to enrollment in basic skills math and English courses.

3. Services to At-Risk Students:

a. What types of follow-up services are available to at-risk students?

Services that are currently available to at-risk students include tutoring support through the Academic Resource Center, the Writing and Math Center, and other tutoring supports; readmission workshops for students who have been dismissed; student success courses (Counseling 10, 35) and career planning courses (Counseling 25); and, referrals to DSPS.

b. How and when are students notified of these services?

Students are notified of available services through campus flyers and posters; referral by the Counseling Office and other student service departments; and, referral by instructors. For students on academic or progress probation, email letters advise students of the services available to support them.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Please refer to section on Counseling, Advising, and Other Education Planning Services for a description.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

At present faculty are not involved in early alert. The college is moving forward with plans to purchase an Early Alert system through Tutortrac, with the goal of beginning implementation in Spring 2016.

4. **Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
3.0	General Counselors	Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	General Fund
1.0	General Counselor	Same as above.	SSSP
1.0	TRIO/General Counselor	CCOF: Same as above.	TRIO (60%) Student Equity (40%)
0.6	CalWORKs Counselor	Provides counseling and advising services targeted to CalWORKs students.	CalWORKs/TANF
1.0	Career Counselor/General Counselor	Provides counseling and advising services targeted to CalWORKs students.	General Fund
0.6	EOPS Counselor	Provides counseling and advising services targeted to EOPS/CARE students.	EOPS/CARE
	Adjunct Counselors	Provide counseling and advising services to all students, including students in special programs, such as DSPS, EOPS/CARE, and at-risk students.	GF/Categorical Funds (depending on assignment)/SSSP/Student Equity
1.0	TRIO Counselor	WCC: CCOF: Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	TRIO
1.0	Counseling Secretary	Provides support to the Counseling Office; runs reports of at-risk students; calls students to make appointments; tracks data service delivery to at-risk student.	SSSP
0.5	Outreach Specialists	Coordinates high school outreach efforts and provision of core SSSP	SSSP

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
		services for graduating high school seniors; assists with orientations, classroom presentations, and workshops.	
1.0	Clear Lake: EOPS/SSSP Counselor	Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops.	EOPS/CARE (60%) SSSP (40%)
1.0	Clear Lake: General Counselor	Same as above.	General Fund
X.X	Clear Lake: Adjunct Counselor CalWORKs	Clear Lake	CalWORKs

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	Dean of Student Success/Institutional Research Director	Student Equity	

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Certain students, because of their educational background and plans for study, are exempted from the SSSP/Matriculation requirements of orientation, assessment, and student ed planning. If two or more of the following criteria apply to a student, the student can request an exemption. Based on these criteria, the YCCD's MIS also automatically exempts students. WCC's exemption criteria are as follows:

- Has completed an associate or higher degree (verification required – provide a copy of the degree or transcripts)
- Will be enrolling in performance classes only (e.g. music, drama, physical education activity classes)
- Enrolling in fewer than six units
- Not planning to earn a degree or certificate
- Enrolling in job-skill upgrade, self-improvement or general interest courses
- Enrolling in classes for which you have previous training, i.e., firefighter taking an E.M.T. class
- Planning on enrolling in the Fire Academy
- Still attending high school and attempting to enroll in a college course(s) through the Concurrent Enrollment program.

WCC's exemption criteria and process can be found in the course catalog and on the college's website at: <http://wcc.yccd.edu/admissions/matriculation>

2. What percentage of your student population is exempt (list by category)?

Data pending from YCCD Information Technology

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

The Yuba Community College District's appeal policies are governed by Board of Trustees Administrative Procedures and can be found on the district's website at: <http://www.yccd.edu/board/procedures.aspx>. The related Administrative Procedures are AP 5530, Student Rights and Grievances, and AP 5045, Student Records-Challenging Content and Access Log. The college's grievance policy and procedures are also found in the college catalog.

The district procedures provide a mechanism for the prompt and equitable resolution of student grievances. The procedures are available to any student who reasonably believes the college's decision or action has adversely affected his or her status, rights, or privileges as a student. The procedures include, but are not limited to, grievances regarding the following:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harrassment
- Financial Aid
- Illegal Discrimination
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120

In addition, students are able to petition for several circumstances, including, but not limited to:

- Credit course repetition limits (in cases of extenuating circumstance)
- Course substitution
- Academic renewal
- Readmission (after dismissal)

Students are advised to see a counselor and/or the Admission and Records Office for the petition forms. The Admissions and Records Office is responsible for processing student petitions. This information can be found in the college's course catalog at: <http://wcc.yccd.edu/academics/catalog>

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering

student challenges. If these policies are posted on the college's website, also provide the link below.

Course placement is determined by a process in which the student and counselor review all assessment criteria available. Students who wish to petition their recommended placement or the waiver of a prerequisite should be prepared to give evidence or justification why the exemption should be granted. Reasons for seeking a prerequisite challenge may include one or more of the following:

- Student has the knowledge or ability to succeed in the course without meeting the prerequisite, or
- Student believes the prerequisite is discriminatory or is being applied in a discriminatory manner, or
- Prerequisite has not been validated, or
- Prerequisite course is not available.

WCC's policy on prerequisites and the student challenge process can be found in the course catalog available online at: <http://wcc.yccd.edu/academics/catalog> and on the WCC website at: <http://wcc.yccd.edu/admissions/prerequisites>

Students are advised to see a counselor or to go the Admissions and Records Office to obtain the form necessary to be completed to initiate the prerequisite challenge process. Admissions and Records processes the forms for review and maintains copies on file.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The Yuba Community College District's Student Success Initiative Goals includes a focus on professional development that institutional resources and SSSP funding are committed to support. The first professional development district-wide goal is to "Establish, encourage, "market" and maintain an ethos of student success. The district's second goal related to professional development is to provide training to staff and faculty on customer-service oriented student services. For 2015-2016, targeted professional development for staff and faculty include:

- Customer-service oriented student services
- Education and career planning
- Use if technology resources for student counseling and advising
- Ongoing training on use of the online student education plan
- Training on the new Degree Audit system
- Student Success-related Conferences and Events

DRAFT

College: Woodland Community College

District: Yuba Community College District

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SECTION V. ATTACHMENTS

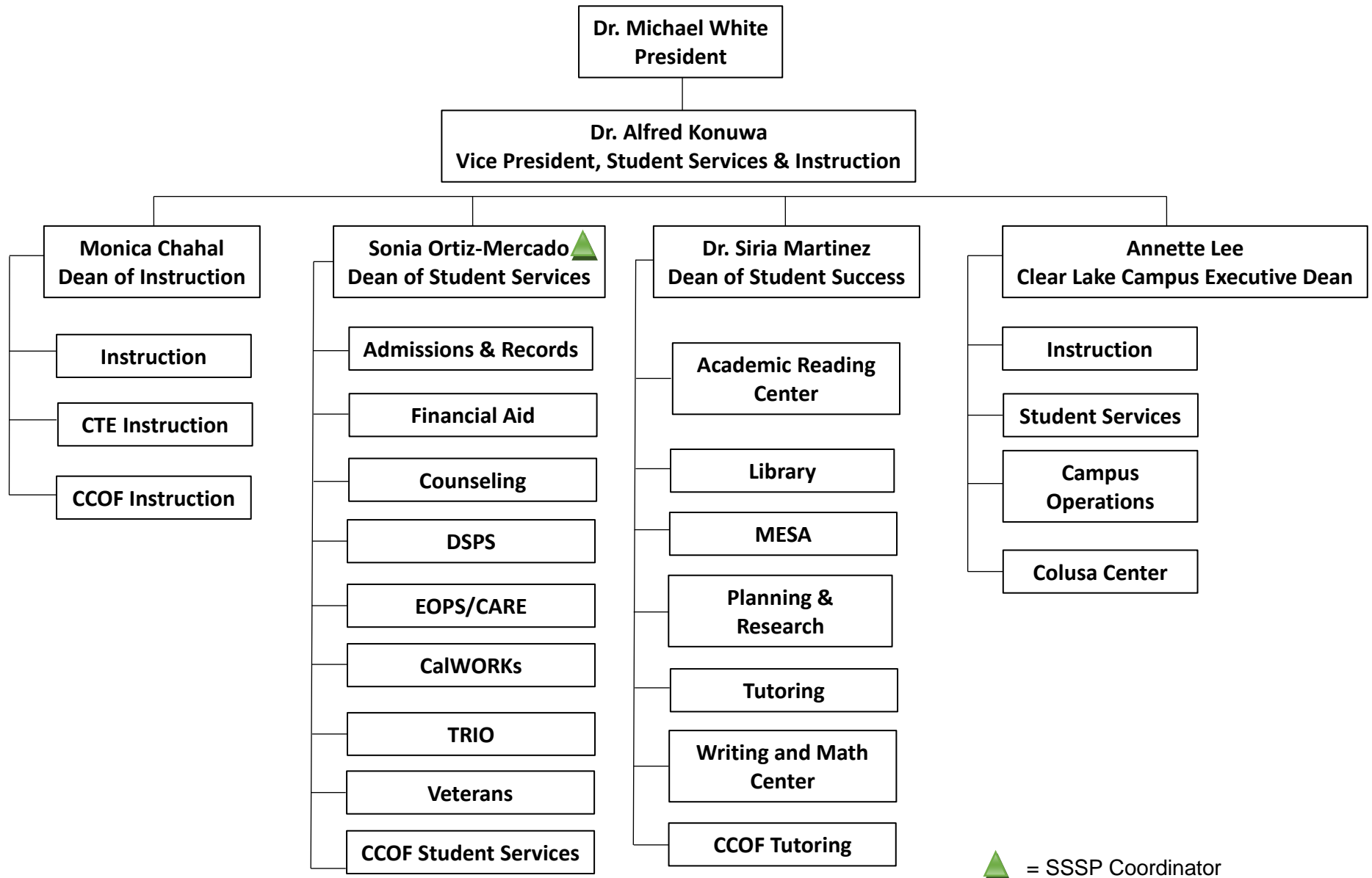
Attachment A
Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

SSSP Program Plan Participant Name	Title	Stakeholder Group
Sonia Ortiz-Mercado	Dean, Student Services	Administration, Student Services
Dr. Alfred Konuwa	Vice President, Student Services and Instruction	Administration, Student Services and Instruction
Cheryl Latimer	General Counselor	Counseling Department
Jose Vallejo	General Counselor	Counseling Department
Juana Ruiz	General Counselor	Counseling Department
Estelita Spears	Career Counselor	Counseling Department
Todd Sasano	DSPS Coordinator	
Ariana Velasco	Counseling Secretary	Counseling Department
Caren Fernandez	Interim TRIO Director	TRIO Program
Lydia Villalobos	Financial Aid	Financial Aid Office
Kimberly Reed	Director, Financial Aid	Financial Aid Office
Matthew Clark	President	Academic Senate
Christopher Recouvreur	President	Associated Students of Woodland Community College
Dr. Siria Martinez	Dean, Student Success	Administration, Student Services and Instruction
Monica Chahal	Dean, Instruction	Administration, Instruction
Armand Brunhoeber	District Testing and Assessment Specialist	Assessment

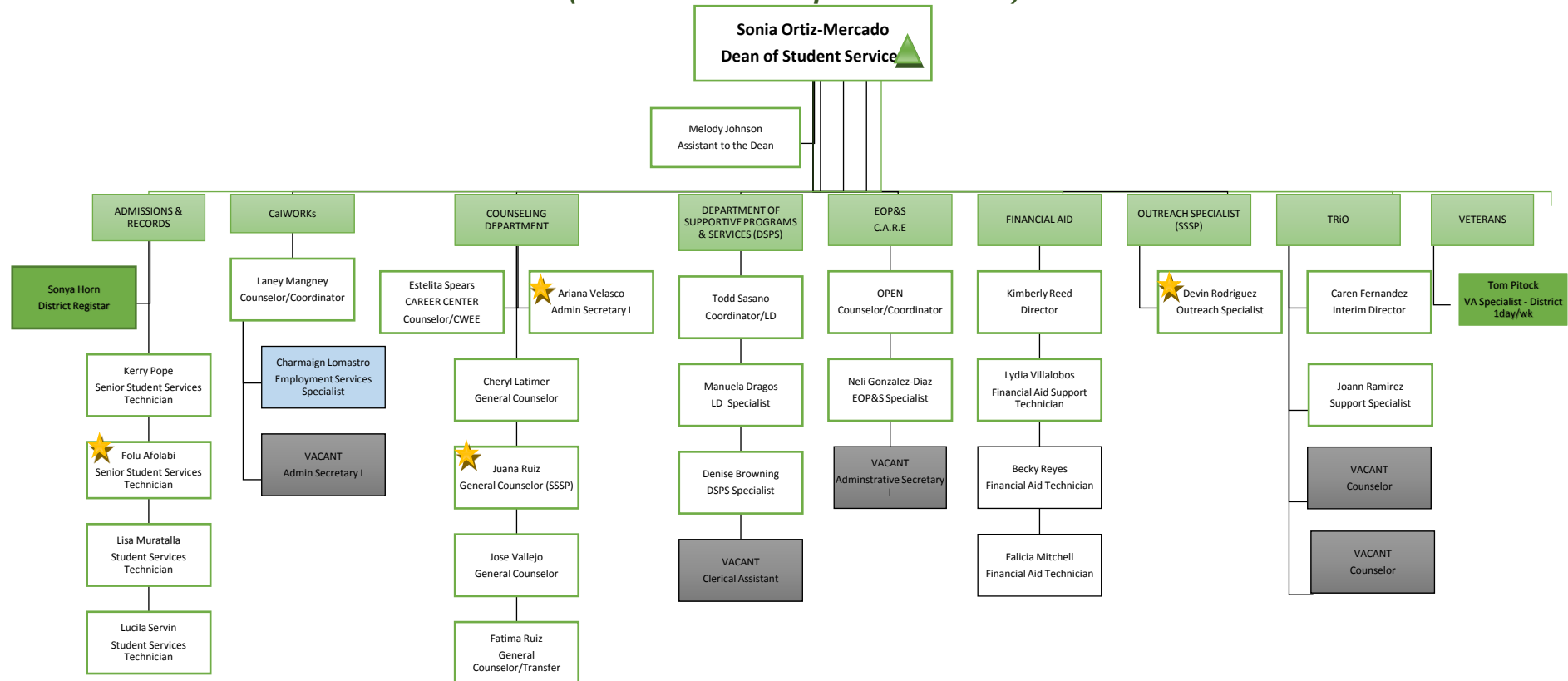
Attachment B: Organizational Charts (College, WCC Student Services, Clear Lake Student Services)

Woodland Community College Organizational Chart



Woodland Community College Student Services Organizational Chart

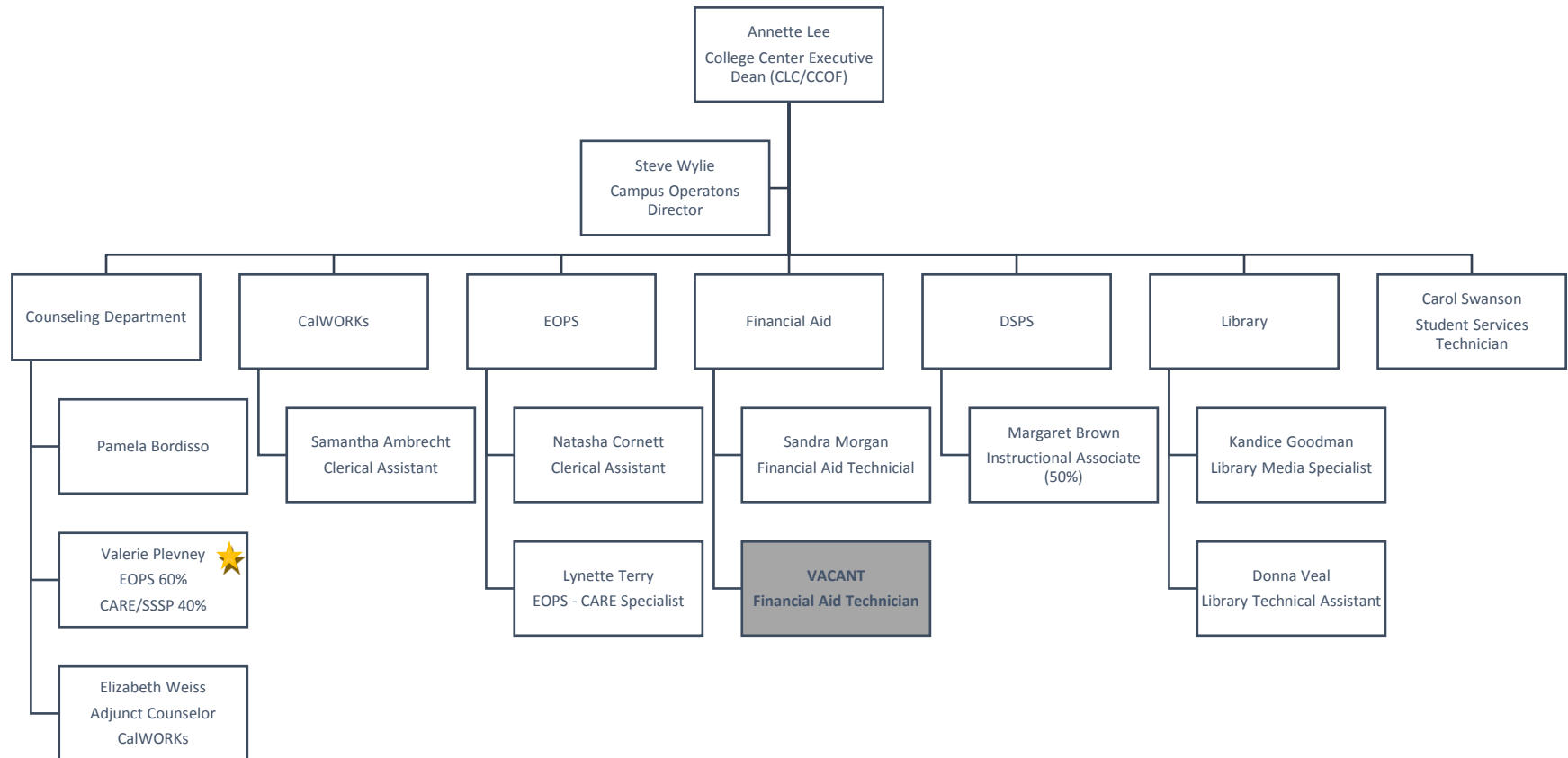
(with SSSP-funded positions noted)



★ = SSSP-funded

▲ = SSSP Coordinator

Clear Lake Campus Student Services Organizational Chart



★ = SSSP-funded
positions

Attachment C: Advisory Committee**Woodland Community College Student Success Committee
(SSSP, BSI, Student Equity)**

Committee Member	Title	Stakeholder Group
Sonia Ortiz-Mercado	Committee Co-Chair/Dean, Student Services	Administration, Student Services
Shawn Lanier	Committee Co-Chair/Professor	Math Faculty
Estelita Spears	Career Counselor	Counseling Faculty
Dr. Alfred Konuwa	Vice President, Student Services & Instruction	Administration, Student Services & Instruction
Sergy Postolaki	Instruction Associate for Math	Classified (Academic Support)
Vacant	Student Services	Classified (Student Services)
Vacant	CTE Faculty	CTE Faculty
Cay Stode	Professor of English	English Faculty
Shawn Lanier	Professor of Mathematics	Math Faculty
Vacant	At-Large Science Faculty Representative	Science Faculty
Mayra Chavez	Student	Associated Students of Woodland Community College
Siria Martinez	Dean of Student Success	Administration, Student Services & Instruction
Vacant	ESL Faculty	ESL Faculty

Resource Members:

Name	Title	Stakeholder Group
Roger Clague	District Director, Information Technologies	Information Technology
Sonya Horn	District Registrar/Admissions and Records	Admissions and Records
Kimberly Reed	Financial Aid Director	Financial Aid
Monica Chahal	Dean of Instruction	Administration, Instruction
Veronica Torres	Interim Director MESA, ARC, WAM, Tutoring	Faculty Resource
George Galumba	Professor Emeritus, ESL	ESL Faculty

K-12 Partners & Ad-Hoc Advisory Members:

Name	Title	Stakeholder Group
Superintendent	Superintendent, Yolo County Office of Education	K-12
Superintendent	Superintendent, Colusa County Office of Education	K-12
High School Principals	Woodland Joint Unified School District (USD), Esparto USD, and Colusa USD	K-12

Attachment D: WCC SSSP Funding Crosswalk (Placeholder- pending Chancellor's Office final allocations)

Budget Account	Description	Student Equity	SSSP	BSI	Perkins
1000	Counseling Hours		\$9,000	\$2,000	
1000	SSSP Counselor		\$93,276		
1000	Student Success Center Coordinator	\$90,704			
1000	Colusa: TRIO/SSSP Counselor (60/40%)		\$36,000		
1000	Special Projects/ Summer Bridge/First Year Experience/ ESL Revamp			\$ 20,000	
2000	Counseling Secretary		\$42,264		
2000	Classified Regular (Non-Instructional Subs/Temps		\$37,936	\$23,000	
2000	Non-certificated/ Non-classified				
2000	Career/Transfer Specialist		\$50,000		
2000	Peer Advisors/ Student Ambassadors		\$20,000		
2000	Transcript Evaluator		\$50,000		
2000	WCC Outreach Specialist (part-time)		\$25,512		\$45,000
2000	CLC/CCOF Outreach Specialist	\$25,000	\$25,000		
2000	CLC SSSP Clerical Support (part-time)		\$25,000		
2000	Student Success Center Clerical Support	\$12,801			
2000	Math Instructional Assistant			\$20,000	

Budget Account	Description	Student Equity	SSSP	BSI	Perkins
2000	English Instructional Assistant				
2000	Supplemental Instruction/ Tutoring	\$20,000		\$21,000	
3000	Benefits		\$108,000		
4000	Duplicating		\$3,170		
4000	Supplies (Orientation, testing, planner, outreach)	\$5,000	\$18,000	\$2,000	
5000	Professional Development		\$5,000	\$2,000	
5000	Software Licensing		\$33,000		
5000	Mileage	\$1,100			
6000	Equipment		\$ 10,000		
	TOTAL =	\$154,605	\$591,158	\$ 90,000	\$45,000

Attachment E: WCC SSSP Objectives and YCCD Student Success Initiative Goals

Woodland Community College

Completion by Design: SSSP Goals and Objectives

(links to other institutional planning efforts, such as BSI and Student Equity, identified)

Connection: Interest to Application		
Objectives	Measurable Outcomes	SSSP Core Service Area
Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Number of MOU agreements in place Number of Jump Start, Financial Aid & College is for You Presentations at HS 	Orientation, Assessment, Counseling/Advising/Ed Plan
Develop Dual Enrollment Pathways- SEED Program	<ul style="list-style-type: none"> Number of MOUs Number of dual enrollment courses Course completion rates Number of students who enroll at WCC 	Orientation
Begin implementation of a Peer Advising and Student Ambassadors ; and, <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Number of students engaged Number & type of events, presentations, campus tours 	Orientation
Strengthen High School Outreach to include embedded counseling and pre-matriculation activities	<ul style="list-style-type: none"> Number of HS students completing orientation, assessment, & ed plans Number of campus outreach events 	Orientation, Counseling/Advising, Assessment/Ed Plan

Entry: Enrollment to Completion of Gatekeeper Courses		
Objectives	Measurable Outcomes	SSSP Core Service Area
Mandatory student orientation; Launch the new online, interactive orientation in Spring 2016; <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Number of students receiving orientation Number of students enrolling in courses post-orientation 	Orientation
Fully implement Degree Audit <i>(YCCD SSI Goal; Equity)</i>	<ul style="list-style-type: none"> Number of comprehensive ed plans developed 	Counseling, Advising, Ed Plans
Pilot a Summer Bridge Program <i>(YCCD SSI Goal;</i>	<ul style="list-style-type: none"> Number of students who enroll in 	Orientation

Entry: Enrollment to Completion of Gatekeeper Courses		
Objectives	Measurable Outcomes	SSSP Core Service Area
<i>BSI; Equity)</i>	college level course following Summer Bridge <ul style="list-style-type: none"> Retention rates after first semester & year 	
Improve the delivery of orientation services at the Colusa County Outreach Facility by providing online and group counseling orientation sessions	<ul style="list-style-type: none"> Number of students receiving orientation services Retention & Persistence Rates (term/year) 	Orientation, Counseling/Advising, Ed Plan
Coordinate online orientation and group orientation/counseling services between WCC and the Clear Lake Campus	<ul style="list-style-type: none"> Number of students receiving orientation services Retention & Persistence Rates (term/year) 	Orientation, Counseling/Advising, Ed Plan
Increasing student awareness and understanding of the importance of assessment tests	<ul style="list-style-type: none"> Student assessment results Number of students receiving assessment services 	Assessment
Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Number of students engaged Number & type of events, presentations, campus tours 	Orientation/Advising
Providing students with greater opportunities to take practice tests ; <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Student assessment results Number of students receiving assessment services 	Assessment
Lay groundwork for transition to the State's new Common Assessment system, planned for implementation during fall 2016 for registration in Spring 2017 courses. <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> CCC Common Assessment System Implementation 	Assessment
Continue roll-out and refinement of online student education plan in concert with the Degree Audit system; <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Number of online abbreviated and comprehensive ed plans completed 	Counseling, Advising, Ed Plan
Pilot development of two, three, and four-year plan templates for students. <i>(YCCD SSI Goal)</i>	<ul style="list-style-type: none"> Templates completed 	Counseling, Advising, Ed Plan
Targeted communications to students through outreach/"in reach" materials regarding important topics such as education planning and	<ul style="list-style-type: none"> Communications materials developed 	Orientation, Counseling, Advising, Ed Plan

Entry: Enrollment to Completion of Gatekeeper Courses		
Objectives	Measurable Outcomes	SSSP Core Service Area
the importance of having a clear educational goal; available student support services and resources; the new BOGFW academic performance standards; financial aid and satisfactory academic performance; tips for student success, etc.		
Use intrusive service delivery approach	<ul style="list-style-type: none"> Retention and persistence rates Reduction in number of students on probation & dismissal 	Counseling, Advising, Follow-Up for At-Risk Students
Revamp ESL instruction (BSI Plan)	<ul style="list-style-type: none"> Retention and persistence rates Course pass rates Entry into college level courses 	Counseling, Advising
Pilot First Year Experience course (YCCD SSI Goal; Equity)	<ul style="list-style-type: none"> Number of FYE courses offered Retention and persistence rates after first year 	Orientation, Counseling, Advising
Develop Mentorship programs and academic advising (Equity)	<ul style="list-style-type: none"> Retention and persistence rates Number of students participating in mentorship opportunities 	Advising
Linking supplemental instruction/college success courses for students who enroll in basic skills math and English classes (Equity)	<ul style="list-style-type: none"> Retention and persistence rates Number of SI courses Course success rates 	Follow-Up for At-Risk Students
Develop pilot for Accelerated Basic Skills courses (YCCD SSI Goal, Equity)	<ul style="list-style-type: none"> Retention and persistence rates Number of Accelerated Basic Skills courses Course success rates 	Follow-Up for At-Risk Students
Develop Online Support Services for Distance Learning Students (YCCD SSI Goal, Equity, EMP)	<ul style="list-style-type: none"> Number of support services provided online Number of students who participate in online support services 	Orientation, Assessment, Counseling, Advising, Ed Plan, Follow-Up for At-Risk Students
Develop default Ed Plans that include Math and	<ul style="list-style-type: none"> Number of ed plans 	Counseling, Advising

Entry: Enrollment to Completion of Gatekeeper Courses		
Objectives	Measurable Outcomes	SSSP Core Service Area
English in First Year (YCCD SSI Goal)	developed	
Develop research agenda to assess continuum of student experience; Improve Campus Climate & Student Engagement ; SENSE/CCSSE (YCCD SSI Goal)	<ul style="list-style-type: none"> • SENSE/CCSSE and other survey results 	Orientation, Advising, Follow-Up for At-Risk Students

Progress: Entry into Courses of Study to 75% Requirements Completed		
Objectives	Measurable Outcomes	SSSP Core Service Area
Development of targeted, “just-in-time” services for all students, with a specific focus on at-risk students ;	<ul style="list-style-type: none"> • Number of “just in time” services developed • Number of students receiving services 	Counseling/Advising, Follow-Up Services for At-Risk Students
Through implementation of a new Early Alert system through Tutortrac, target students for interventions (YCCD SSI Goal, Equity)	<ul style="list-style-type: none"> • Number of students identified via Early Alert • Number of students receiving services after Early Alert • Course completion rates • Persistence and retention rates 	Counseling/Advising, Follow-Up Services for At-Risk Students
Develop and provide incentives to support student along the path to completion.	<ul style="list-style-type: none"> • Persistence and retention rates • Number and types of incentives 	Counseling/Advising, Follow-Up Services for At-Risk Students
Consider pilot of mandatory college success course for students on academic or progress probation	<ul style="list-style-type: none"> • Persistence and retention rates • Number of students improving academic performance (2.0 or greater, etc.) 	Counseling/Advising, Follow-Up Services for At-Risk Students
Development of process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place- using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans;	<ul style="list-style-type: none"> • Number of students who develop a comprehensive ed plan 	Counseling/Advising, Follow-Up Services for At-Risk Students
Targeted communications to students through outreach/“in reach” materials	<ul style="list-style-type: none"> • Number and type of communication resources developed 	Follow-Up Services for At-Risk Students
Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as	<ul style="list-style-type: none"> • Number of notifications sent • Number of students 	Follow-Up Services for At-Risk Students

Progress: <i>Entry into Courses of Study to 75% Requirements Completed</i>		
Objectives	Measurable Outcomes	SSSP Core Service Area
personal contact.	improving academic performance (2.0 or greater, etc.)	

Completion: <i>Complete Course of Study (graduation)</i>		
Objectives	Measurable Outcomes	SSSP Core Service Area
Reassess graduation and degree requirements. <i>[YCCD Student Success Initiative (SSI) Goal]</i>	<ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates 	Counseling, Advising
Develop and provide incentives to support student along the path to completion.	<ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates 	Counseling/Advising, Follow-Up Services for At-Risk Students
Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact.	<ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates 	Counseling/Advising, Follow-Up Services for At-Risk Students

Attachment F: WCC Online Orientation Table of Contents

TABLE OF CONTENTS
(NEW ONLINE ORIENTATION STORYBOARD)

Note: the sections meeting title 5 requirements for orientation have been marked with an asterisk

Welcome to Woodland Community College.....	
Welcome	
About WCC	
Student Welcome / Orientation Instructions	
Main Menu	
YOUR FIRST STEPS	
Introduction	
A Partnership for Success	
Pathway to College Success	
Core Services	
Step 1: Apply for Admission *	
Admissions and Records Office.....	
Residency Status	
Step 2: Complete Orientation	
Step 3: Take Placement Tests.....	
Placement Testing Preparation	
Course Sequences	
Step 4: Meet with a Counselor* (education planning)	
Counseling Office.....	
Ways to Get Counseling	
Check on Learning.....	
Priority Registration *	
Step 5: Register for Classes*	
Fees and Tuition*	
Check on Learning.....	
Financial Aid*	
Applying for Financial Aid*	
Financial Aid Disbursement*	
Satisfactory Academic Progress*	
Check on Learning.....	

Conclusion	
ACADEMIC GOALS* (and education planning)	
Introduction	
What Good are Goals?	
Education Hierarchy.....	
Transfer.....	
General Education	
IGETC Overview	
CSU Breadth.....	
Out of State / Private Schools.....	
Associate Degree for Transfer.....	
Associate Degree.....	
GE Course Pattern for WCC Associate Degrees	
Certificates	
Check on Learning.....	
Instructional Organization	
STUDENT SERVICES*	
Introduction and Overview of Available Student Support Services*	
Conclusion	
ACADEMIC SUPPORT SERVICES*	
Introduction	
Library/Media Services	
Tutoring Center	
Writing and Math Center	
Academic Reading Center	
Career and Transfer Center	
MESA	
Check on Learning.....	
Conclusion	
STUDENT SUCCESS BASICS	
Introduction	
What is a Unit?.....	
Study Hours Per Unit	
Time Management.....	
Course Load Recommendations	
Academic Calendar / Important Dates*	

<i>Check on Learning</i>	
<i>Grade Options</i>	
<i>Incompletes and Withdrawals</i>	
<i>Grade Point Average (GPA)</i>	
<i>Probation and Dismissal*</i>	
<i>Course Repetition Policy</i>	
<i>Check on Learning</i>	
<i>College Catalog and Schedule of Classes</i>	
<i>How to Read the Schedule of Classes</i>	
<i>Prerequisites, Corequisites, and Advisories*</i>	
<i>Challenging Prerequisites and Corequisites</i>	
<i>Setting Up a Schedule</i>	
<i>Check on Learning</i>	
<i>Conclusion</i>	
STUDENT CONDUCT AND SAFETY	
<i>Introduction</i>	
<i>Student Code of Conduct</i>	
<i>Disciplinary Actions</i>	
<i>Academic Honesty</i>	
<i>Classroom Etiquette</i>	
<i>Smoke-Free Campus</i>	
<i>Check on Learning</i>	
<i>Violence Against Women Act (VAWA)</i>	
<i>Discrimination and Harassment</i>	
<i>Student Rights and Grievance Procedures</i>	
<i>Terms You Should Know</i>	
<i>Clery Act</i>	
<i>Family Educational Rights and Privacy Act (FERPA)</i>	
<i>Campus Police and Safety</i>	
<i>Parking</i>	
<i>Check on Learning</i>	
<i>Conclusion</i>	

Attachment G: Yuba Community College District Multiple Measures

Yuba Community College District
Student Placement Survey

1. Each hour per week that you spend in a lecture class earns 1 credit. If you enroll in a 3 unit class you will be spending 3 hours in a class each week. A full time load is 12 units, or 12 hours in class each week. How many hours per week will you have available for study and homework for each credit unit you will be carrying?

<input type="checkbox"/> Less than 1 hour	English - Old & Young	0.00
<input type="checkbox"/> More than 1 hour but less than 2 hours		0.01
<input type="checkbox"/> Two to three hours		0.02
<input type="checkbox"/> Three or more hours		0.00

2. Please select the highest English class you have completed with a grade of "C" or better.

<input type="checkbox"/> Junior English or lower	English - Young	0.00
<input type="checkbox"/> Senior English		0.00
<input type="checkbox"/> Advanced writing or literature course beyond senior English		0.03
<input type="checkbox"/> Honors studies or advanced placement (AP) in senior English		0.03

3. In your job or daily activities, how much are you required to read and write?

<input type="checkbox"/> I read and write for more than half of my job or activities.	English - Old	0.02
<input type="checkbox"/> Less than half of my job or daily activities require me to read.		0.01
<input type="checkbox"/> I do little or no reading and writing in my job or daily activities.		0.00

4. How important do you believe it is to people closest to you that you complete your educational goals?

<input type="checkbox"/> Very important	English - Old	0.03
<input type="checkbox"/> Pretty important		0.02
<input type="checkbox"/> Somewhat important		0.01
<input type="checkbox"/> Not important		0.00

5. Please select the grade you received in your most recent English class.

<input type="checkbox"/> A	English - Young	0.02
<input type="checkbox"/> B		0.01
<input type="checkbox"/> C		0.00
<input type="checkbox"/> D		0.00
<input type="checkbox"/> F		0.00
<input type="checkbox"/> Other passing grade		0.00
<input type="checkbox"/> Other failing grade		0.00

6. Select the answer below that best describes you when you read text books or other informational text.

<input type="checkbox"/> I usually understand what I read the first time through.	English - Old & Young	0.03
<input type="checkbox"/> I sometimes need to read material several times before I understand it.		0.01
<input type="checkbox"/> I usually need to read material several times before I understand it.		0.00
<input type="checkbox"/> I frequently am not able to understand written material no matter how many times I read it.		0.00

7. How many hours per week do you read for pleasure?

<input type="checkbox"/> Less than 1 hour	English - Old & Young	0.00
<input type="checkbox"/> 1 to 2 hours		0.00
<input type="checkbox"/> 2 to 3 hours		0.00
<input type="checkbox"/> 3 to 4 hours		0.01
<input type="checkbox"/> 4 to 5 hours		0.02
<input type="checkbox"/> 5 hours or more		0.04

8. Please select, from the list below, the highest math course you completed with a grade of "C" or better.

<input type="checkbox"/> Basic Arithmetic	Math - Young	0.00
<input type="checkbox"/> Pre-Algebra		0.00
<input type="checkbox"/> Elementary Algebra (Algebra 1)		0.00
<input type="checkbox"/> Geometry		0.01
<input type="checkbox"/> Intermediate Algebra (Algebra 2)		0.01
<input type="checkbox"/> Trigonometry		0.02
<input type="checkbox"/> Pre-Calculus		0.02
<input type="checkbox"/> Calculus		0.03

9. Please select the grade you received in your most recent Math class.

<input type="checkbox"/> A	Math - Young	0.02
<input type="checkbox"/> B		0.01
<input type="checkbox"/> C		0.00
<input type="checkbox"/> D		0.00
<input type="checkbox"/> F		0.00
<input type="checkbox"/> Other passing grade		0.00
<input type="checkbox"/> Other failing grade		0.00

10. Which best describes your attitude towards Math.

<input type="checkbox"/> I dislike Math, but I try hard anyway.	Math - Old & Young	0.01
<input type="checkbox"/> I dislike Math and try only if I have a good teacher.		0.00
<input type="checkbox"/> I dislike Math, but I do what is necessary to pass.		0.02
<input type="checkbox"/> I like Math and don't mind working hard to succeed.		0.03
<input type="checkbox"/> I don't mind learning Math, but it isn't important to me.		0.01

11. How many hours per day do you plan to devote to homework and study for your Math class?

<input type="checkbox"/> Less than 1 hour	Math - Old & Young	0.00
<input type="checkbox"/> More than 1 hour, but less than 2 hours		0.01
<input type="checkbox"/> 2 to 3 hours		0.03
<input type="checkbox"/> 3 or more hours		0.01

12. Which of the following best describes you as a Math student?

<input type="checkbox"/> I seek help from my instructor or math tutor.	Math - Old & Young	0.02
<input type="checkbox"/> I seek help from friends or classmates.		0.02
<input type="checkbox"/> I study with friends or in a study group.		0.03
<input type="checkbox"/> I am reluctant to seek help others.		0.00
<input type="checkbox"/> I prefer to rely on myself and almost never seek help from others		0.00

13. How much do you use numbers in your work and everyday situations?

<input type="checkbox"/> I use numbers regularly in my daily routine and work.	Math - Old	0.02
<input type="checkbox"/> I sometimes need to do number problems.		0.01
<input type="checkbox"/> I seldom or never need to use numbers.		0.00

14. How confident are you with using Math in everyday situations, such as calculating tips or estimating the cost of something of sale using percentages?

<input type="checkbox"/> Not at all confident; I usually rely on someone else to do this.	Math - Old	0.00
<input type="checkbox"/> Somewhat confident; I can sometimes figure out a tip or a sales price.		0.00
<input type="checkbox"/> Fairly confident; if I work at it or use a calculator, I usually can do it.		0.01
<input type="checkbox"/> Very confident; I do these kinds of calculations in my head.		0.02

Attachment H: WCC Abbreviated and Comprehensive Student Education Plans
(will be inserted before 11-20-15)

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Responsible Party	Status Update
						WCC	WCC
1. Establish, encourage, “market” and maintain an ethos of student success (e.g., student success symposium, professional development activities, etc.)	WCC 15 WCC 17	YC 10	DS	Early Connections Academic and Social Support Network Clear Academic Plan and Pathway Strategy Four: Effective Practice – Professional Development	1,3	Konuwa, Senecal	On-going; CBD convenings at Colusa/Convocation;; SENSE and CSSE surveys
2. Mandatory Orientation	WCC 13	YC 14		Academic and Social Support Network Clear Academic Plan and Pathway	1	Latimer (satisfaction survey and evaluation plan)	Completed in concert with SSSP recommendations; online orientation in process.
3. Pre-assessment Refresher (tutoring, software, study guides, etc.)		YC 21		Effective Track to College Readiness	1	Chetra	INCOMPLETE There is no comprehensive preassessment tutoring, although Math Department has posted sample tests on website.
4. Intake/Default Ed Plan (Math/English in 1st year)	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Ortiz and Deniz	IN PROGRESS Process not formalized
5. Degree Audit	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	INCOMPLETE Structure established; personnel identified for data input. Not yet accessible by students.
6. Electronic Ed. Plans	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	IN PROGRESS Majority of counseling staff are utilizing electronic ed plans.
7. Online Services – tutoring, other (e.g., test-taking, counseling, orientation)	WCC 13 WCC 14	YC 14 YC 17 YC 22		Academic and Social Support Network Clear Academic Plan and Pathway	1	DE Committee Sasano Counselors Asmus	INCOMPLETE There is no online services for DE students; College in process of establishing DE Coordinator.
8. Early Alert (Counseling, Tutoring)	WCC 3	Pilot		Clear Academic Plan and Pathway Effective Track to College Readiness	1	Spears, Richard	INCOMPLETE PC/SSC have identified TutorTrac software to implement this process.
9. Curriculum Alignment Project (e.g., continued catalog improvement)	WCC 18	YC 15	DS	Clear Academic Plan and Pathway	1	Konuwa (Catalog)	IN PROGRESS Curriculum Committee continue to work with faculty; catalog improved – addendum part of process

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Responsible Party	Status Update
						WCC	WCC
10. SB1440 Transfer Curricula	State Mandate and Timeline					Asmus, Kirschner	IN PROGRESS Ten ADTs approved; amendments per CCCCCO advice in progress.
11. Reassess Graduation and Degree Requirements						Asmus, Vallejo, Curriculum Committee	IN PROGRESS AP developed and referred to CC and counselors for input on recommendation for DCAS
12. Reassessment of PrerequisitesnO	State Mandate					Brandi, Vallejo, Senecal	IN PROGRESS
13. Develop Academic Program Plans (two, three, four-year plans)	WCC 13	YC 14		Clear Academic Plan and Pathway		Ortiz, Latimer, Spears	iNCOMPLETE
14. Common Assessment	State Initiative and Timeline					Counselors	IN PROGRESS IAwaiting State processes.
15. Policy realignment to conform to SSTF recommendations (e.g., priority reg., BOG Fee Waiver, Academic progress)	State Mandate					Horn, Smart	COMPLETE
16. Student-centered Customer Services (Professional Development)			DS	Strategy Four: Effective Practice – Professional Development		Vallejo, Smart	INCOMPLETE No formal process or plan for customer service developed.
17. Develop Research Agenda that assesses the continuum of student experience (i.e., process & outcome – inc. evaluate what students say & need; advisory committees for gatekeeper courses, etc.)	WCC 3 WCC 12	YC 20	DS			Senecal, Faculty	IN PROGRESS Research agenda developed; no assessment of process and outcome in place.
18. Accelerated Basic Skills (e.g., Competency-based Basic Skills, Supplemental Instruction)		Pilot (ENGL)			1	BSI Committee	INCOMPLETE –Efforts to establish SI in place.
19. Regional Education (P-20) Symposium						Konuwa (VP)	INCOMPLETE
20. Establish robust, structured partnerships with regional K-12 Districts & HSs.	WCC 3 WCC 4	YC 18			1, 2, 5	Konuwa (VP)	IN PROGRESS Dual enrollment, summer academies, CPT grant, AB 86 in place.

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Responsible Party	Status Update
						WCC	WCC
21. Compressed Calendar (16-week semesters, intersessions, prof. dev. Days, etc.)			DS	Clear Academic Pathway Strategy Four: Effective Practice – Professional Development	1	Chetra	IN PROGRESS Application to CCCCCO completed; Academic Senate and ASWCC letters of support.
22. Group Counseling	WCC 13	YC 10		Early Connections Academic and Social Network	1	Deniz	IN PROGRESS Group orientations in effect; includes development of SEP.
23. Holistic Support Services						Communicare Konuwa (health services) ?? (CDC) Smart (scholarships)	IN PROGRESS Health services in place; Student Success Center being planned to provide holistic services.
24. Consolidate Tutoring Services and Centers (In Progress)						Richard Ruiz	IN PROGRESS Tutoring services at Colusa and main campus consolidated under Tutoring Center,
25. Peer Advising (e.g., EOP&S)						Vallejo	IN PROGRESS Peer advising in TRIO and EOPS; not institutionally implemented.
26. Academic Advising (Instructional Faculty, Para-professionals)		YC 11		Early Connections Academic and Social Network Clear Academic Plan and Pathway	1	Counselors Faculty	INCOMPLETE
27. Student Connection Programs – Establish Communities (e.g., EOP&S, MESA, Upward Bound, ETS, UMOJA, Puente)		YC 22		Early Connections Academic and Social Network	1	Administration Konuwa/Vallejo/ Cuevas	IN PROGRESS EOPS and MESA in place; ETS/Upward Bound contemplated,
28. Summer Bridge Program (e.g., Upward Bound, ETS, Jump Start)						Counselors Cuevas	INCOMPLETE
29. Ambassador Center (Welcome Center)						Student Success Bahneman Horn McClain	INCOMPLETE Incorporated in plans for Student Success Center.
30. First Year Student Experience (mandatory activities, inc. meeting with instructors)						Counselors	INCOMPLETE

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Responsible Party	Status Update
						WCC	WCC
31. First Year Success Class						Counselors	INCOMPLETE
32. Contextualized Learning (e.g., VESL)						Chahal Faculty	INCOMPLETE
33. Service Learning						Student Services Spears	INCOMPLETE
34. Internships						Spears	IN PROGRESS MESA and Ag Department; needs to be expanded institutionally.
35. Structured engagement with parents						Administration Ortiz	INCOMPLETE



Your College, Your Future • Tu Colegio, Tu Futuro



ACCREDITATION MIDTERM REPORT

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

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

October 15, 2015

**Phone: 530-661-5710
Fax: 530-666-9028
www.wcc.yccd.edu**

Senate Roles and Responsibilities (The 10+1)

Midterm Report Certification Page

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

From: Dr. Michael A. White
Woodland Community College

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

Gary Sandy
President, Board of Trustees

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

Dr. Michael A. White
President, Woodland Community College

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

Professor Julie Brown
Accreditation Faculty Co-Chair

Dr. Matthew Clark
President, College Academic Senate

Jolene Torres
Classified Employee

Christopher Recouvreur
President, Associated Students of
Woodland Community College

Table of Contents

Senate Roles and Responsibilities (The 10+1)

Accreditation Midterm Report CEO CERTIFICATION PAGE

Date: October 15, 2015

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

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

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

Signed: _____
Chief Executive Officer

Statement of Report Preparation

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

Senate Roles and Responsibilities (The 10+1)

Yuba Community College District (YCCD) correct deficiencies noted in the External Evaluation Team Report as they relate to the following:

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

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

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

Through these committees and their collaboration with other college wide stakeholders and the District Services Executive Team (DSET), the College presented two follow up reports to the ACCJC to demonstrate its resolution of deficiencies noted in the reports of the ACCJC External Evaluation Teams (EVIDENCE: [2013 Follow Up Report](#); [2014 Follow Up Report](#)). WCC has worked over the last three years to establish processes and procedures to implement a culture of integrated planning, assess the effectiveness of the planning processes, and ensure that the College's mission is central to decision making imperatives. Student Learning Outcomes (SLOs) are identified and assessed in all courses and programs. The Program Review Vitality Team (PRVT) is using assessment results to make decisions on resource allocation and planning. The Distance Education Committee and faculty continue to participate in ongoing dialogues at the state, district, and college levels about the continuous improvement of student learning for distance education students, and like other District and College units, it is implementing a mechanism for regular and systematic assessment that will inform continuous quality improvement (EVIDENCE: [Institutional Effectiveness Review Protocol](#)). Finally, through an assessment of technology training, the College gleaned information that is being used to implement comprehensive technology training for faculty and staff, with a goal of using a similar approach for students (EVIDENCE: [McGill](#)).

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

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

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Response to the Commission Action Letter

College Recommendation 1 (Integrated Planning):

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

In order to meet the Standards and strengthen effectiveness, the team recommends that the College provide evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. When fully implemented, this cycle of planning evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the College's decision-making processes. (Standards I.B.3, I.B.4, I.B.5, I.B.6, IB.7, II.A.1, II.A.2, II.B.3, II.B.4, II.C.2, III.A.6, III.B.1, III.B.2, III.C.2, III.D.1, III.D.2.g, and III.D.3.)

November 2014 External Evaluation Team Conclusion:

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

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

Sustainable Progress:

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

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

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

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

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

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

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

College Recommendation 2 (Student Learning Outcome)

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

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

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

In conclusion, the Report continued:

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

Sustainable Progress

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

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allowing for almost three full cycles of assessment during a typically Accreditation cycle for our college. We also have Posters in all buildings that outline the iSLOs and the benefit for students in the attainment of these outcomes. The institution has standardized the expectation that at least one SLO per course will be assessed each semester, allowing each program to have ample course level assessments to compliment program reviews.

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

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

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

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

College Recommendation 3 (Distance Education)

In order to fully meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education (DE) students. All DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight

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through the College, resource allocation, and technology training should be regularly and systematically assessed and that information should be used for continuous quality improvement. (I.B, II.A, II.A.1, II.A.1 b, II.A.2, II.A.2d, II.B, II.C, III.A, III.B, III.C, III.D)

In a letter dated February 2015, the ACCJC notified the College that WCC had resolved deficiencies related to College Recommendation 3 (EVIDENCE: [ACCJC Action Letter February 2015](#)), consistent with the ACCJC Evaluation Team Report that concluded:

“Woodland College now has complete oversight and authority over all distance education (DE) courses, which allows the college to ensure continuous quality improvement of student learning to provide appropriate student support services, to provide technology training to students and faculty, and to control staffing levels and resource allocation. The college regularly assesses its DE courses and programs through established program review policies and uses results from Student Learning Outcomes, student achievement data, and biannual surveys of students enrolled in DE courses. The College has resolved this recommendation and meets the standards.”

Sustainable Progress

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

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

- WCC continues to assess its DE programming and functions through multiple activities, including Program Review surveys of students and faculty, assessment of student learning outcomes and other matrices, and the functional relationship between the college and district (EVIDENCE: [Program Review Surveys, DE Surveys](#)).
- Authority and oversight of key processes are now under the aegis of the College. Scheduling, allocation of DE FTEFs, interaction with the State Chancellor’s Office as well as planning for DE student training are now controlled by the College.
- Instructional quality is ensured through the authority and oversight that resulted in the delineation of functions between the colleges and district. Besides providing opportunities for professional development activities to online faculty, the College continues to adhere to state and national standards and have established minimum standards for new courses to be offered online (EVIDENCE: [DE Responsibility Matrix](#); [CurricUNET Course Template](#)). A DE State Liaison has been appointed by WCC to ensure compliance with statewide regulations.
- The College continues to participate in dialogue at the State and District levels.
- DE services and instruction continue to be evaluated and assessed through bi-annual DE surveys and Program Reviews.

WCC has established the basis for continuous quality improvement through a

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system of dialogue, planning, assessment and oversight of ongoing learning support, services required by DE students, and appropriate staffing levels.

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

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

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

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

College Recommendation 4 (Professional Development and Training)

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

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

“Based upon the evidence provided in the report and site interviews conducted at the College, the College and District have worked together to provided multiple technology training opportunities to faculty and staff. They have assessed the workshops, gathered

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

Sustainable Progress

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

The WCC Flex Staff Development Coordinator and Committee provides more than 30 workshops per semester for professional development. Training topics are based on regular assessment of WCC faculty, staff, administration and students’ needs obtained through annual surveys and workshop evaluations (EVIDENCE: [WCC Annual Flex Survey Results](#)). Besides traditional surveys and dialogues, effective online training is offered in areas such as student tutoring and learning management system training for faculty (EVIDENCE: [Announcement for TracDat Version 5 Training](#)).

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

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

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

Introduction to District Recommendations:

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

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

- Participatory governance groups at the Colleges and at the District included:
 - Academic Senates
 - College Councils
 - District College Academic Senate (DCAS)
 - District Consultation and Coordination Council (DC3)
- Committees (non-governance groups) from each College and the District included:
 - Chancellor's Executive Cabinet (CHEX)
 - District Services Executive Team (DSET)
 - Accreditation Response Team (ART)
 - College Effectiveness and Accreditation Committee (CEAC)

District Recommendation 1 (Strategic Planning):

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

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

November 2014 External Evaluation Team Conclusion:

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

Sustainable Progress:

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

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

The Institutional Effectiveness Review Team (IERT), a sub team of DC3, conducted the first review of the planning and budgeting cycle June through September 2014 (EVIDENCE: [Fall 2014 IERT Minutes](#)). The review included a district-wide survey, debriefs at the conclusion of the Program and Services Vitality (PSV) process, and ongoing discussions in college and district committees. The final report presented to the

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Board of Trustees in November 2014 included thirteen recommendations for modifying and improving the annual cycle (EVIDENCE: [2013-14 Institutional Effectiveness Review](#), [2014-11-13 Board Regular Minutes](#) (see page 4)). An excerpt from that report follows:

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

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

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

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

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

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

An examination of the Key Predictive Indicators (KPIs) is slated for fall 2015. IERT, the DC3 sub team, established the KPIs to monitor progress on the achievement of the short-term goals. The Chancellor is now guiding a process to investigate the efficacy of these KPIs in similarly monitoring the five long-term strategic goals approved by the Board of Trustees in November 2014 as well as assuring the KPIs are inclusive of the College's Institution-set Standards, Institutional Effectiveness Partnership Initiative (IEPI)

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Indicators, and Student Success Scorecard Indicators. (EVIDENCE: [YCCD Strategic Goals](#), [2014-11-13 Board Regular Minutes](#), [Crosswalk of Accountability Frameworks \(Working Document\)](#)).

District Recommendation 2 (Resource Allocation):

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

November 2014 External Evaluation Team Conclusion:

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

Sustainable Progress:

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

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

- Codify allocation “principles” to assure PSV prioritization honors appropriate college decision-making processes and is supportive of the District strategic intent.
- Modify the PSV prioritization component to assure it is distinct from appropriate college decision-making processes and does not transpose/overtake college priorities.
- Standardize templates for the PSV process and Annual Action Plan objectives.
- Modify the planning process to position the District for multi-year planning and budgeting.

Senate Roles and Responsibilities (The 10+1)

- Assure communication through a widely disseminated tracking mechanism that demonstrates the direct relationship of program review, Colleges and District planning to resource allocation.

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

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

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

The action plans submitted in spring 2015 were incorporated in the Comprehensive District Master Plan 2015-18, the District's multi-year operational plan (EVIDENCE: [Comprehensive District Master Plan 2015-18](#)). Expanding the operational planning horizon now positions the District for multi-year modeling setting the context for current year planning. It is noteworthy that the evaluation of resource allocation is pervasive and an ongoing component of institutional dialogue. Recent discussions clearly demonstrate a need not only to continue multi-year planning but also to develop and codify a transparent and inclusive process for intra-year allocations (EVIDENCE: [2015-08-25 CHEX Follow-Ups](#), [2015-08-25 Joint BAT-DC3 Minutes](#), [2015-09-01 DC3 Minutes](#), [2015-09-08 Board Finance Committee Meeting](#), [2015-09-10 Board of Trustees Meeting](#)). This need is significant given the tempo and evolving nature of state allocations and categorical funding which do not align well within a fixed annual budget cycle. Developing this process for implementation in 2016-17 is a high priority over the coming year as the resource allocation process is further refined to support the achievement of the Colleges' and District missions.

Senate Roles and Responsibilities (The 10+1)

District Recommendation 3 (Delineation of Functional Responsibilities)

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

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

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

November 2014 External Evaluation Team Conclusion:

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

Sustainable Progress:

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

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

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

- *Objective 4.1 By June 2015 delineate the functional relationships between the colleges and the district, and where needed, reorganize to enhance and improve efficiency (KPI 18)*
- *Objective 4.2 By June 2015 improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success as compared to Communication Survey baseline data 2013-2014 (KPI 19)*

Senate Roles and Responsibilities (The 10+1)

- *Objective 4.3 By June 2015 restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload (KPI 14)*
- *Objective 4.4 By April 2017 complete the Woodland Community College–Clear Lake Campus realignment*

Strategies:

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

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

2. DCAS recently adopted an approach to the construction of Administrative Procedures that formally delineates responsibilities that reside at the District from those of the Colleges (e.g., AP 4105 Distance Education and AP 4260 Prerequisites and Corequisites) (EVIDENCE: [AP 4105 Distance Education](#), [AP 4260 Prerequisites and Corequisites](#), [2015-05-21 DCAS Minutes](#)).
3. In response to the evaluation of the district strategic planning cycle last year, the application of the Program and Services Vitality Prioritization (PSV) process was modified (EVIDENCE: [2015-03-03 DC3 Minutes](#)). The process is designed to assure that resource allocation does not change the college's priorities.
4. The evaluation of district-provided services is ongoing. Examples include the annual Human Resources survey with results reported district-wide (EVIDENCE: [2014 HR Annual Employee Survey Summary](#)). A survey administered in spring 2015 includes general questions about District Services (EVIDENCE: [District Provided Services Survey Results](#)). The comprehensive District Services Evaluation survey is administered in alternating years. The fall 2015 administration includes an assessment of the improvements implemented as a result of the fall 2013 survey. The results of the fall 2013 survey are available on the Institutional Effectiveness website and subsequent administrations will be similarly published (EVIDENCE: [Institutional Effectiveness Website](#)).
5. DCAS charged a standing sub team, the District Distance Education Committee with ongoing assessment of DE functions and responsibilities including appropriate delineations (EVIDENCE: [2014-02-21 DCAS Minutes](#)). During a DE Summit, this committee revised the DE Responsibility Matrix and codified that the annual DE reports to the Board be prepared and presented by the colleges in 2015-16, not through the District Office as was the prior practice (EVIDENCE: [2015-01-07 DE Summit Agenda](#), [DE Responsibility Matrix](#)).

Senate Roles and Responsibilities (The 10+1)

6. The Committee Effectiveness Reviews (CER) for the standing District committees were completed in spring 2015. The CER was piloted in 2013 and fully administered in spring 2014. The results of those assessments were used to improve practices and processes within the committees over the last year. By utilizing the same instrument, the committees can now assess the effectiveness of their modifications and determine additional improvements to enhance effectiveness over the coming year.
7. The configuration of standing District committees is currently under review to examine the feasibility of reducing the number of groups thereby increasing effectiveness (EVIDENCE: [DDE Committee Effectiveness Review Results Spring 2015](#)).

District Recommendation 4 (Human Resources Planning)

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

November 2014 External Evaluation Team Conclusion:

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

Sustainable Progress:

The District remains in full compliance with this recommendation. In the spring of 2013, the Colleges and the District revisited the staffing planning processes and embarked on developing integrated planning processes as a result of the feedback received through the institutional effectiveness review process. For its part, the Office of Human Resources created a Strategic Alignment Plan to guide how these district-provided services support institutional effectiveness in the deployment of human resources and ultimately student success (EVIDENCE: [Human Resources Strategic Alignment Plan](#)).

The District and Colleges reassessed their independent planning processes and revised these processes to develop a single approach that integrates the human

Senate Roles and Responsibilities (The 10+1)

resources staffing and professional development considerations found in the Colleges' Educational Master Plans and the District Services Master Plan (EVIDENCE: [Strategic Planning Process](#)). This structure now aligns the District's human resource needs and resource allocation with program prioritization and service needs for the Colleges and District Services (EVIDENCE: [HR Staffing Planning Process](#)). Furthermore, this clarifies the relationship between the Colleges' and District Services' human resource planning and the linkage to resource allocation and institutional effectiveness review.

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

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

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

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

District Recommendation 5 (Hiring and Evaluation of Presidents):

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

Senate Roles and Responsibilities (The 10+1)

November 2013 External Evaluation Team Findings and Conclusion:

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

Sustainable Progress:

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

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

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

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

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

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

Senate Roles and Responsibilities (The 10+1)

Response to Self-Identified Improvement Plans

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

Standard I.A

Institutional Mission and Effectiveness: Mission

Self-Identified Improvement Plans:

WCC will continue to evaluate and monitor program reviews to ensure that all units are using results to meet the mission of the college.

Progress: Completed

WCC has fully addressed this Self-Identified Issue. Program review is one part of determining the overall institutional effectiveness of the College. Academic, Administrative, and Service Reviews are periodic formal evaluations designed to bring about systematic improvements and enhancements in instructional programs. At WCC, program review also serves as the basis for all program recommendations, including curriculum and program direction, staffing, facilities, and equipment/technology.

Standard I.A.4

The institution's mission is central to institutional planning and decision making.

Self-Identified Improvement Plans:

The mission statement will be reviewed on a regular basis as a part of the College's integrated and decision making process.

Progress: Completed

WCC regularly reviews the mission as part of the College's integrated planning and decision-making process. The Yuba Community College District Board of Trustees last approved the College's mission statement on June 13, 2012. The mission reads "The mission of WCC is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas." College Council reviewed the existing mission statement in April, 2015 (EVIDENCE: [Branding Exercise Responses](#), [New Spring Employees PowerPoint Presentation](#), [Brand PowerPoint Presentation](#), [Mission Statement Exercise from Planning Meeting](#), [Convocation Planning Worksheet](#)).

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Self-Identified Improvement Plans:

- Student learning outcome assessment plans from departments and units that have not submitted a plan will be collected, and these outcomes will routinely inform course and program evaluation and improvement.
- Institutional SLOs are to be assessed each semester in accordance with the WCC iSLO Plan.
- Administrative Unit Outcomes (AUOs) will be 100% developed by 2011-2012, and begin assessing all AUOs in 2012. Results will be incorporated in the ongoing annual Administrative Unit Reviews.
- Program SLOs will be assessed during the regular program review cycle. All active courses in the program will be reviewed at least twice during the four-year review cycle.

Progress: Completed

- Institutional SLOs are now assessed each semester as part of the SLO assessment cycle.

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Each discipline is required to assess two iSLOs per semester (EVIDENCE: [iSLO Assessment – Fall 2014](#)).

- All eight iSLOs have been assessed once (completed a full cycle). We are midway through our second cycle of assessment of all iSLOs (EVIDENCE: [SLO Status Update Fall 2014](#)).
- AUOs have been developed and assessed. Currently revising the AUOs, and will assess through the CCSSE, SENSE and Campus Climate surveys. The results are being used for data based decision-making and institutional effectiveness. (EVIDENCE: [WCC Program SLO Assessment Results 2014-2015](#)).
- All eight iSLOs have been assessed once (Completed a full cycle). We are midway through our second cycle of assessment of all iSLOs (EVIDENCE: [iSLOs Survey Results](#)).

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes.

Self-Identified Improvement Plans:

WCC will continue to monitor plan timelines to ensure that outcomes are measured, reported, and integrated in the planning process. Standard I.B.3

Progress: Completed

Developed the Integrated Planning Protocol, and finished one complete cycle. In process of year 2 of the integrated planning cycle (EVIDENCE: [Institutional Effectiveness Review Report](#)).

Standard I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Self-Identified Improvement Plans:

WCC will continue to rely on and incorporate program review recommendations in the planning process to support evidence-based resource allocation.

Progress: Completed

PRVT reviews and evaluates program reviews (EVIDENCE: [Program Reviews](#)). These recommendations are forwarded to Budget and Planning to inform the planning process. Currently preparing to revisit the college Educational Master Plan and this will allow for clearer linkages between specific EMP goals/activities and program review goals/requests.

Standard I.B.4

Self-Identified Improvement Plans:

WCC will make efforts to increase student and adjunct membership in standing committees as appropriate.

Progress: Completed

Students, through the Associated Students of Woodland Community College, are members of all governance committees, except the Academic Senate, where they are invited as observers. Adjunct faculty are also eligible to serve on governance committees.

Standard I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Self-Identified Improvement Plans:

WCC will make efforts to increase student and adjunct membership in standing committees as appropriate.

Senate Roles and Responsibilities (The 10+1)

Progress: Completed

Senate works with committees to identify appropriate membership constituencies (EVIDENCE: [Academic Senate Minutes and Agendas](#)).

Standard II.A.1a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities.

Self-Identified Improvement Plans:

WCC will continue its efforts to enhance SLO assessment and use the results for planning making changes in the curriculum.

Progress: Completed

The college continues to use program reviews as a basis for planning, evaluation and resource allocation (EVIDENCE: [Annual Action Plan 2014-2015](#); [Annual Action Plan 2015-2016](#)).

Standard II.A.1c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Self-Identified Improvement Plans:

- A. The development and assessment of course-level SLOs will be monitored and adjusted as necessary.
- B. The use of assessment results for program and institutional improvement will also be monitored through a system of integrated planning that includes the Academic Senate, the College Council, Curriculum Committee, the Scheduling Committee and the Budget and Planning Committee.
- C. The College will also focus on adjunct understanding and participation in SLO assessment as well as on Administrative SLOs and shared governance.

Progress:

- A. SLO Committee receives a list of any courses that have no assessment in TracDat and works with faculty to ensure submission by the end of the semester (EVIDENCE: [WCC Program SLO Assessment Results 2014-2015](#)).
- B. The College has instituted a protocol for monitoring institutional improvements with the implementation of the Institutional Effectiveness Review (EVIDENCE: [Institutional Effectiveness Review Report](#)).
- C. Adjunct reporting sheets; The SLO Lane; new AUOs are being developed. iSLO surveys were used to initiate assessment of AUOs (EVIDENCE: [SLO Minutes – AUOs Development](#), [SLO Lane Newsletter](#)).

Standard II.A.3.1

Student Learning Programs and Services: Instructional Programs

Self-Identified Improvement Plans:

The WCC Curriculum Handbook will include a section on General Education as part of its revision.

Progress: In Progress

Initial draft of the new WCC Curriculum Handbook was developed but required substantial revision prior to vetting with the Academic Senate (EVIDENCE: [Curriculum Committee Minutes](#)).

Standard II.A.3.2

Student Learning Programs and Services: Instructional Programs

Self-Identified Improvement Plans:

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Develop a plan for the assessment of General Education learning outcomes.

Progress: In Progress

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

Standard II.A.5

Student Learning Programs and Services: Instructional Programs

Self-Identified Improvement Plans:

WCC will develop a system for post-completion student employment tracking in all career and technical education programs.

Progress: Incomplete

The College worked with a program sponsored by the Research and Planning Group called the Career and Technical Education Employment Outcomes Survey. However, this process was abandoned after two years because of poor results. The College is now contemplating the use of LAUNCHPAD, which is being developed through the State Chancellor's Office.

Standard II.B

Student Support Services

Self-Identified Improvement Plans:

WCC will continue to evaluate and assess its student support processes through program reviews and its integrated planning processes to ensure that student support services address the identified needs of students and enhance a supportive learning environment.

Progress: Completed

The Student Services Division has incorporated program reviews and Student Learning Outcomes as means of evaluating student support processes. All Student Services units develop annual program reviews that include Student Learning Outcomes. Each unit has developed SLOs which are assessed through surveys or other assessment tools. Results are reported in annual Program Reviews and utilized for making improvements in services to students (EVIDENCE: [Student Services Program Reviews 2014-2015](#)).

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Self-Identified Improvement Plans:

WCC will continue to emphasize data-based analysis of all its student support services, including counseling and advising services to demonstrate that these services enhance the achievement of the mission of the College.

Progress: In Progress

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

Standard II.B.3c

The institution designs, maintains, and evaluates counseling and /or academic advising programs to support student development and success and prepares faculty and other personnel responsible for

Senate Roles and Responsibilities (The 10+1)

the advising function.

Self-Identified Improvement Plans:

In spite of a challenging state budget environment, WCC will continue to seek innovative approaches and leverage resources to enhance counseling and academic advising functions that support student development and success.

Progress: Complete

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

Standard II.B.3f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Self-Identified Improvement Plans:

While WCC has made progress in document imaging of student files since 2009, efforts will be made to electronically file all student documents and develop a backup system for all student records.

Progress: Completed

Document imaging is now effected through the Image Now system. The system is connected to the content management system, Datatel, which provides the basis for document backup. (Insert Sample of Image Now Reports)

Standard II.C.1b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Self-Identified Improvement Plans:

WCC Media Services will use Program Review and other elements of the planning process to determine future equipment needs in the College.

Progress: Completed

During 2014 the college underwent a reorganization of administrative structure and oversight. The library, tutoring center, media services and Writing & Math Center are under the auspices of the Dean of Student Success. Currently the President's Cabinet is examining past financial expenses as a first step towards extracting data for program planning purposes.

Standard II.C.1c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Senate Roles and Responsibilities (The 10+1)

Self-Identified Improvement Plans:

The WCC Library and Tutoring Center will extend services to the Colusa County Outreach Facility to ensure that the needs of the students at that location are met.

Progress: In Progress

Library: Library resources have been extended to CCOF in several ways:

1. Electronic access to periodicals and e-books through the MyCampus Portal
2. Print materials available at the Colusa County Library Williams Branch
3. WCC Librarian availability for instruction

All CCOF students can access electronic library resources 24/7 via the MyCampus Portal. Prior to the portal, students could access electronic resources through the Library's website. These resources include periodicals, e-books, and other information that students can use to complete coursework. Print materials are available at the Colusa County Library Williams Branch where county library staff circulate a small collection of books, including a small collection of reserve textbooks. This partnership is guided by a Memorandum of Understanding between WCC and Colusa County Library that was written and approved in 2012. CCOF instructors can request a librarian from WCC to come and instruct students with research based assignments and students can also request an appointment with a librarian from the WCC campus. This has been available since the CCOF facility opened in January 2011.

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

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

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

Standard III.A.1b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.

Self-Identified Improvement Plans:

The institution will adopt processes to ensure that all classified evaluations are timely and work towards a 100% evaluation compliance of all classified staff within a two year period.

Progress: Completed

Working with the District Office of Human Resources, College supervisors receive a listing of all classified employees who are due for evaluation during the upcoming year. Supervisors are required to complete evaluations within the timelines indicated on the evaluation list (EVIDENCE: [Classified Evaluation Report 2015](#)).

Standard III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.

Senate Roles and Responsibilities (The 10+1)

Self-Identified Improvement Plans:

WCC will respond to the recommendations of hiring priorities when the economic climate improves. Key to this will be the employment of high priorities for positions forwarded from the Faculty Staffing and Administrative Committee.

Progress: Completed

The College continues to utilize a hiring prioritization process that is linked to program reviews and the Program Review Validation Process (EVIDENCE: [Program Review Validation Process Report](#)).

Standard III.A.4a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Self-Identified Improvement Plans:

WCC will continue to evaluate its Diversity Plan to ensure that practices, procedures and timelines are implemented.

Progress: Completed

The Diversity Committee is charged with annually evaluating the Diversity Plan and making reports to the College Council. The Committee continues to make these annual presentations to the Council. (EVIDENCE: [Diversity Committee Report to College Council](#)).

Standard III.B.2b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Self-Identified Improvement Plans:

WCC will continue to evaluate and assess the effective use of physical resources, use the results of this evaluation as a basis for improvement and ensure that physical resource planning is integrated with institutional planning.

Progress: Completed

WCC program review process includes an assessment of physical resources. The College also works through the Maintenance and Operations Department at the District to assess and evaluate physical resources. The College is also working on an update of its Educational Master Plan that will include the development of a Facilities Master Plan (EVIDENCE: [Program Reviews](#)).

Standard III.C.1a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Self-Identified Improvement Plans:

WCC will advocate for a reorganization of DE services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

WCC will ensure that current DE planning processes are tied to financial prioritization emanating from its Educational Master Plan.

Progress: Completed

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

Standard III.C.1b

Senate Roles and Responsibilities (The 10+1)

The institution provides quality training in the effective application of its information technology to students and personnel.

Self-Identified Improvement Plans:

WCC will finalize a DE training plan and seek resources for its implementation through the institutional planning process.

Progress: Completed

The College has initiated the process for appointing a DE Coordinator who will oversee the DE training plan at WCC. (EVIDENCE: [Distance Education Coordinator Request and Job Description](#)).

Standard III.C.1c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Self-Identified Improvement Plans:

WCC will continue work with the District Technology Committee to evaluate and provide updates to the Technology Plan throughout its implementation.

Progress: Completed

The College continues to work with the District Technology Committee to update and evaluate the District Technology Plan (EVIDENCE: [District Technology Committee Agenda and Minutes](#)).

Standard III.C.1d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Self-Identified Improvement Plans:

WCC will develop processes to ensure that infrastructure is monitored and replaced as it reaches its end of useful life.

Progress: Completed

The College works with the District Maintenance and Operations Department as well as the Instructional Technology Department to monitor facilities and equipment use (EVIDENCE: [Deferred Maintenance Plan](#)).

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Self-Identified Improvement Plans:

WCC will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Progress: Completed

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

Standard III.D.1d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Senate Roles and Responsibilities (The 10+1)

Self-Identified Improvement Plans:

WCC will continue to work with the District for the development and implementation of an equitable Resource Allocation Model and Process. The Budget and Planning Committee, as well as the President's Management Team will work to enforce requirement for constituent participation in the budget process, including ongoing dialogue on monitoring and assessing the process.

Progress: In Progress

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

Standard III.D.2e

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

Self-Identified Improvement Plans:

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

Progress: In Progress

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

Standard III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

Self-Identified Improvement Plans:

WCC will work through its Budget and Planning Committee and the Office of Research, Planning and Student Success to develop a formalized system for evaluating the effectiveness of its budget and include this system in the program review process.

Progress: Completed

The Budget and Planning Committee works through the District Fiscal Services Department and the District Budget Advisory Team to evaluate the effectiveness of the College budget process. Results of this evaluation are incorporated in the Institutional Evaluation Framework that includes an assessment of WCC's program review validation process which informs budget priorities (EVIDENCE: [Institutional Effectiveness Review Framework](#)).

Standard IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Self-Identified Improvement Plans:

- Now that a comprehensive committee structure is in place, College Council and the Academic Senate need to evaluate the effectiveness of committees under their purview and look at the possibility of streamlining the structure if duplication exists.
- Efforts must be taken to move toward use of the Portal by all constituencies, and through the Portal, increase access to information from all committees.
- Efforts to increase participation by students, classified staff and adjunct faculty members need to intensify.

Progress: In Progress

- Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic

Senate Roles and Responsibilities (The 10+1)

Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and Faculty, Staff, Administrative, Planning Committee (FSAPC) workgroups of Budget & Planning rather than standing committees.

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

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes.

Self-Identified Improvement Plans:

- Committee chairs and sponsors will be asked to ensure that their committees follow the guidelines in the “Model of Shared Decision Making” in the WCC College Handbook.
- A structure similar to the one for faculty staffing will be developed for staff and administrative staffing, allowing for participation in the planning for growth in those areas by all constituent groups.
- As the ASWCC becomes a more established entity, filling vacant student seats on various committees will be a high priority. Additionally, conversations regarding making committee participation easier for staff members has started. The Chancellor has expressed an interest in having more student, staff and faculty participation on DC3.

Progress: In Progress

- All chairs are expected to do so. An orientation process for new chairs is a remaining gap.
- In progress.
- Student participation on committees is currently at an all-time high. The college president has voiced a commitment to increasing staff availability to serve on committees. DC3 has seats for all constituencies, but student participation is inconsistent.

Standard IV.A.2a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Self-Identified Improvement Plans:

- Consolidate committees that have similar or overlapping concerns.
- Increase information sharing from committees to all constituencies and from all constituencies to committees.
- Work with student groups to strengthen ASWCC and to increase student participation on committees and in the planning process.
- Continue discussions between managers and staff to facilitate staff participation on committees and in the planning process.

Progress: In Progress

- Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and

Senate Roles and Responsibilities (The 10+1)

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

Standard IV.A.2b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services

Self-Identified Improvement Plans:

- The program review process, critical to evaluating and providing recommendations, needs to be integrated with the other planning processes. The Program Review Validation Committee will begin doing so in 2012.
- Refill Dean of Student Services position and hire sufficient clerical staff to support the administration and faculty.
- Consolidate committees, where possible, to increase efficiencies, reduce duplicated efforts, and reduce the strain on a small faculty and administration.

Progress: In Progress - Consolidation of Committees is in Progress. #1 and #2 are complete.

- PRVT has now completed three cycles of Continuous Quality Improvement (CQI)
- A Dean of Student Services has been hired effective Fall of 2015
- Continuing. BSI and Student Success have been blended into a single committee. Discussions are underway in individual committees, College Council, and the Academic Senate to perhaps make some combination of PRVT, Scheduling Criteria, SLO, and Faculty, Staff, Administrative, Planning Committee (FSAPC) workgroups of Budget & Planning rather than standing committees.
- Continuing. A FLEX activity aimed at making committee information more accessible and more consistent took place in fall 2015. Website and Portal standardization continues.
- Continuing. Most standing committees have seats for some combination of staff, students, and adjunct faculty members. Filling said seats is more problematic. A strengthening ASWCC has improved student participation. Adjunct participation is high in both College Council and the Academic Senate, but hit and miss on other committees. Staff participation will likely improve if and when a classified senate is formed (talks are underway among staff, administration and the Academic Senate).

Standard IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies.

Self-Identified Improvement Plans:

Senate Roles and Responsibilities (The 10+1)

The grant process will be integrated into the planning and budget process with assurance that there is proper input from constituencies, proper resources for administering and assessing any funded programs, and sustainability analysis to continue programs once grant funding expires.

Progress: In Progress

The need for grant processes has been recognized at both college and district level. The College is currently using short term solutions while awaiting a district solution. The WCC Budget and Planning Committee is developing processes for grant review and vetting prior to formal planning and submission of responses to external Requests for Proposals.

Standard IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.

Self-Identified Improvement Plans:

Administrative Review should be assessed, improved and put into use.

Progress: Completed

This is now part of the PRVT process that feed B&P processes (EVIDENCE: [Administrative Outcomes Program Review](#)).

Standard IV.B.3a

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Self-Identified Improvement Plans:

WCC will advocate for a reorganization of Distance Education (DE) services to ensure that these services are provided through the District as opposed to the current arrangement where these services are directed by a Dean at Yuba College. Such advocacy will ensure equity in the DE resource allocation and services among the colleges in the District.

Progress: Completed

The technology functions of DE are now a district responsibility, while all other functions (scheduling, training...) are college responsibilities (EVIDENCE: [DE Responsibility Matrix](#)).

APPENDIX

Statement of Report Preparation

[2013 Follow Up Report](#)

[2014 Follow Up Report](#)

[Accreditation Midterm Report Timelines](#)

2015 College Recommendation 1 Evidence

[ACCJC Action Letter February 2014](#)

[Annual Action Plan 2014-2015](#)

[Annual Action Plan 2015-2016](#)

[Comprehensive District Master Plan 2015-2018](#)

[Program Review Validation Team Agenda and Minutes](#)

[Student Equity Plan 2014](#)

[WCC iSLO Survey Fall 2014](#)

[WCC SENSE Survey 2013](#)

2015 College Recommendation 2 Evidence

[Academic Senate & College Council Minutes](#)

[ACCJC Action Letter February 2014](#)

[ARC Program Report](#)

[Board Report - Examples of Student Learning Outcomes Implementation](#)

[SLO Committee Meetings and Agendas](#)

[SLO Documents and Newsletter](#)

[Planning & Research Student Learning Outcomes Reports](#)

[WCC iSLO Assessment Reports 2011-2013](#)

[WCC Program Reviews](#)

2015 College Recommendation 3 Evidence

[ACCJC Action Letter February 2015](#)

[Annual Action Plan 2014-2015](#)

[Annual Action Plan 2015-2016](#)

[Communication and Technology Committee Agenda and Minutes](#)

[CurricUNET Course Template](#)

[DE Responsibility Matrix](#)

[DE Surveys](#)

[District Technology Committee Agenda and Minutes](#)

[Program Review Surveys](#)

2015 College Recommendation 4 Evidence

[ACCCA Mentor Program Announcement](#)

[Announcement for TracDat Version 5 Training](#)

[Fiscal Services Announcement](#)

[HR CORE Training Announcement](#)

[Keenan Safety Training](#)

[LEARN Training Website](#)

Senate Roles and Responsibilities (The 10+1)

[Supplement Instruction Training Announcement](#)

[WCC Annual Flex Survey Results](#)

2015 District Recommendation 1 Evidence

[2013 WCC Follow-up Report](#)

[2013 YC Follow-up Report](#)

[2013-14 Institutional Effectiveness Review](#)

[2014 WCC Follow-up Report](#)

[2014 YC Follow-up Report](#)

[2014-10-02 DCAS Minutes](#)

[2014-10-21 Joint BAT-IERT Minutes](#)

[2014-11-13 Board Regular Minutes](#)

[2015-03-03 DC3 Minutes](#)

[2015-03-19 CHEX Email](#)

[2015-09-21 Memo from Chancellor on 2016-2017 Planning](#)

[Action Plan and Resource Allocation Request Templates](#)

[Annual Integrated Planning and Evaluation Cycle \(Before and After 2015-08-07\)](#)

[Crosswalk of Accountability Frameworks \(Working Document\)](#)

[DSET Presentation PowerPoint](#)

[DSET Presentation Schedule](#)

[Fall 2014 IERT Minutes](#)

[Process Improvement Recommendations for 2016-17 Planning](#)

[PSV Tracking Spreadsheet](#)

[YCCD Annual District Planning Rhythm \(2014-15\)](#)

[YCCD Annual District Planning Rhythm \(2015-16\)](#)

[YCCD Strategic Goals](#)

2015 District Recommendation 2 Evidence

[2014-10-02 DCAS Minutes](#)

[2015-03-17 BAT Minutes](#)

[2015-05-26 BAT Minutes](#)

[2015-08-25 CHEX Follow-Ups](#)

[2015-08-25 Joint BAT-DC3 Minutes](#)

[2015-09-01 DC3 Minutes](#)

[2015-09-08 Board Finance Committee Meeting](#)

[2015-09-10 Board of Trustees Meeting](#)

[Action Plan and Resource Allocation Request Templates](#)

[Committee Feedback on the Strategic Planning Process](#)

[Comprehensive District Master Plan 2015-18](#)

[Planning and Budget Process Evaluation](#)

[Process Improvement Recommendations for 2016-17 Planning](#)

[PSV Tracking Spreadsheet](#)

2015 District Recommendation 3 Evidence

[2014 HR Annual Employee Survey Summary](#)

[2014-02-21 DCAS Minutes](#)

[2014-11-13 Board Regular Minutes](#)

[2015-01-07 DE Summit Agenda](#)

[2015-03-03 DC3 Minutes](#)

[2015-05-21 DCAS Minutes](#)

[AP 4105 Distance Education](#)

[AP 4260 Prerequisites and Corequisites](#)

[DDE Committee Effectiveness Review Results Spring 2015](#)

Senate Roles and Responsibilities (The 10+1)

[DE Responsibility Matrix](#)

[District Provided Services Survey Results](#)

[Institutional Effectiveness Website](#)

[YCCD Strategic Goals with Objectives KPIs and Strategies](#)

2015 District Recommendation 4 Evidence

[2015-02-05 DCAS Minutes](#)

[Chancellor's Convocation Presentation](#)

[HR Staffing Planning Process](#)

[Human Resources Strategic Alignment Plan](#)

[Strategic Planning Process](#)

[WCC Annual Flex Survey Results](#)

[YC Staff Development Needs Assessment Results](#)

2015 District Recommendation 5 Evidence

[2013-10-01 DC3 Minutes](#)

[AP 7122 Hiring the College President](#)

[AP 7151 Evaluation of the College President](#)

[Aspen Institute Crisis and Opportunity Report](#)

[Self-Evaluation Template](#)

[YC President Job Description](#)

2015 Planning Standard I Evidence

[Academic Senate Minutes and Agendas](#)

[Branding Exercise Responses](#)

[Brand PowerPoint Presentation](#)

[Convocation Planning Worksheet](#)

[Institutional Effectiveness Review Report](#)

[iSLO Assessment – Fall 2014](#)

[iSLOs Survey Results](#)

[Mission Statement Exercise from Planning Meeting](#)

[New Spring Employees PowerPoint Presentation](#)

[Program Reviews](#)

[SLO Status Update Fall 2014](#)

[WCC Program SLO Assessment Results 2014-2015](#)

2015 Planning Standard II Evidence

[Annual Action Plan 2014-2015](#)

[Annual Action Plan 2015-2016](#)

[Curriculum Committee Minutes](#)

[Institutional Effectiveness Review Report](#)

[Jump Start Schedule](#)

[Program Reviews](#)

[SLO Minutes – AUOs Development](#)

[SLO Lane Newsletter](#)

[SLO Website](#)

[Student Services Program Reviews 2014-2015](#)

[WCC Program SLO Assessment Results 2014-2015](#)

2015 Planning Standard III Evidence

[Classified Evaluation Report 2015](#)

[DE Responsibility Matrix](#)

[Deferred Maintenance Plan](#)

[Distance Education Coordinator Request and Job Description](#)

[District Resource Allocation Model and Process](#)

Senate Roles and Responsibilities (The 10+1)

[District Technology Committee Agenda and Minutes](#)

[Diversity Committee Report to College Council](#)

[Draft DE Handbook](#)

[Institutional Effectiveness Review Framework](#)

[SLO Website](#)

2015 Planning Standard 4 Evidence

[Administrative Outcomes Program Review](#)

[DE Responsibility Matrix](#)



Our Mission

The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.



Your College, Your Future • Tu Colegio, Tu Futuro