



# Woodland Community College

# Accreditation 2018

## Institutional Self Evaluation Report

2300 East Gibson Road, Woodland, CA 95776  
(530) 661-5700  
wcc.yccd.edu





**WOODLAND COMMUNITY COLLEGE**

**Institutional Self Evaluation Report in Support of Reaffirmation of  
Accreditation**

Prepared and Submitted by:

Woodland Community College  
Yuba Community College District

2300 E. Gibson Road  
Woodland, CA 95776

Submitted to:

Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**July 2018**



## Certification of the Institutional Self Evaluation Report


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


From: Dr. Michael White  
Woodland Community College  
2300 E. Gibson Road  
Woodland, CA 95776

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the Institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

### Signatures:

  
\_\_\_\_\_  
Michael K. Pasquale, President, Board of Trustees Date 7.12.18


  
\_\_\_\_\_  
Dr. Douglas Houston, Chancellor, Yuba Community College District Date 7/12/18

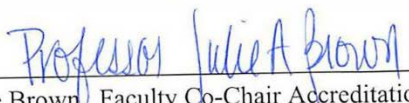
  
\_\_\_\_\_  
Dr. Michael A. White, President, Woodland Community College Date 07.10.18

  
\_\_\_\_\_  
Prof. Christopher Howerton, President, Academic Senate Date 7/19/18

  
\_\_\_\_\_  
Victoria Young, Student Trustee Date 7/10/2018

  
\_\_\_\_\_  
Jolene Torres, Classified Representative Date 7/10/2018

  
\_\_\_\_\_  
Phillip King, Accreditation Liaison Officer Date 7/10/2018

  
\_\_\_\_\_  
Prof. Julie Brown, Faculty Co-Chair Accreditation Steering Committee Date 7/25/18

Acronym Key.....	1
Introduction.....	6
History of Woodland Community College.....	6
Description of Service Area.....	8
Student Achievement Data and Institution Set Standards .....	9
Organization of Self-Evaluation Process .....	18
Organizational Information.....	21
YCCD Function Map.....	28
List of Contracts Provided with Third Party Providers .....	51
Certification of Continued Compliance with Eligibility Requirements .....	52
Public Notification of an Evaluation Team Visit and Third Party Comment.....	54
Standards and Performance with Respect to Student Achievement .....	54
Credits, Program Length, and Tuition .....	55
Transfer Policies .....	55
Policy on Distance Education and Correspondence Education .....	56
Student Complaints.....	57
Institutional Disclosure in Advertising and Recruitment Materials .....	57
Title IV Compliance .....	57
Institutional Analysis Relative to the Standards.....	59
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	60
Standard I.A: Mission.....	60
Standard I.B. Assuring Academic Quality and Institutional Effectiveness.....	68
Standard I.C. Institutional Integrity .....	85
Standard II: Student Learning Programs and Support Services.....	103
Standard II A:Instructional Programs .....	103
Standard II.B. Library and Learning Support Services.....	125
Standard II.C. Student Support Service .....	132
Standard III: Resources.....	151
Standard III.A. Human Resources .....	151
Standard III.B. Physical Resources.....	171
Standard III.C Technology Resources .....	179
Standard III D - Financial Resources.....	187
STANDARD IV:LEADERSHIP AND GOVERNANCE.....	208
Standard IV.A. Decision-Making Roles and Processes.....	208

Standard IV.B. Chief Executive Officer .....	221
Standard IV.C. Governing Board.....	230
Standard IV.D Multi-College Districts or Systems .....	245
WCC Quality Focus Essay.....	255
WCC Action Plans.....	267





## Acronym Key

AA	Associate of Arts	CAADAC	California Association of Alcoholism and Drug Abuse Counselor
ACCJC	Accrediting Commission for Community and Junior Colleges	COCI	Chancellor's Office Curriculum Inventory
ADA	Americans with Disabilities Act	CalWORKs	California Work Opportunity and Responsibility to Kids
ADT	Associate Degree for Transfer	CALEA	Communication Assistance for Law Enforcement Act
AEBG	Adult Education Block Grant	CalPERS	California Public Employees' Retirement System
AP/APs	Administrative Procedure/Administrative Procedures	CalSTRS	California State Teachers' Retirement System
A&R	Admissions and Records	CAT	Communication and Technology
AS	Associate of Science/Associate of Sciences	CARE	Cooperative Agencies Resources for Education
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer	CCC	Colusa County Campus
ASWCC	Associated Students of Woodland Community College	CCCCO	California Community College Chancellor's Office
ASWS	Academic Success Workshop Series	CCCECE	California Community College Early Childhood Educators
AUOs	Administrative Unit Outcomes	CCLC	Community College League of California
BOG	Board of Governors	CCSSE	Center for Community College Student Engagement
BP	Board Policy/Board Policies	CDAM	California Community Colleges Contracted College Audit Manual
BSI	Basic Skills Initiative		

CEC	California Energy Commission	EDD	Employment Development Department
CENIC	Corporation for Education Network Initiative in California	EEO	Equal Employment Opportunity
CEO	Chief Executive Officer	EMP	Educational Master Plan
CLEP	College-Level Examination Program	EOL	End of Life
CORs	Course Outlines of Records	EOPS	Extended Opportunity Program and Services
CSAC	California Student Aid Commission	EOS	End of Services
cSLO	Course Student Learning Outcomes	ESL	English as a Second Language
CSU	California State University	ER/ERs	Eligibility Requirement/Eligibility Requirements
CTE	Career and Technical Education	ERP	Enterprise Resource Planning
CTEC	California Tax Education Council	FAYCCD	Faculty Association of Yuba Community College District
CTO	Chief Technology Officer	FERPA	Family Education Rights and Privacy Act
CQI	Continuous Quality Improvement	FISAP	Fiscal Operations Report and Application to Participate
DCAS	District, Colleges, and Academic Senate	FSEOG	Federal Supplemental Educational Opportunity Grant
DC3	District Consultation and Coordination Council	FTES	Full Time Equivalent Students
DE	Distance Education	FWS	Federal Work Study
DIG	Data Inquiry Group	FYE	First Year Experience
DSPS	Department of Supportive Programs and Services	GASB	Governmental Accounting Standards Board
EAP	Early Assessment Program		

GE	General Education	NCAEC	North Central Adult Education Consortia
GED	General Educational Development	OEI	Online Education Initiative
GO	General Obligation	OML	Open Media Lab
GPA	Grade Point Average	OSHA	Occupational Safety and Health Administration
HIPAA	Health Insurance Portability and Accountability Act	OPEB	Other Post-Employment Benefits
HSI	Hispanic Serving Institution	PCAH	Program and Course Approval Handbook
IE	Institutional Effectiveness	PIE	Planning and Institutional Effectiveness
IEPI	Institutional Effectiveness Partnership Initiative	POST	Police Officers Standards and Training
iSLOs	Institutional Student Learning Outcomes	PRVT	Program Review Validation Team
ILS	Integrated Library System	pSLOS	Program Learning Outcomes
IT	Instructional Technology	QEC	Qualified Energy Conservation
JPA	Joint Powers Authority	RAWC	Reading and Writing Center
LCC	Lake County Campus	RIAA	Recording Industry Association of America
LMI	Labor Market Information	SAN	Storage Area Network
LRC	Learning Resources Center	SAO(s)	Service Area Outcomes
MESA	Mathematics, Engineering, Science Achievement	SAP	Satisfactory Academic Progress
MOU	Memorandum of Understanding	SELF	Schools Excess Liability Fund
NAEYC	National Association for the Education of Young Children	SENSE	Survey of Entering Student Engagement
NASFAA	National Association of Student Financial Aid Administrators		

SELP	Supplemental Employee Retirement Plan	TOP	Transfer Opportunity Program
SI	Supplemental Instruction	TRAN	Tax and Revenue Anticipation Note
SLA	Service Level Agreement	UC	University of California
SLO(s)	Student Learning Outcomes	UCD	University of California, Davis
SOX	Sarbanes-Oxley Act	USDE	United States Department of Education
SSC	Student Success Center	VDI	Virtual Desktop Infrastructure
SSSP	Student Success and Support Program	WAN	Wide Area Network
SOAR	Student Outreach and Retention Office	WCC	Woodland Community College
STAY	Support for Transition Age Youth	WIOA	Workforce Innovation and Opportunity Act
SSARCC	Student Services Automated Reporting for Community Colleges	YEMSA	Yolo Emergency Management Services Agency
SSD	Solid State Drives	YC	Yuba College
SSO	Single Sign-On	YCCD	Yuba Community College District
SWACC	Statewide Association of Community Colleges		



# Introduction



## Introduction

---

### History of Woodland Community College

Woodland Community College (WCC), located at 2300 East Gibson Road, Woodland, CA 95776, was accredited June 2008 by the Accrediting Commission for Community and Junior Colleges (ACCJC) as the 110th community college in the California Community College (CCC) System. At the time of its accreditation, the College served residents of Yolo and Colusa Counties. Both its candidacy and initial accreditation were approved in the same year. WCC was first established as an outreach facility in 1975, and offered its first set of courses in the evening operating out of leased facilities with only a handful of staff during the fall of that year. In 1981, the California Postsecondary Education Commission designated the outreach site as an official Education Center in the Yuba Community College District (YCCD). By 1985, the Yuba Community College District Board of Trustees had secured a 120-acre site in Woodland to establish the future College. Groundbreaking on the permanent facilities began in 1987 and the Center opened at the present-day site in 1990. The Lake County Campus, located at 15880 Dam Road Extension, Clearlake, CA 95422, previously an educational center of Yuba College, was realigned to WCC following approval of a recommendation by YCCD Chancellor Douglas Houston on January 16, 2014. The College also operates a Colusa County Campus located at 99 Ella Road, in Williams CA 95987 which serves populations in Colusa County and surrounding areas.

In 2017-2018 WCC had an annual, unduplicated student headcount of 6,445 and generated 2579 FTES from its three locations in Yolo, Lake, and Colusa Counties. In the 2017-2018 year, WCC offered 24 certificates, 25 associate degrees (eight AA and 17 AS degrees), and 18 transfer degrees (ten AS-T and eight AA-T). Furthermore, WCC has articulation agreements with the California State University and the University of California Systems.

Career and Technical Education (CTE) programs at WCC include Administration of Justice, Agriculture, Early Childhood Education, Welding, Business and Entrepreneurship, Business Computer Applications, and Accounting. To further its instructional services in CTE, WCC hosts two regional economic and workforce initiatives in Agriculture and Small Business/Entrepreneurship, staffed by Deputy Sector Navigators who serve 8 colleges in California's north and far-north regions. The College's CTE program has one programmatic accreditation in the Emergency Medical Technician Program by the Yolo Emergency Services Association (YEMSA). Every year, over 200 students graduate from the College with an associate degree or a certificate.

### **Successful Initiatives & Major Developments**

WCC continues to design, implement, and assess innovative measures to serve its students. Among major successful initiatives and developments in recent years are the following:

- ***Educational Master Plan:*** The College completed an Educational Master Plan (EMP) and mission statement. Specifically, the EMP was designed to maintain institutional focus; align all College programs and services; frame innovation for the College; and provide an external perspective as well as from within. Using the Completion by Design framework, the EMP links the YCCD Strategic Plan. The EMP also sets a framework for continuous improvement through an evaluation of action plans supported by data analysis.
- ***Reorganization and Streamlining of College Committees:*** College Council, in concert with the Academic Senate, reorganized the institution’s governance structure by streamlining over eight committees with similar planning functions into one oversight group - Planning and Institutional Effectiveness (PIE). The erstwhile committees now become workgroups and task forces which carry out planning, budgeting, and data analysis that lend to the effective operations of the College. Committees which now operate under the auspices of PIE include the Data Inquiry Group, Student Learning Outcomes, Planning and Budgeting, Program Review Validation Team, Faculty, Staff and Administrative Planning Committee, and Scheduling Criteria.
- ***Student Success Center:*** Guided by the mission statement and the EMP, the College implemented recommendations of the Student Success Committee to establish a centralized Student Success Center, coalescing student support services in one location. Services include Math, Engineering, and Science Achievement (MESA), supplemental instruction, reading and writing tutoring, subject matter tutoring, daily academic success workshops (in partnership with the Library), Early Alert and a Cross-Cultural Conversation series. The Center has strong ties with instructors and academic programs that refer students for “wrap around” services. This has led to an astronomical 600% increase in the number of students served by the Center in the two years since its inception.
- ***Dual Enrollment:*** Motivated by the EMP annual goals of increasing male application rates by 5%, increasing persistence rates by 2% annually, and increasing course completion rates by 2%, all within the framework of the College’s mission, WCC established a dual enrollment initiative with secondary schools in its service area. Dual enrollment allows high school students from 9th-12th grade to earn college credit.
- ***Middle College High School:*** The College received a grant through the State Chancellor’s Office to implement a Middle College High School with a health science emphasis at its Lake County Campus. The first cohort of approximately 45 ninth grade students have the opportunity to complete an Associate’s degree by the time they graduate from high school. The program is well aligned with the EMP dual enrollment initiative.

Additional accomplishments are listed in evidence ([A-1](#)).



## Description of Service Area

Within our three counties (Yolo, Lake and Colusa), there is great diversity ([A-2](#)). Yolo County residents, primarily those who reside in Davis, are generally well-educated. There is sizable Hispanic/Latino population in both Yolo and Colusa Counties (31.1% and 59.6% respectively). Yolo County has a considerable Asian population (14.9%). Residents from Hispanic/Latino communities tend to have lower educational attainment levels as well as a lower median family income. Additionally, Hispanic/Latino community members tend to have children in their families who will or are currently first-generation college students in the United States. Residents from Lake County tend to be older, earn lower median family incomes, with lower levels of educational attainment and are less likely to be ethnically diverse than the residents from the other two service area counties.

## Student Achievement Data and Institution Set Standards

### Institution Set Standards

Woodland Community College determines Institutional Set Standards through coordination among the Academic Senate, College Council, and the WCC Office of Institutional Research & Student Success. This process works in concert with the California Community College Institutional Effectiveness Partnership Initiative (CCIEPI). Campus committees responsible for monitoring these standards establish annual goals based on an average of 2 years of performance data plus 2%, for most goals. Each year these performance standards are reviewed by the Academic Senate, College Council, and Office of Institutional Research & Student Success. These groups work with the various academic departments in designing strategies through program reviews to influence the metrics inherent in these standards.

Institutional set standards include course completion rate, certificates awarded and degrees awarded. Woodland Community College set out to have a course completion rate of 75%, award 35 certificates and 300 degrees in each academic year. In the year 2015-2016, course completion rate was 72.91%, 37 certificates were awarded, and 366 degrees. The multi-year average for multi-year average course completion rate is 74%. While the multi-year average for certificates awarded is 34 and 352 for degrees awarded.

Table 1: WCC Institutional Set Standards Source: 2018 Annual Report ([A-3](#))

<i>Data Element</i>	<i>Definition of the Measure</i>	<i>Institution Set Standard</i>	<i>Stretch Goal</i>	<i>Most Recent Year's Performance</i>	<i>Previous Year Performance</i>	<i>Multi-year average</i>
<i>Course Completion Rate</i>	<i>Percentage and number of students who receive a passing/satisfactory grade A,B,C,P,SP.</i>	72%	75%	72.91%	76%	74%
<i>Certificates Awarded</i>	<i>Number of students earning a certificate in an academic year.</i>	35	37	37	31	34

<i>Degrees Awarded</i>	<i>Number of students earning a degree in an academic year.</i>	300	360	366	338	352
------------------------	---	-----	-----	-----	-----	-----

**YCCD Board of Trustees Student Success Measures**

Following a Governance Institute for Student Success (GISS) training session, the YCCD Board of Trustees adopted eight key indicators of student learning and achievement and institutional plans for improving academic quality. Woodland Community College’s Data Inquiry Group initially defined each of the Board’s eight adopted measures, now further refined and adopted throughout the District. Each year these performance standards are also reviewed by the Academic Senate, College Council, and Office of Institutional Research & Student Success. These groups work with the various academic departments in designing strategies through program reviews to influence the metrics inherit in these student success measures.

Table 2 - YCCD Board of Trustees Student Success Measures

<i>Data Element</i>	<i>Definition of the Measure</i>	<i>Most Recent Year’s Performance (Number)</i>	<i>Most Recent Year’s Performance (Percentage)</i>	<i>Previous Year Performance (Number)</i>	<i>Previous Year Performance (Percentage)</i>	<i>Multi-year average</i>
<i>College Readiness - English (A-4)</i>	<i>Percentage and number of first-time college students who first enrolled at or above college-level in English each academic year</i>	116	38%	132	43%	40%

<i>College Readiness - Mathematics (A-5)</i>	<i>Percentage and number of first-time college students who first enrolled at or above college-level in math each academic year</i>	93	35%	123	39%	37%
<i>Progression through Developmental English (A-6)</i>	<i>Percentage and number of unprepared students who successfully complete the degree requirements in English within 2 primary terms</i>	81	14%	83	18%	16%
<i>Progression Through Developmental Mathematics (A-7)</i>	<i>Percentage and number of unprepared students who successfully complete the degree requirement in math within 2 primary terms</i>	37	6%	25	5%	5.5%
<i>Semester Course Completion Rate (A-8)</i>	<i>Annual course success rate by race/ethnicity with overall comparison</i>	<i>See link (A-8)</i>	<i>See link (A-8)</i>	<i>See link (A-8)</i>	<i>See link (A-8)</i>	<i>See link (A-8)</i>

<i>Successful Completion of Gateway Courses – English (A-9)</i>	<i>Percentage and number of students who successfully complete their first attempt in the degree requirement for English</i>	258	78%	251	78%	78%
<i>Successful Completion of Gateway Courses – Mathematics (A-10)</i>	<i>Percentage and number of students who successfully complete their first attempt in the degree requirement for math</i>	285	69%	268	67%	68%
<i>Semester to Semester Persistence (A-11)</i>	<i>Percentage and number of entering students persisting from fall to spring within an academic year</i>	420	72.8%	392	71.1%	71.9%
<i>Year to Year Persistence– Fall Entry (A-12)</i>	<i>Percentage and number of entering students persisting from fall in one academic year to fall in the next academic year</i>	290	52.7%	243	53.3%	53%

<i>Year to Year Persistence – Spring Entry (A-13)</i>	<i>Percentage and number of entering students persisting from spring in one academic year to spring in the next academic year</i>	101	35.2%	80	39.6%	37.4%
<i>Degree and Certificate Completion (A-14)</i>	<i>Number of students earning a degree or certificate each year</i>	419	N/A	401	N/A	410
<i>Transfer Readiness (A-15)</i>	<i>Number of students who achieve transfer ready status each year</i>	236	N/A	205	N/A	220.5

### **CCCCO Student Success Scorecard**

The College also monitors California Community College Office Scorecard indicators measuring both intermediate progress and completion, disaggregated by student demographics and level of college preparation. Woodland Community College focuses on the following Scorecard metrics as another lens by which the institution evaluates student performance informing decisions.

### **Math & English/ESL Metrics**

The figures below illustrate percentage of credit students tracked for six years through 2016-17 who first enrolled in a course below transfer level English, mathematics, and/or ESL and completed a college level-course in the same discipline. Over the past six years, progression

through Basic Skills English has increased from 44% to 53% ([A-16](#)). Progression through Basic Skills Math has increased from 29% to 36% ([A-17](#)). Lastly, progression through Basic Skills ESL has also increased from 24% to 28% ([A-18](#)).

### **Course Completion Rates**

Course completion rates have increased over the past three years ([A-19](#)). Overall course completion was 70.3% in the fall of 2013, 71% in the fall of 2014, and increased to 73% in the fall of 2016. Course completion rates have increased for African-Americans from 58.6% in fall 2013 to 61.3% in fall 2016. Asian students, increased from 77.8% in fall of 2013 to 80% in the fall of 2016. Rates also increased for Hispanic/Latino students from 66.7% in the fall of 2013 to 69.8% in the fall of 2016. Rates have also increased for multi-ethnic students from 61.2% in the fall of 2013 to 70.6% in the fall of 2016. Lastly, completion rates have also increased for white non-Hispanic students from 74.3% in the fall of 2013 to 78.1% in the fall of 2016.

However, course completion rates from fall of 2013 to fall of 2016 decreased for the “unknown” group of students (77.8% to 74.2%).

Students who begin their English and Math coursework at transfer level achieve a 57% completion rate at WCC, while students who are assigned to at least one remedial class average 25% lower. Students who begin in transfer-level coursework are much more likely to transfer than those who are assigned to basic skills coursework ([A-20](#)).

Course completion rates have increased for both females and males. Females increased from 72.4% from fall of 2013 to 74.2% in fall of 2016. For males course completion rates increased from 67.3% to 72.1%.

For low-income students course completion rates have decreased. Completion rates for low-income students decreased from 75% to 63.3% from fall 2013 to fall 2016. While rates of completion for individuals with disabilities increased from 70.7% in the fall of 2013 to 76.9% in the fall of 2016 and for current/former foster youth rates increased from 54.5% to 59% from the fall of 2013 to fall 2016.

### **Persistence Rate**

The following table shows the percentage of degree, certificate, and/or transfer seeking students starting for the first time at WCC and enrolled in any level of English or math in the first three consecutive terms. Persistence rates for all students has increased over the years from 63% in 2009-10 to 70% in 2011-12 ([A-21](#)).

Persistence rates have increased for our underrepresented groups at WCC during the 2008-09 cohorts through the 2011-12 cohorts that were tracked for six years. African-American students increased from 66.7% to 100% (it is important to note that this groups has less than 10 students in the most recent cohort). Asian students went from 85.2% to 87.5%. Rates also increased for Hispanic/Latino students from 67.3% to 73.4%. Lastly, rates have also increased for Pacific Islanders from 66.7% to 100% in the latest cohort (this cohort had less than ten students).

However, persistence rates decreased for the following student groups, American Indian/Alaskan Native from 66.7% to 60%, but this group had less than 10 students in the most current cohort, Filipino decreased from 60% to 50%, and our second largest group of students White Non-Hispanic at WCC had a slight decrease from 69.9% to 64.6%.

### **Student Transfer to a Four-year College**

The number of students transferring to four-year colleges has changed over the past five years and has overall increased. During the academic year of 2011-2012, a total of 209 students transferred to a four-year college ([A-22](#)). In 2012-2013, this number significantly increased to 280 transfers. However, in the school year of 2014-2015, this number decreased to 265. Lastly, in 2015-2016, there were a total of 299 transfers. The majority of students transfer to the California State University (CSU) system and to the University of California (UC) ([A-23](#)).

### **Additional Data**

- Student enrollment ([A-24](#))
- Student demographics ([A-25](#))
- YCCD Board Adopted Student Success Measures data ([A-26](#))
- Disaggregated Scorecard student success data ([A-27](#))
- Disaggregated student achievement data ([A-28](#))
- Disaggregated student transfer data ([A-29](#))

### **Example College Decision-making and Integrated Planning in Response to the Data**

The College has demonstrated Successful Initiatives & Major Developments informed by data analysis in an earlier section of this Introduction. WCC continues to design, implement, and assess innovative measures to serve its students, evidenced by:

*Acceleration.* In recent years the English faculty have focused on acceleration and have reduced the number of pre-collegiate courses from three levels below transfer to two levels below transfer. The math faculty have also made revisions and have gone from four levels below transfer to three levels below transfer. The math department is currently exploring models of acceleration to increase the percentage of students moving to college level



coursework within one year. Nevertheless, ESL basic skills has increased at a slower pace and the college recognizes the need to further serve this population of students. The College hired a full-time ESL instructor in summer 2017 and the focus has been on curriculum redesign. These changes have been submitted to the curriculum committee for review and we anticipate new ESL curriculum by Spring 2019 ([A-30](#), [A-31](#), [A-32](#), [A-33](#), [A-34](#)).

*Enhanced Student Support.* The College has expanded Student Success Center services to improve completion rates, for example, by hiring additional tutors and supplemental instructors and offering evening and weekend hours ([A-35](#), [A-36](#)). In summer of 2017, all instructional assistants and supplemental instruction leaders within the Student Success Center underwent training facilitated by the official National Center of Supplemental Instruction. This training will be offered again, Summer of 2018 to maintain a high level of expertise for returning staff and newly hired staff at the Student Success Center.

WCC will also implement an Early Alert system through TutorTrac by Spring 2019 to target students for early intervention. This will allow faculty, student services, and academic supports services to communicate virtually and instantaneously regarding students' progress and challenges ([I.A.2-6](#)).

As Woodland Community College has now moved to using multiple measures effective summer of 2018, the institution will make significant scheduling efforts to offer more English and math courses to accommodate the needs of the students in their first year. The College is also prepared and planning to support these courses with supplemental instruction leaders and tutoring services.

Woodland Community College has leveraged SSSP/Equity/BSI Integrative Plan to address student completion and persistence ([I.A.2-6](#)). The college leadership has done a thorough analysis of the counselor appointment and scheduling system (SARS) and adjustments were made so that counselors can now serve more students, assist students with developing their educational plans, and support them through their progression at WCC. In addition, the college expanded Students Services and academic support hours to include evening and weekends in response to student needs.

In order to increase persistence rates, the College generates targeted messaging (through emails, letters, and calls) encouraging students who have completed 45 units degree-applicable units and may be nearing graduation/transfer (spring); 30 degree applicable units to meet with a counselor to make sure they are on track to reach their goals (fall); probation students and honors students (students with a gpa of 3.0 or higher).

*Encouraging Completion.* WCC has expanded the number of associate degrees for transfer from 11 in 2014-15 to 19 as of fall 2017 (1 more waiting state approval). The College continues to have good partnership with CSU Sacramento, where CSU advisors regularly

meet with WCC students each month. Additionally, the college participates in the Transfer Opportunity Program with UC Davis, where a UC advisor comes to the WCC campus twice a month to meet with students and present workshops.

Woodland Community College has seen a slight growth in degree and certificate completion in the last four years and while some of that is due to the Lake campus realignment it is also due to the great efforts of the student services staff who have put into practice to check progress on a semester basis and students who have completed a degree or certificate are encouraged to file their application to receive their degree and/or certificate. The college is currently working with district IT to automate this process through the implementation of degree audit.

*Enhanced Data Capacities.* The college leadership has done a thorough analysis of the counselor appointment and scheduling system (SARS) and adjustments were made so that counselors can now serve more students, assist students with developing their educational plans, and support them through their progression at WCC.

In 2016, WCC leadership established a Data Inquiry Group (DIG) that includes two faculty members and two administrators to examine our student success data and make recommendations to close the educational gaps. One of the first recommendations from the group was the need to develop a Tableau dashboard that will give all faculty access to College data, but most importantly disaggregated data to their own program reviews. This project is currently underway and the dashboard will be available for faculty to examine their own data by spring 2019.

## Organization of Self-Evaluation Process

---

Woodland Community College began the accreditation process in Spring of 2016 with the reconstitution of its Accreditation Response Team (ART) into an Accreditation Steering Committee (ASC). The ART's purpose was to respond to accreditation recommendations from the 2012 ACCJC Team visit; the Administration and the Academic Senate made the decision to disband ART and establish a cross functional team to lead the College in the preparation of the 2018 ISER.

By April, 2016, a Steering Committee consisting of faculty, administration, one student representative, and a classified staff was organized. Led by the Accreditation Liaison Officer (ALO) and the Academic Senate Faculty Co-Chair, the Committee planned bi-monthly meetings guided by a timeline that culminated in the completion of the ISER and plans for the team visit in October, 2018.

Members of the ASC are as follows:

- Dr. Michael White, President
- Mr. Phillip King, Co-Chair, ALO and Vice President for Academic and Student Services
- Dr. Matt Clark, Past President Academic Senate
- Professor Christopher Howerton, President, Academic Senate and SLO Coordinator
- Professor Julie Brown, Faculty Co-Chair
- Dr. Siria Martinez, Dean of Institutional Effectiveness
- Monica Chahal, Dean of Instruction
- Dr. Genevieve Siwabessy, Dean of Student Services
- Ioanna Iatridis, Dean of CTE
- Annette Lee, Lake Campus Executive Dean
- Dena Martin, Librarian
- Jolene Torres, Classified Representative
- Associated Student President or Designee

The ASC assigned chairs for each Standard Area. Chairs were assigned based on their functions as they related to accreditation, their expertise in the subject matter related to a standard, or their service on committees. Each Chair was tasked with organizing a workgroup that included faculty, administration, classified staff, and a student, and reported to the ASC in accordance with the timeline ([A-37](#)).

Assigned chairs for the construction of the ISER:

Standard	Chair	Collaborators
I.A - Mission	Dena Martin	College Council
I.B - Assuring Academic Quality and Institutional Effectiveness	Siria Martinez/Dena Martin	Research Analyst, Data Inquiry Group, Program Review Validation Team, SLO Committee
I.C Institutional Integrity	Dena Martin/Siria Martinez	Research Analyst, Data Inquiry Group, Dean of Instruction, Program Review Validation Team
II.A Instructional Programs	Christopher Howerton	SLO Committee, Curriculum Committee, Dean of Instruction, Dean of CTE
II.B Library and Learning Services	Dena Martin	Student Success Center Staff, Library Advisory Committee, Associated Students
II.C. Student Support Services	Sonia Ortiz Mercado	Counselors, Student Services Leadership Team, Registrar, Financial Aid Director, Associated Students
III.A Human Resources	Al Konuwa	Administrative Support Team, District Human Resource Department
III.B. Physical Resource	Jolene Torres	Maintenance and Operation Team, College Council, Vice President Office, College Council
III.C Technology Resources	Julie Brown	Technology Committee, Distance Education Committee
III.D. Financial Resources	Annette Lee	Budget and Planning

		Committee, Program Review Validation Team, District Fiscal Office
Standard	Chair	Collaborators
IV.A Decision Making Roles and Processes	Michael White	College Council, Academic Senate
IV.B Chief Executive Officer	Michael White	College Council, Academic Senate
IV.C Governing Board	Julie Brown	Academic Senate, District Chancellor, Associated Students
IV.D Multi-College Districts or Systems	Michael White	Academic Senate, College Council, Associated Students

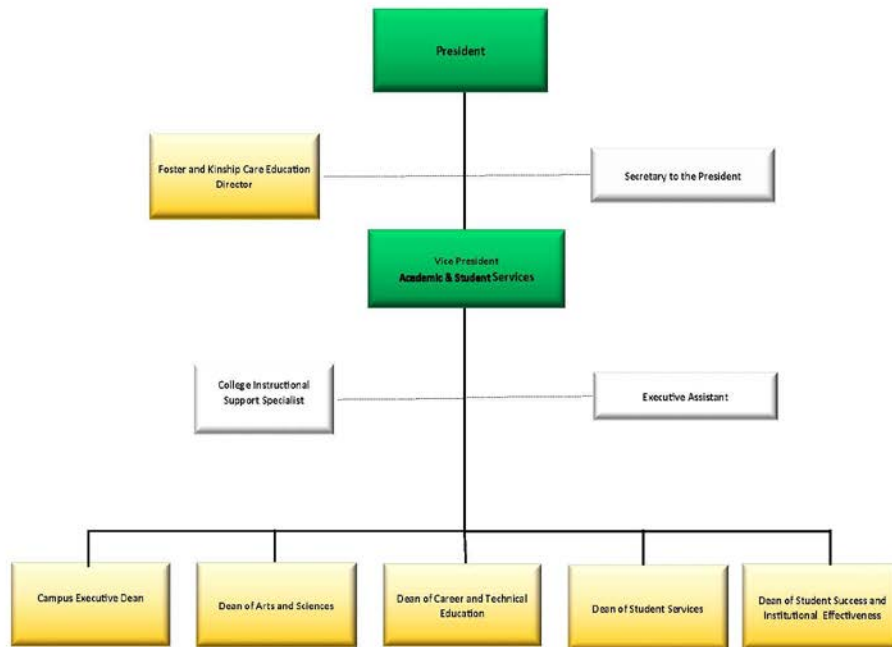
In addition to the 14 teams working directly on self-evaluation, another group consisting of the college president, vice president, faculty co-chair, academic senate president, head librarian, an English faculty member (editor), all college deans, and several support staff reviewed the self-evaluation considering accreditation standards from an outside-of-the - organization perspective. This group began working in the early spring of 2018 and met bi-weekly -- to review the descriptions and confirm evidence and ensure consistency of the report.

# Organizational Information

---

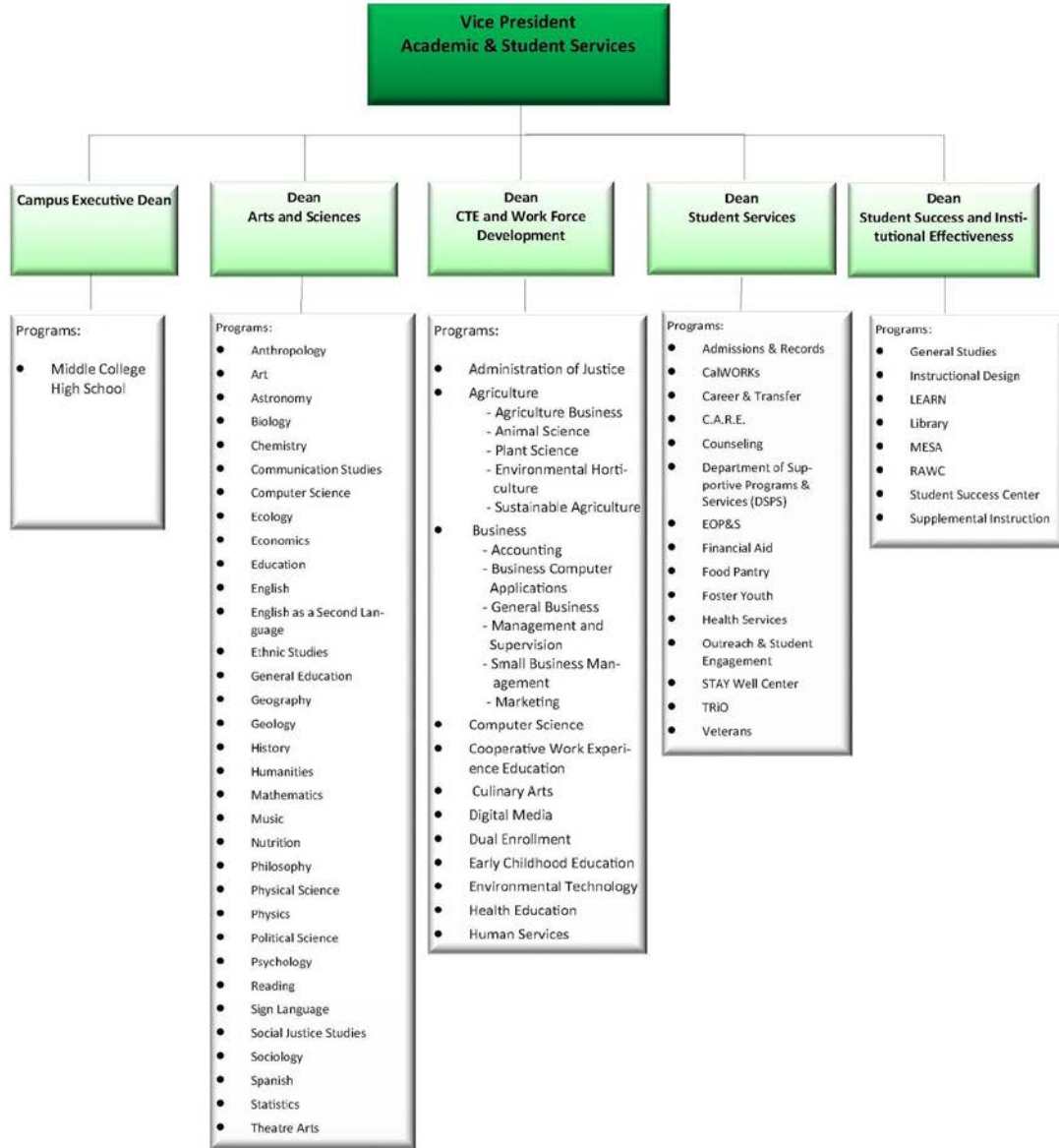


## WCC Administration Organizational Chart



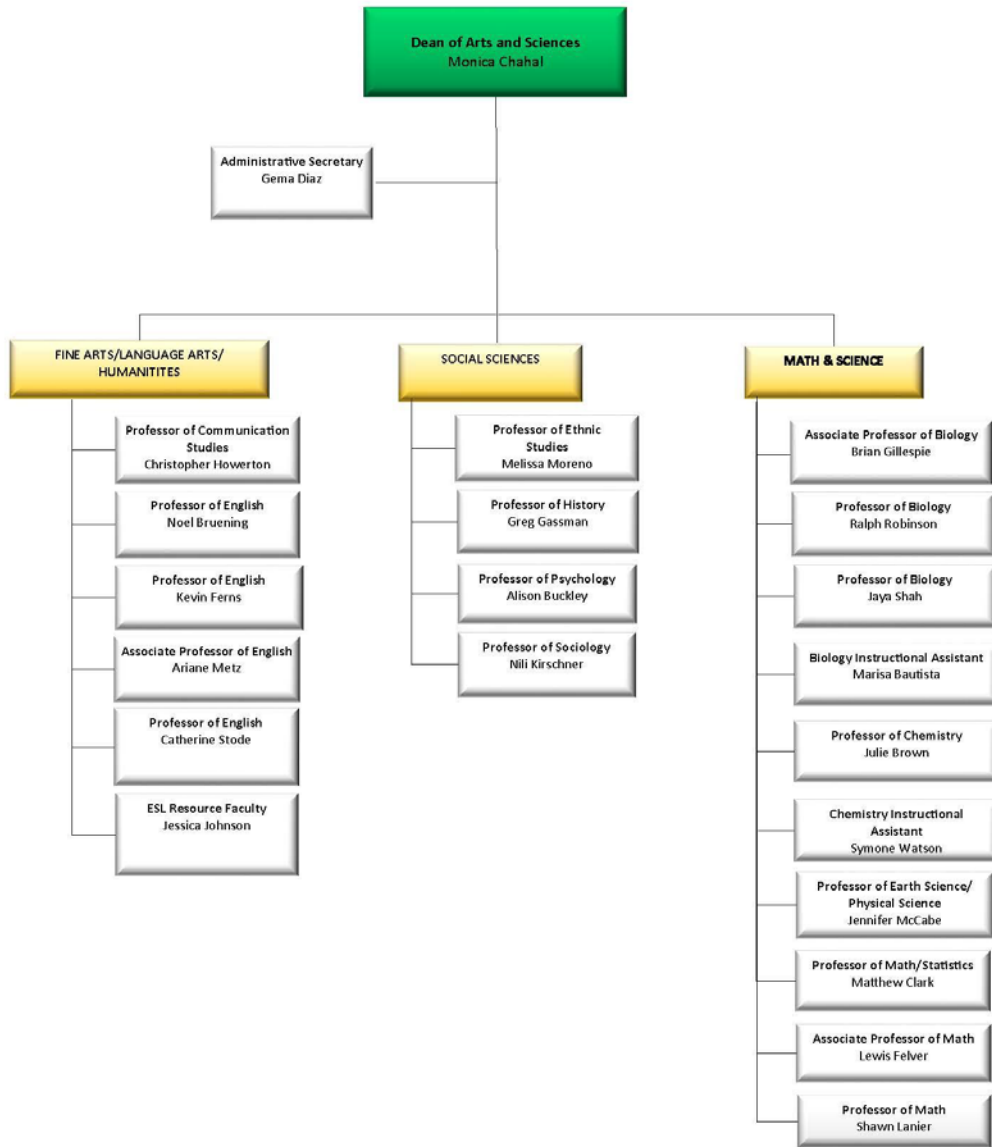


# Programmatic Chart– Woodland Community College





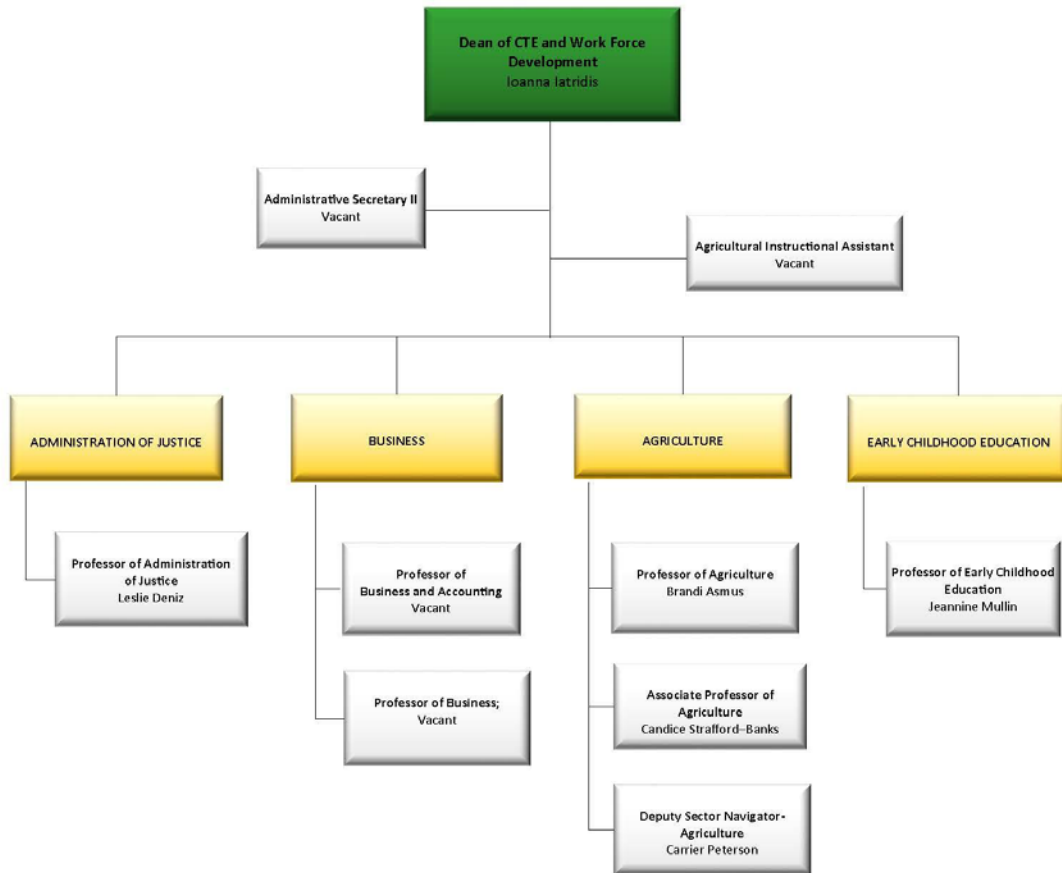
# Office of Arts & Sciences







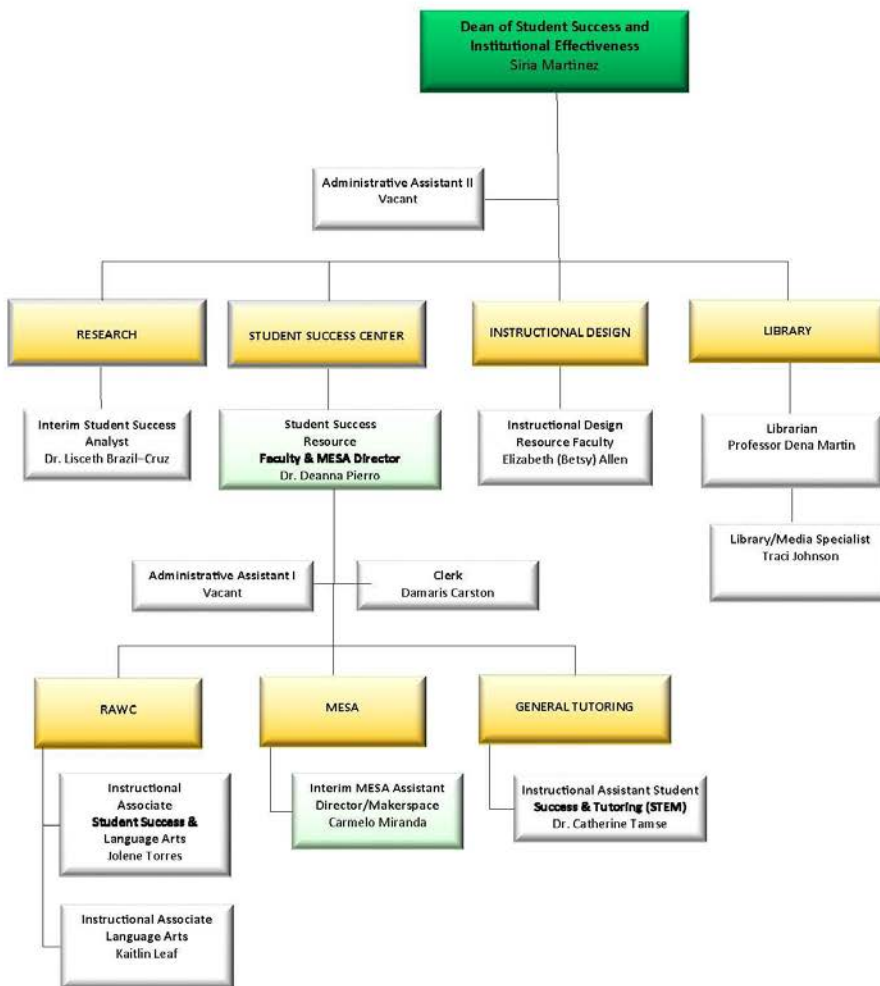
# Office of Career and Technical Education



This organizational chart reflects positions at Woodland Campus and has instructional supervision at all WCC sites. See Lake and Colusa org charts for others.

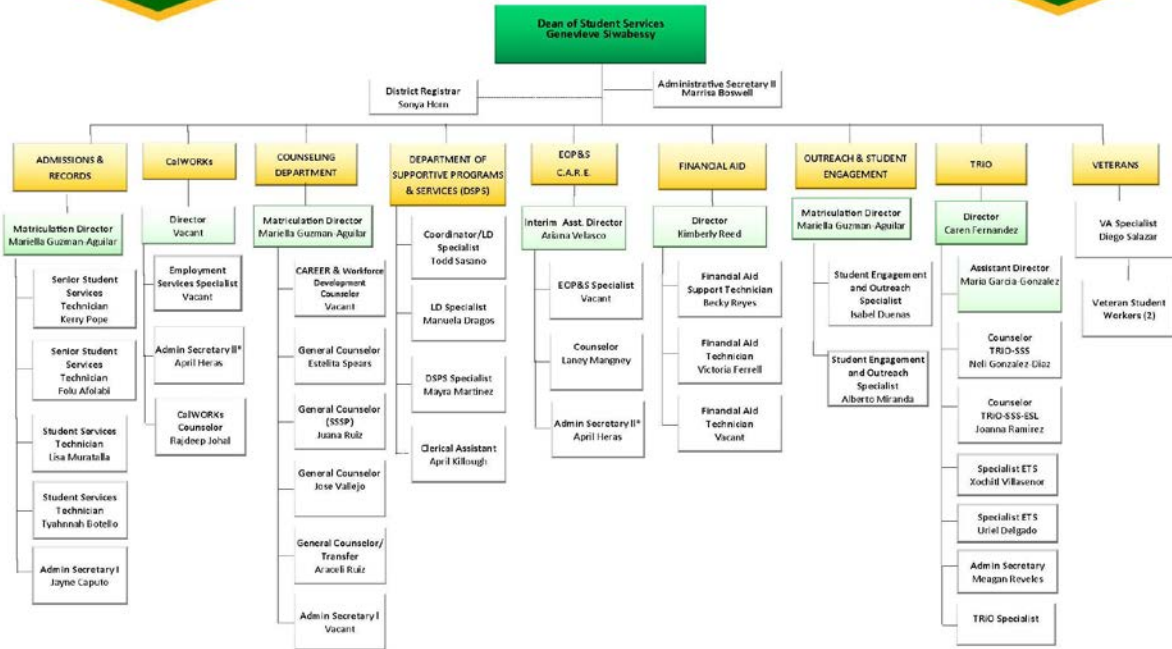


# Office of Student Success and Institutional Effectiveness





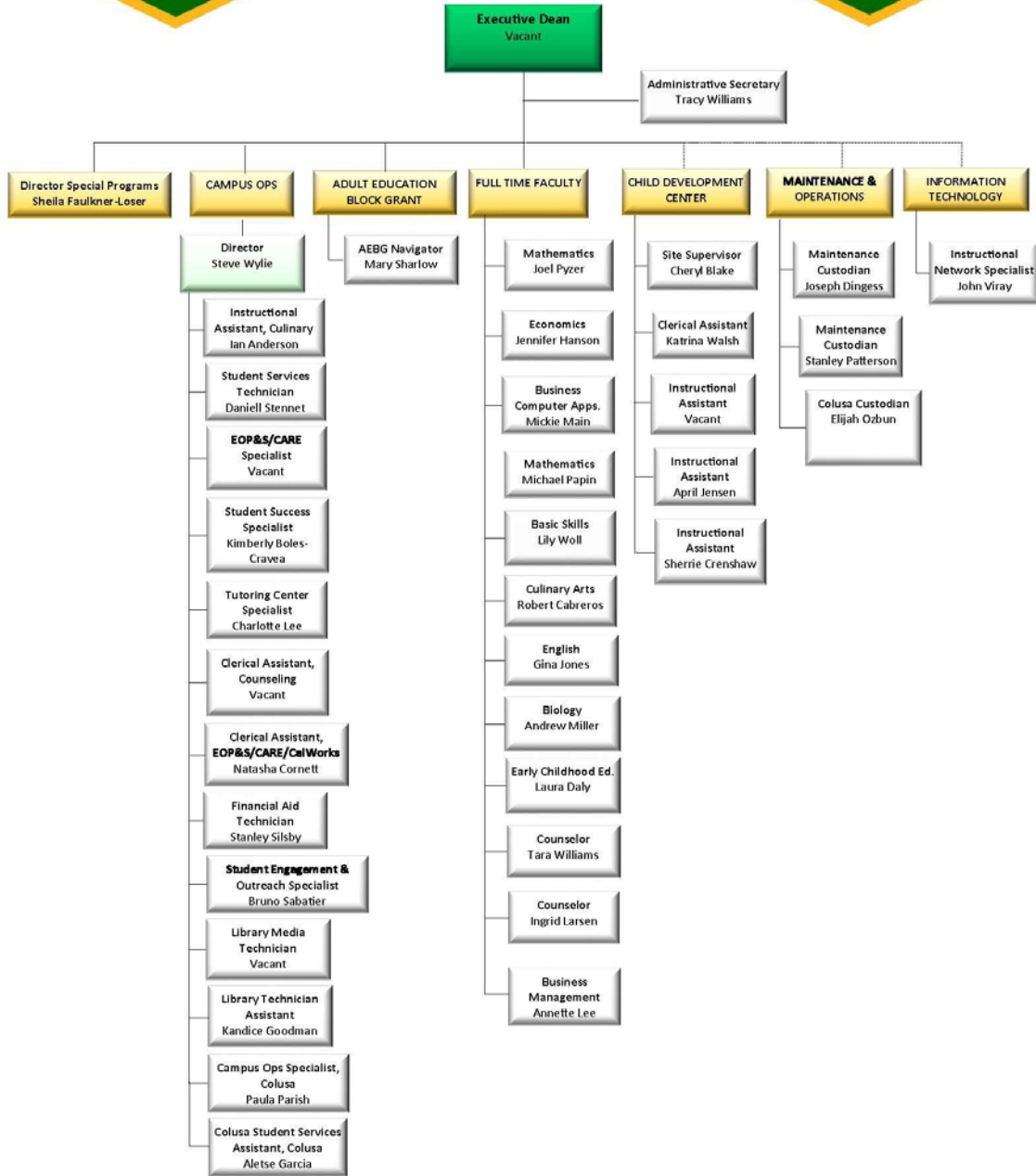
# Student Services



\* Shared Position: EOPSS/CARE, CalWORKS



# Lake-Colusa Campus



## YCCD Function Map

The YCCD was founded in 1927 and spans eight counties (Yuba, Sutter, Colusa, Yolo, Lake, Butte, Glenn, and Placer) and nearly 4,200 square miles of territory in rural, north-central California. It has Colleges in Marysville and Woodland, educational centers in Clearlake and Yuba City, and outreach operations at Beale Air Force Base and in the City of Williams.

YCCD has one elected Governing Board of seven members. The Board has the responsibility of setting policy and hiring/evaluating the chancellor for the effective operation of the District. Each College has a president who serves as the College’s chief executive officer. The president is responsible for the College’s institutional effectiveness and operation. As a multi-college district, YCCD is organized to have participatory decision-making processes occur at the college-level and then coordinated with the district level for those processes that require alignment and district-wide implementation. These processes occur through committees and management/leadership groups and are outlined in the College and District handbooks.

The YCCD Function Map delineates roles, responsibilities, and decision-making authority among the College and the District. Further, the Function Map is a mechanism to assess accountability for institutional effectiveness. Additional descriptions of assigned duties for these positions can be found in evidence ([A-38](#)).

### Key:

P – Primary Responsibility

S – Secondary Responsibility

SH – Shared Responsibility

<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>		
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
<b>A. Mission</b>		
	<b>College</b>	<b>District</b>
1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
<b>B. Assuring Academic Quality and Institutional Effectiveness</b>		
<i>Academic Quality</i>		
	<b>College</b>	<b>District</b>
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements	P	S

strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.		
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities	P	
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
<b>C. Institutional Integrity</b>		
	<b>College</b>	<b>District</b>
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)	P	
3. The institution uses documented assessment of student learning and evaluation of student achievement to	P	

communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)		
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	S
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	-	-
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	-	-



<p>12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)</p>	<p>P</p>	<p>S</p>
<p>13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)</p>	<p>P</p>	<p>S</p>
<p>14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p>	<p>-</p>	<p>-</p>

**Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

**A. Instructional Programs**

	College	District
<p>1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence</p>	<p>P</p>	<p>S</p>

education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)		
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	-
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the	P	-

diverse and changing needs of its students, in support of equity in success for all students.		
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the	P	S

development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)		
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-
<b>B. Library and Learning Support Services</b>		
	<b>College</b>	<b>District</b>
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology,	P	S

and ongoing instruction for users of library and other learning support services. (ER 17)		
2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	-
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
<b>C. Student Support Services</b>		
	<b>College</b>	<b>District</b>
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	
3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable	P	S

services to students regardless of service location or delivery method. (ER 15)		
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	-
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8. 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. The institution publishes and follows established policies for release of student records.	SH	SH

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

**A. Human Resources**

	<b>College</b>	<b>District</b>
1. The institution ensures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	P	S
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	P	S
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.	S	P

<p>5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	SH	SH
<p>6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</p>	SH	SH
<p>7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty <b>and</b> may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</p>	P	S
<p>8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</p>	SH	SH
<p>9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</p>	P	S
<p>10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)</p>	P	S



11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B. Physical Resources</b>		
	<b>College</b>	<b>District</b>
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality	S	P

necessary to support its programs and services and achieve its mission.		
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P
<b>C. Technology Resources</b>		
	<b>College</b>	<b>District</b>
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	S	P
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

<b>D. Financial Resources</b>		
<i>Planning</i>		
	<b>College</b>	<b>District</b>
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	S	P
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. 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.	P	S
<i>Fiscal Responsibility and Stability</i>		
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.		P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.		P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.		P
10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
<b><i>Liabilities</i></b>		
11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.		P

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.		P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title Four of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
<b><i>Contractual Agreements</i></b>		
16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

#### **A. Decision-Making Roles and Processes**

	<b>College</b>	<b>District</b>
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	SH
3. Administrators and faculty, through policy and procedures, 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.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have	P	S

responsibility for recommendations about curriculum and student learning programs and services.		
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
<b>B. Chief Executive Officer</b>		
	<b>College</b>	<b>District</b>
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:		
a. establishing a collegial process that sets values, goals, and priorities;	P	S
b. ensuring the College sets institutional performance standards for student achievement;	P	S

c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;	P	S
d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;	P	S
e. ensuring that the allocation of resources supports and improves learning and achievement; and	P	S
f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>C. Governing Board</b>		
	<b>College</b>	<b>District</b>
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	-	P



2. The Governing Board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3. The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the District/system.		P
4. The Governing Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
5. The Governing Board establishes policies consistent with the College/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
7. The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/District/system mission and revises them as necessary.		P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		P
9. The Governing Board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10. Board policies (BP <sup>2</sup> ) and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's		P

effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		
11. The Governing Board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		P
12. The Governing Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or College, respectively.		P
13. The Governing Board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of Governing Board roles and functions in the accreditation process.		P
<b>D. Multi-College Districts or Systems</b>		
	<b>College</b>	<b>District</b>
1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity		P

throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the District/system.		
2. The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.		P
3. The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.		P
4. The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds College CEO's accountable for the operation of the colleges.		P
5. District/system planning and evaluation are integrated with College planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The District/system CEO regularly evaluates District/system and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in		P

assisting the colleges in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.		
--	--	--

**List of Contracts Provided with Third Party Providers**

Woodland Community College maintains a list of third party contracts that includes vendor names, start dates, ends dates, and the date of board approval ([A-39](#)).

## Certification of Continued Compliance with Eligibility Requirements

### **1. Authority**

WCC was accredited in 2008 by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. It is approved by the California Community College Board of Governors, and equivalent college-level courses are accepted by the UC and the CSU Systems. In February 2014, the ACCJC reaffirmed WCC's accreditation ([ER-1](#)).

### **2. Operational Status**

WCC is operational, with students pursuing its degree programs. WCC has an enrollment of 4,129 unduplicated students in fall 2017 in classes held on weekdays, evenings and, on many occasions, weekends. WCC classes are held at its main campus in Woodland and its Colusa County Campus (CCC) in Williams and Lake County Campus (LCC) in Clearlake. Students actively pursue degrees, certificates, or coursework that lead to transfer to a four-year university, personal and career development, or basic skills remediation ([ER-2&3](#)).

### **3. Degrees**

WCC offers a substantial portion of its educational programs that lead to degrees and certificates. The College offers Associate of Arts (AA), Associate of Science (AS), and Associate Degree for Transfer (ADT), as well as Certificate of Achievement, Certificate of Completion, and Certificate of Training. The College Catalog provides a listing of all degrees and certificates and their course and unit requirements ([ER-2&3](#)).

### **4. Chief Executive Officer**

WCC has a president who serves as the Chief Executive Officer (CEO) and who is appointed by the Board of Trustees. The CEO's full-time responsibility is dedicated to the College and has the requisite authority to administer Board Policies (BP) as well as to develop programs and services for the operations of the College. The College CEO does not serve as the chair of the Governing Board of the College ([ER-4.1](#), [ER-4.2](#)).

### **5. Financial Accountability**

WCC undergoes an annual external audit by a certified public accounting firm. The audit report is presented to the Board of Trustees annually. Copies of the budget and audit reports for the last two years are included with this Institutional Self Evaluation Report (ISER) ([ER-](#)

[5.1](#), [ER-5.2](#), [ER-5.3](#)). The College does not show an operating deficit during this self-evaluation process.

## Public Notification of an Evaluation Team Visit and Third Party Comment

*[Regulation citation: 602.23(b)]*

WCC has made efforts to inform the public of activities associated with its accreditation activities, including notification of an accreditation team visit in October of 2018. The College has established an accreditation webpage that includes a section that notifies the public of an evaluation team visit, and provides an option for public comments. The webpage also includes a working and periodically updated version of the ISER.

The College has not yet received any third party comments relative to the accreditation visit.

## Standards and Performance with Respect to Student Achievement

*[Regulation Citations: 602.1(a)(1)(i); 602.17(f);602.19(a-c)]*

The College has established standards of student achievement in adherence to the ACCJC policies. The Academic Senate, working in concert with the College Council and the Office of Institutional Effectiveness, has set standards around achievement matrices that are also consistent with a directive of the YCCD Board of Trustees relative to student success and achievements. These student achievement matrices are also monitored annually and reported to the ACCJC each year in April. The Data Inquiry Group has also featured these metrics and their attendant definitions in a dashboard that is accessible to faculty and staff. These standards are featured prominently in the College's EMP goals, and they are key to reflecting the College's fidelity to its mission. Each year, the Office of Institutional Effectiveness works with the Academic Senate and College Council to develop institution set standards for each of these metrics: successful course completion rate, degree completion, certificate completion, transfer to 4-year colleges, job placement rates, and success in licensure exams.

The results are reflected above in the section "Student Achievement Data and Institution Set Standards," and also in Standard II.A of this ISER. Both Academic Senate and the College Council review and monitor the data related to these set standards, and consider recommendations from the Office of Institutional effectiveness regarding adjustments in the student achievement goals. These goals are also discussed during the College's presentation on student achievement at the annual retreat of the YCCD Board of Trustees in June of each year.

## Credits, Program Length, and Tuition

*[Regulation Citation: 602.16(a)(1)(i); 602.17(f);602.19(a-e)*

The College's Curriculum Committee, guided by the Program and Course Approval Handbook of the State Chancellor's Office, oversees the requirements for programs, certificates and courses in the College's instructional system. Processes for course and program approval are also reflected in Board policies (BP 4020), and they define standards for course credit and program length. These requirements include credit hour calculations, the stipulation of a minimum of 48 hours of laboratory work for a unit of credit with a range of 48-54 hours; or a minimum of 48 hours for three units of credit. While the stipulation in the Board Policy require that each program be designated as clock hour or credit hour programs, the College uses predominantly credit hour as a basis of all its programs, with a denominator of 54 hours in the calculation of credit hours. Every course and program is reviewed by the Curriculum Committee before forwarding them to the Board of Trustees for approval and subsequent referral to the State Chancellor's Office for registration in its course and program inventory.

Program length for an associate degree are 60 semester credit units; 12 units for locally approved certificates; 18 units for certificates requiring approval by the State Chancellor's Office.

The College has developed a Curriculum Handbook that highlights processes relating to credits and program length.

Tuition is set by the Board of Governors of the State Chancellor's Office and are standard across all 114 colleges in the system.

## Transfer Policies

*[Regulation 602.17(a)(3); 602.24(e); 668.43(a)(ii)]*

Transfer policies are guided by a board policy, BP 5120, and it highlights transfers to 4-year institutions as part of the District mission. The College disseminates information on its transfer policies through the WCC College Catalog ([ER 2&3](#)), the College website, and in literature in the College's Transfer Center. The policies include all information used to accept credits for transfer, and they fully comply with the Commission's Policy on Transfer. Standard II.C and Standard II.A highlight additional information on Transfer Policy, including the College's policies on its 20 Associate Degrees for Transfer.



## Policy on Distance Education and Correspondence Education

WCC Distance Education is guided by policies developed by the YCCD Board. AP4105 delineates Definitions, Course Approval, and Certification of courses by the Curriculum Committee. Distance Education (DE) is defined as instruction in which the instructor and the student are separated by distance and interact through the assistance of instructional technology (Title 5, Section 55200). DE courses at WCC are currently offered only through point-to-point broadcast modalities. Courses offered by distance education are reviewed and approved separately by the College's Curriculum Committee. When approving distance education courses, the Curriculum Committee certifies the following:

- *Course Quality Standards:* The same standards of course quality are applied to distance education courses and traditional classroom courses. Any class offered at a distance will fulfill all the criteria of the course outline of record (COR), including comparable content delivery, learning objectives, assignments, and methods of evaluation.
- *Instructor Qualifications:* Faculty teaching online courses are selected by the same procedures used to determine all instructional assignments, with additional consideration of the faculty member's experience with and skills related to online instruction.
- *Instructor Contact:* All approved DE courses, including fully online (100% online) and hybrid (1%-99% online) courses, include regular substantial contact between the instructor and the students. The College's Curriculum Committee (CC) verifies that the distance modality can and will provide regular substantial contact.
- After the course is approved by the CC, it goes to the DE Committee where it undergoes an evaluation based on the California Community College Chancellor's Office Online Education Initiative Rubric (OEI). Each DE certified instructor must have each course validated before offering it online.

Students who wish to enroll in an online course at WCC must meet the specific requirements of the course and participate responsibly. Students have the opportunity to participate in an orientation for online classes that demonstrates how to access and use the online learning environment currently presented as a Module in their Canvas course. The College has adopted Canvas as its Learning Management System, and it is the goal of the College to effect "a Culture of Canvas," where every instructor and student are linked to a Canvas shell for communicating with students (grades, syllabi, homework assignments, email, etc).

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected by requiring a Student Identification Number and password. Every student goes through a registration process where they must show a form of identification. Students receive Canvas access (user id and password) to participate in distance learning only after going through the registration process.

In Fall 2016, WCC had a visit and subsequent Grant from an Institutional Effective Partnership Initiative (IEPI) focused on Distance Education. This Grant enabled WCC to prepare a Plan of Action that included the hiring of an Instructional Designer to train faculty and assist with the implementation of the Plan. It has enabled WCC to bring its DE offerings up to the Standards set by the OEI. Another main component of the Plan is to bring Student Services and Academic Support up to the OEI set standards and ACCJC and United States Department of Education requirements.

## Student Complaints

[Regulation Citations; 602.1(a)91)(ix); 668.43]

The College follows clear policies and procedures for handling student complaints, and these are guided by Board Administrative Policy (AP 5530) on Students Rights and Grievances. The current policies and procedures are published in the Board's information management system, BoardDocs, the College website, and the College Catalog. Files of student complaints and their resolution over the past 6 years are maintained in the Office of the Vice President for Academic and Student Services. Complaints on sexual harassment and discrimination are closely coordinated with the Human Resources Office at the District Office. In some of these cases, the District hires an independent third party to conduct investigations.

The College also posts in its catalog and websites bodies that provide programmatic accreditation, including its accreditation status through the ACCJC.

## Institutional Disclosure in Advertising and Recruitment Materials

[Regulation citations: 602.16(a)(1)(vii); 668.6]

The College provides information to the public and students about its programs, locations and policies. All information can be found on the College website and in the College Catalog. Changes in the catalog information relative to curriculum are updated annually; they include new courses and programs, program discontinuance, changes in policies and procedures, Students Right to Know Law, and articulations with the University of California and the California State University systems.

Advertising and recruitment materials are available in brochures, pamphlets, and social media. These are easily accessible to the public and are available in campus offices and locations.

The College highlights its accreditation status in the College Catalog and also on its website.

## Title IV Compliance

WCC participates in an annual District financial audit that includes financial and regulatory compliance for Title IV programs. The audit findings are submitted to the United States Department of Education (USDE). The College takes action to resolve any findings, when

necessary. The most recent District audit of the WCC Title IV programs was during the 2016-17 award year, and there were no findings and no recommended corrective action plans. Section III.D.4 of the Self-Evaluation provides further details on financial responsibility.

WCC is no longer participating in the Federal Direct Loan Program; however, the College continues its efforts to reduce the cohort default rates of previous loan borrowers. The College contracts with Edfinancial Services, LLC to assist in managing the WCC cohort default rate. As of December 2017, the projected cohort default rates for 2017 range from 10 - 22%, for 2016 range from 16.6 - 26.1%, for 2015 is 23.5%, all of which are below the USDE required 30% threshold - exact rates are dependent on the number of actual defaulters at the end of the fiscal year. In 2015, WCC entered into a default management agreement with the USDE providing a plan to reduce default rates, and subsequently submitted a successful Participation Rate Index Appeal with the USDE in 2016 to demonstrate the College's low participation in the Federal Direct Loan Program. The District has experienced no negative actions by the USDE regarding compliance of the College with the requirements of Title IV.

When the District contracts for programs and services such as recruitment, student support, online support or instructional curriculum materials, the District follows Commission guidelines. All contracts are executed only by duly designated officers of the College and their counterparts in the related entity. Contracts are also placed on the Board of Trustee agenda for further review. Each contract clearly describes the work to be performed, the period of the agreement, and the conditions of possible renewal or renegotiation. The contract also establishes the responsibilities of the College and the related entity with regard to Commission standards, relevant laws, regulations, policies and procedures. In each contract, the College retains ultimate responsibility for quality and performance. The College reviews and approves work performed through the contract and ends the contract if the work performed does not meet the College's requirements. There are no educational programs in which more than 25% of the College program is offered by a non-regionally accredited organization.



# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

---

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

## Standard I.A: Mission

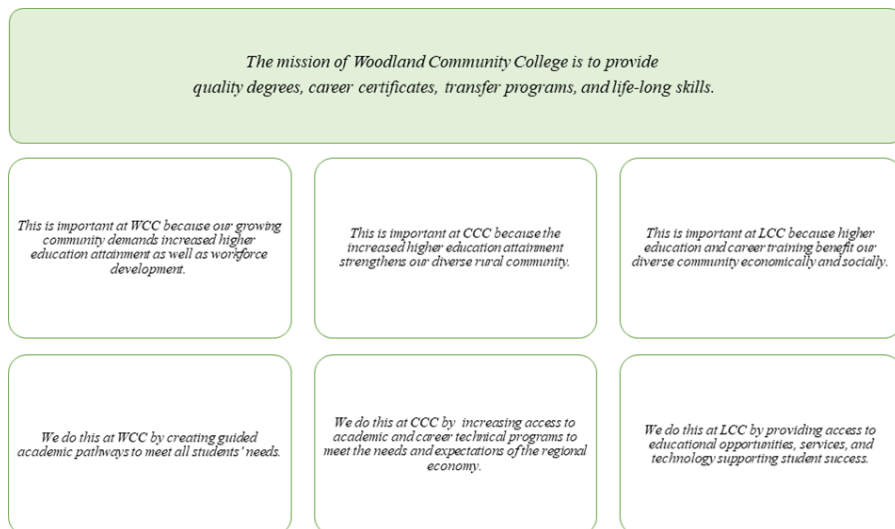
*The institution demonstrates a strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, action plans, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

### I.A.1.

*The mission describes the institution’s broad educational purposes, intended student population, types of degrees and other credentials offered, and commitment to student learning and student achievement. (ER 6)*

### Evidence of Meeting the Standard

The College mission is as follows ([I.A.1-1](#)):



This mission was revised by College council and approved by the WCC Academic Senate in 2017, and finally adopted on January 11, 2018 by the YCCD Board of Trustees. This process will be discussed in more detail in I.B.4 ([I.A.1-2](#)).

### **Analysis and Evaluation**

This mission addresses all of Standard I.A.1 requirements. College Council (CC) analyzed the mission statement at a spring 2017 meeting to ensure that it met this standard. This analysis verified that the new mission statement includes the institution's broad educational purpose, intended student population, degrees and other credentials offered, and commitment to students' learning and achievements ([I.A.1-3](#)).

The College's unique mission statement honors the culture of each of the three locations-- the main campus, Colusa County Campus (CCC), Lake County Campus (LCC)-- and addresses varying populations each location serves while providing an overarching mission encompassing all three Woodland Community College (WCC) sites ([I.A.1-4](#), [I.A.1-5](#)).

### **I.A.1 Evidence**

I.A.1-1 [College Mission Statement](#)

I.A.1-2 [Board Agenda for Mission](#)

I.A.1-3 [College Council Mission Statement Analysis](#)

I.A.1-4 [College Council Meeting Notes 11.4.2016](#)

I.A.1-5 [Educational Master Plan](#)

### **I.A.2.**

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

### **Evidence of Meeting the Standard**

The existing College Data Inquiry Group (DIG) charge statement is evidence of WCC's commitment to data-informed decision-making ([IV.B.1-8](#)). The Data Inquiry Group (DIG), a group of two faculty members, the Dean of Student Success and Institutional Effectiveness, the Executive Vice President, and the President, was formed for the purpose of identifying and reporting metrics that support student success and achievement ([I.A.2-10](#), [IV.B.1-8](#)). This same data is included in reports to the ACCJC ([I.A.2-11](#)).

Fiscal and student achievement information for institutional effectiveness is reported through the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) and Student Success Scorecard ([I.A.2-12](#), [I.A.2-13](#)).

Data is used throughout campus planning documents, such as the Educational Master Plan (EMP), Student Equity Plan, and annual program reviews. Throughout all these processes and resulting documents, the mission is used as a tool to determine which activities the College prioritizes in regards to meeting student educational needs ([III.D.1-7](#)).

Internal and external scan data are reviewed to understand the student population ([I.A.2-1](#)). Data sources include California Community College Chancellor's Office (CCCCO), Center for Community College Student Engagement surveys, labor market data, and internal student demographic, enrollment, engagement behaviors, and achievement data. The EMP identifies objectives and action plans to be carried out in efforts to successfully complete the mission and direct institutional priorities, meeting the educational needs of its students ([I.A.2-2](#)), ([IV.A.1-8](#)). College Council annually reviews College progress in meeting the EMP's goals and looks ahead for next year's objectives ([I.A.2-3](#)). The WCC President reports to the Board of Trustees every July to highlight the effectiveness of meeting the mission, along with other objectives, and reports the same assessment information of the EMP at WCC's convocations at the beginning of each academic year ([I.A.2-4](#), [I.A.2-5](#)).

The WCC Student Integrated SSSP/Equity/Basic Skills Plan is one of several mechanisms developed to fulfill the mission. The plan uses data as key indicators of student achievement pertaining to student access, course completion rates (retention), English as a Second Language (ESL) and basic skills completion, degree and certificate completion and transfer, and identifying achievement gaps for the purposes of narrowing those gaps ([I.A.2-6](#)).

Furthermore, all planning (EMP, Equity, program review, resource allocation, etc.) are vetted through multiple committees for input, such as College Council, Planning and Institutional Effectiveness Committee (PIE), and Student Success Committee (SSC). All these committees help to facilitate the planning process and ensure that WCC is prioritizing and allocating resources for supporting the College mission ([I.A.2-19](#)).

Program review, another such mechanism, provides faculty, staff, and administrators a means to evaluate and improve ([I.C.3-6](#)). Each program aligns itself with the mission as part of the program review process ([I.A.2-7](#)). The Dean of Student Success and Institutional Effectiveness meets with departments at all locations to review data before the start of program review activities ([I.A.2-8](#)).

These meetings are in addition to other professional development training opportunities to learn about possible data sources, such as the Community College Survey of Student Engagement (CCSSE) ([I.A.2-9](#)). CCSSE along with the Survey of Entering Student Engagement (SENSE) is used to assess student persistence and success at the College. WCC uses the results of CCSSE and SENSE for data based reflection of its mission. Discussions

and utilization of the results take place in various venues, such as professional development presentations, Entering Students Success Project Workgroup, First Year Experience (FYE) Workgroup, as well as individual programs using the data in their program reviews ([I.A.2-14](#), [I.A.2-15](#)).

All new and revised curriculum must have supporting documentation to ensure its relation to the College mission, which can include transfer, Career Technical Education, Basic Skills, as well as fulfilling the mission of the California Community College System as outlined in the CCCC Program and Course Approval Handbook ([I.A.2-16](#)). Faculty must provide documentation for transferability, and, in the case of CTE, must provide Labor Market Information (LMI), an advisory committee recommendation, and minutes to support the curriculum request for programs ([I.A.2-17](#)).

Specifically with regards to the IEPI and ACCJC Annual Report, the College establishes, monitors, and reports its performance on Institutional Set Standards (ISS) addressing student achievement metrics, transfers to four year colleges, medium time to degree, and Career and Technical Education Skills Builder. This data is pulled from the student registration system, Colleague by Ellucian ([I.A.2-18](#)).

### **Analysis and Evaluation**

WCC has developed structures and processes supporting data-informed decision-making to determine how effectively it is completing its mission, including whether institutional priorities align with the mission in meeting the education needs of students. College planning documents and program review processes codify this College-wide commitment.

### **I.A.2 Evidence**

I.A.2-1 [Employment Development Department \(EDD\) Data Report for Capital Region](#)

I.A.2-2 [Educational Master Plan](#)

I.A.2-3 [College Council Minutes Re: EMP](#)

I.A.2-4 [Board Agenda Item on Institutional Effectiveness 6.11.2015](#)

I.A.2-5 [Convocation 2017 President Presentation Aug 8 2017](#)

I.A.2-6 [Student Equity BSI SSSP Plan 2017-2019](#)

I.A.2-7 [Program Review Sample](#)

I.A.2-8 [Program Review Training at Lake Email](#)

I.A.2-9 [CCSSE Workshop Email](#)

I.A.2-10 [Data Dashboard Sample Screenshot](#)

I.A.2-11 [ACCJC Annual Report 2017](#)

I.A.2-12 [WCC IEPI Webpage](#)

I.A.2-13 [Student Success Scorecard](#)

I.A.2-14 [Entering Student Success Institute Short Term Action Plan 2016](#)

I.A.2-15 [FYE Spring 2017 Faculty Kick Off](#)



- I.A.2-16 [Program and Course Approval Handbook](#)
- I.A.2-17 [Course Outline of Record Program LMI Advisory Section](#)
- I.A.2-18 [Answers Screenshot](#)
- I.A.2-19 [PIE Minutes Prioritizing Program Review Data Requests 3.16.2018](#)
- I.C.3-6 [Tableau Dashboard Mockup](#)
- III.D.1-7 [Integrated Planning Model](#)
- IV.A.1-8 [WCC Planning Cycle](#)
- IV.B.1-8 [DIG Leaders Charge](#)

### **I.A.3.**

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

#### **Evidence of Meeting the Standard**

Program reviews inform specific College plans, such as technology, staffing, facilities, equity, and others. The mission, as well as program review and other plans (i.e. Equity/SSSP/BSI), guide resource allocation. All these activities support the mission which is aligned with student learning and achievement. The EMP outlines (p.4) how the mission informs the creation of the EMP, which then informs program reviews and other campus planning activities ([I.A.3-1](#), [III.D.1-7](#)).

The Completion by Design Framework (CbD) and four student experience phases undergirds WCC's EMP ([I.A.3-2](#)). Student engagement has a strong association with student learning and persistence. With Completion by Design and student engagement in mind, the EMP outlines key objectives WCC strives to accomplish in order to achieve its mission of student learning and achievement ([I.A.3-3](#)). These objectives include:

- Increasing the California Community College CCC Apply application rate by five percent each year 2017-2019 (connection stage).
- Increasing course completion rates by two percent each year from 2017-2019 (entry stage).
- Increasing fall to spring persistence rates by two percent each year from 2017-2019 (progress stage).
- Increasing all student certificate award rates by twenty percent each year from 2017-2019 (completion stage).

The Equity Plan and Student Success and Support Program Plan (SSSP) are two other examples of programs and services aligned with the mission to guide planning around student learning and achievement ([I.A.3-4](#), [I.A.3-5](#)). In the 2017-2018 academic year, the Equity, SSSP, and Basic Skills Initiative (BSI) plans were integrated into one plan to strengthen the alignment of the previously separate plans and increase success of achieving of the College mission ([I.A.3-6](#)).

Program and service units align their work with the College mission ([I.A.3-7](#), [II.B.1-10](#), [II.C.1-8](#)). Each program review template includes a program mission statement and programs are asked to relate their program mission statement to the College's mission. Another opportunity for the programs to align their needs with the College mission is by connecting their department goals to the goals of the College or District. Additionally, programs align with the College mission at the curriculum level. Each new program must indicate its relationship to the mission of the College whenever a program is created or updated ([I.A.3-8](#)).

WCC's integrated planning process operationalizes the mission as the foundation for campus planning and resource allocation which is aligned with the YCCD Planning Process ([I.A.3-9](#), [I.A.3-10](#), [IV.A.3-5](#)). Each year requests for resources from program reviews are reviewed by the Planning and Institutional Effectiveness Committee (PIE). More information on PIE is explained in standard IV.A. PIE uses a rubric to score all the requests ([I.A.3-11](#)). The first area considered is the connection between the program and the College mission. Those units with higher scores will have their requests for resource allocations ranked above those units which do not have a strong alignment with the College mission.

### **Analysis and Evaluation**

WCC's programs and services are aligned with its mission. The mission is used to guide decisions, planning, resource allocation, student learning, and achievement goals. The evidence is seen in many College planning documents, including the Educational Master Plan (EMP), program review, and Integrated Planning and Evaluation Cycle.

### **I.A.3 Evidence**

- [I.A.3-1 EMP Planning Diagram](#)
- [I.A.3-2 Completion by Design Loss and Momentum Framework](#)
- [I.A.3-3 EMP 2016-2019 Executive Summary](#)
- [I.A.3-4 Equity Plan 2015](#)
- [I.A.3-5 SSSP Plan 2015-2016](#)
- [I.A.3-6 Equity/SSSP/BSI Plan 2017-2019](#)
- [I.A.3-7 Program Review Directions see Pg4](#)
- [I.A.3-8 Curricunet Meta Help Site - Program Feasibility](#)
- [I.A.3-9 WCC Planning Cycle](#)
- [I.A.3-10 YCCD Planning Process](#)
- [I.A.3-11 PRVT Scoring Guide](#)
- [II.B.1-10 Library Program Review 2016-2017](#)
- [II.C.1-8 DSPPS Program Review](#)
- [III.D.1-7 Integrated Planning Model](#)
- [IV.A.3-5 YCCD Planning Process](#)

#### **I.A.4.**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

#### **Evidence of Meeting the Standard**

The Yuba Community College District Board of Trustees reviews and approves any College mission statement review and revision. The most recent mission was approved by the Board of Trustees on January 11, 2018 ([I.A.4-1](#)). The Board recognizes the importance of the mission statement as well as student learning, it is published on each agenda item the question, “How does this action achieve the District/College mission, vision and values, and support student learning?” ([I.A.4-8](#)).

The College-wide creation of “Your College, Your Future” (“Tu Colegio, Tu Futuro”) tagline in spring 2015, resulted in an inclusive mission statement review ([I.A.4-5](#), [IV.B.3-7](#), [IV.B.3-8](#), [IV.B.3-9](#)). The new mission was designed to provide space for each of WCC’s three sites (the main campus, CCC, and LCC) to express their particular mission with a shared mission relevant to all three sites. The new mission was adopted by College Council following vetting in the Academic Senate and adopted by the Board of Trustees on January 11, 2018 ([I.A.4-6](#), [I.A.4-7](#)).

The mission is articulated widely. It can be viewed in multiple prominent locations, such as the College’s website, catalog, course schedule, and College stationary ([I.A.4-2](#), [I.A.4-3](#), [I.A.4-12](#)). Each faculty and staff member are presented with a framed office copy ([I.A.4-5](#), [I.A.4-6](#), [I.A.4-7](#)). Poster sized copies of the mission are provided in each campus building of WCC.

#### **Analysis and Evaluation**

WCC publishes the mission statement, which is approved by the Board in numerous locations. Every six years the Board reviews and approves the College mission statement after the College has an opportunity to review and update the mission.

#### **I.A.4 Evidence**

I.A.4-1 [Board Agenda for Mission](#)

I.A.4-2 [Mission Statement on Website](#)

I.A.4-3 [Catalog Mission Statement](#)

I.A.4-5 [WCC Mission Poster](#)

I.A.4-6 [LCC Mission Poster](#)

I.A.4-7 [CCC Mission Poster](#)

I.A.4-8 [WCC President’s Report to Board 11.12.2015](#)

- I.A.4-9 [College Council Minutes Approving Mission](#)
- I.A.4-10 [Board Agenda for Mission](#)
- I.A.4-11 [Board Agenda Example](#)
- I.A.4-12 [18-19 COVER-FRONT-BACK Mission Statement](#)
- IV.B.3-7 [Branding Table Exercise Summary](#)
- IV.B.3-8 [WCC Branding Overview Survey](#)
- IV.B.3-9 [WCC Branding Recommendations Report](#)

## Standard I.B. Assuring Academic Quality and Institutional Effectiveness

### **I.B.1.**

*The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

#### **Evidence of Meeting the Standard**

The institution demonstrates a sustained, substantive and collegial student achievement dialog framed by the Completion by Design (CBD) model ([IIID.3-5](#), [IV.A.6-10](#), [IV.D.5-2](#)). A 2015 Student Services exercise resulting in a WCC Resource Mapping inventory introduced the CBD framework to the College ([IV.B.1-1](#), [IV.B.1-11](#)). To ensure continuous quality improvement in the student achievement arena, the College added an Office of Institutional Effectiveness and a College Data Inquiry Group (DIG) ([IV.B.1-2](#), [IV.B.1-3](#), [IV.B.1-4](#)). Most recently, extensive College-wide dialogue addressed the need for Planning and Institutional Effectiveness (PIE) Committee guiding the further development of a data-informed campus ([IVA.1-1](#), [IVA.1-4](#), [IVA.1-6](#), [I.B.1-14](#)).

The program review process undergirds WCC's student learning dialogue. Full program reviews occur every four years for every department with three years of updates in between the full review. During this process, departments and individuals review student learning data and make resource allocation requests. The program review template includes reporting on their department's Student Learning Outcomes (SLO) Assessment Summary ([I.B.1-1](#), [I.B.1-2](#)).

Each semester, instructors are required to report their SLO assessments for each course they teach. Course SLO's are reported in TracDat (or on a form for part-time faculty that is uploaded to TracDat), along with reporting their data analysis and identifying how instruction can be improved to increase student learning ([I.B.1-3](#)). Departments with a larger amount of faculty meet to discuss SLO's and how they can be used to improve student learning ([I.B.1-4](#)). WCC is also working to develop data dashboards, making it easier for all to access through the Data; they are working to create a data dashboard with District approved indicators with various ways to disaggregate the data to understand students and decrease achievement gaps ([I.B.4-15](#)).

At the course level, SLO's are assessed regularly. Individual faculty assess their students, and department faculty evaluate these assessments. Faculty "close the loop" each year by analyzing data and identifying how the quality of instruction can be improved in order to increase student learning. The institution uses TracDat to store all assessment data and analysis ([I.B.1-5](#)). SLO assessment is a core part of program review, and each program must document not only student learning data but also an executive summary of what faculty

learned from the data and how they plan to use it to improve the quality and currency of instruction ([I.B.1-6](#)).

These efforts fall under the larger umbrella of WCC's Institutional Effectiveness (IE) model. Student success indicators are central to the IE framework with student learning outcomes and achievement playing a large role in the annual planning process ([I.B.1-7](#), [I.B.1-16](#)). The Integrated Planning and Evaluation Cycle parallels the IE model, but highlights the role that program review plays in resource allocation ([I.B.1-8](#)). These models demonstrate how dialogue about student outcomes occurs at various locations, such as within departments, the Planning and Institutional Effectiveness Committee (PIE), and with administration. Additionally, College Council, the Academic Senate, and the SLO Committee has the opportunity to discuss the resulting plans of these other committees for another layer of dialogue on top of the committees that are highlighted below ([I.B.1-9](#)).

The two main committees that foster this dialogue are the Student Success Committee (SSC) and the Students Learning Outcomes Committee (SLOC), now a part of PIE Committee. The SSC is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement, and transfer opportunities for our students. This committee oversees initiatives, such as Basic Skills, SSSP, and Student Equity ([I.B.1-10](#)). The SLOC is responsible for providing leadership for ongoing continuous quality improvement of the WCC SLO's at the institution, program, and course level, as well as for coordinating the staff training needed to accomplish this goal ([I.B.1-11](#), [I.B.1-12](#)).

The SSC and SLOC are not the only two committees fostering a dialogue on student outcomes. In reality, all committees have opportunities for such dialogue. As noted earlier, College Council, PIE Committee, and other related committees also play a large role in fostering student outcome dialogue, and all the planning documents that come from the SSC and SLOC are examined by committees such as these and the Academic Senate ([I.B.1-13](#), [I.B.1-15](#), [IV.B.3-3](#)).

### **Analysis and Evaluation**

WCC demonstrates sustained, substantial, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of students' learning and achievement through the institutional effectiveness processes (such as program review), committees (such as Student Learning Outcomes Committee), and campus-wide events (such as convocation), that result in College planning documents (such as the Student Equity Plan, Student Support Services Plan, and Basic Skills Plan).

### **I.B.1 Evidence**

I.B.1-1 [Program Review Sample](#)

- I.B.1-2 [Program Review Form 2017-2018](#)
- I.B.1-3 [Course SLO Reporting Form with Sample](#)
- I.B.1-4 [Speech Meeting Agenda](#)
- I.B.1-5 [TracDat Email Reminder](#)
- I.B.1-6 [SLO Assessment Report Form](#)
- I.B.1-7 [IE Review Framework](#)
- I.B.1-8 [WCC Planning Cycle](#)
- I.B.1-9 [SLO Committee Minutes 11-9-2017](#)
- I.B.1-10 [Student Success Committee Operating Agreement](#)
- I.B.1-11 [Student Learning Outcomes Committee Operating Agreement](#)
- I.B.1-12 [SLO Committee Minutes 10-26-2017](#)
- I.B.1-13 [WCC Committee's Website](#)
- I.B.1-14 [Student Success Support Plan \(SSSP\) 2015-2016](#)
- I.B.1-15 [Senate VP Report 4.27.2018 see Item 17](#)
- I.B.1-16 [WCC Integrated Planning and Evaluation Cycle](#)
- I.B.4-15 [DIG Data Definition Summary](#)
- III.D.3-5 [WCC EMP EMP Executive Summary](#)
- IV.A.1-1 [PIE Operating Agreement](#)
- IV.A.1-4 [College Council Committee Structure Notes](#)
- IV.A.1-6 [College Committee Meeting Analysis](#)
- IV.A.6-10 [Example Musing](#)
- IV.B.1-1 [WCC Resource Mapping](#)
- IV.B.1-2 [Dean of Student Success and Institutional Effectiveness Posting](#)
- IV.B.1-3 [Musings 15.10.16](#)
- IV.B.1-4 [03.03.17 DIG Agenda](#)
- IV.B.1-11 [CBD Activity](#)
- IV.B.3-3 [PIE Agenda 5.18.2018](#)
- IV.D.5-2 [EMP WCC](#)

## **I.B.2.**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

### **Evidence of Meeting the Standard**

All programs, student support, and learning support services assess outcomes as part of the annual program review process. Students and the public can view identified SLO's for programs in the college catalog ([I.B.2-1](#)).

The program review process has been well established at WCC. All instructional and support programs have SLO's that have been identified and assessed on a yearly basis ([I.B.2-2](#)). Assessment is reported out as part of the annual program review process. Assessment results

from the program reviews are used as a component of the Planning Cycle ([I.B.2-3](#)). Additionally, the 2017 Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Report for WCC is further evidence that all course, programs, student services, and learning support services have ongoing assessments of learning outcomes ([I.B.2-4](#)).

The SLOC (now a taskforce of PIE) provides leadership for SLO's at all levels, which includes coordinating or providing training to employees to identify, revise, or assess SLO ([I.B.2-5](#)). The chair publishes a newsletter, The SLO Lane, that highlights methods of assessment and SLO tips and reminders ([I.B.2-6](#)). Student services received training in order to help them complete a review, validation, and revision of their SLO's ([I.B.2-8](#)). Administrative Unit Outcomes were also updated in a similar manner with a meeting with the SLO coordinator ([I.B.2-9](#)). Another task of their operations is to evaluate whether or not SLO's identified are being assessed and/or achieved; therefore, the committee reviews reports to complete this task ([I.B.2-7](#)).

#### Analysis and Evaluation (**ER 11**)

All programs, student support, and learning support services assess outcomes as part of the annual program review process. Students and the public can view identified SLO's for programs in the college catalog. Full program reviews are created every four years, with three years of providing an update in between. The program review form includes a required field to report on the SLO assessment for the program or support service.

#### **I.B.2 Evidence**

I.B.2-1 [Catalog 2017-2018](#)

I.B.2-2 [Program and Unit SLO's](#)

I.B.2-3 [WCC Planning Cycle](#)

I.B.2-4 [ACCJC Annual Report](#)

I.B.2-5 [Student Learning Outcomes Committee Operating Agreement](#)

I.B.2-6 [The SLO Lane Newsletter Spring 2017](#)

I.B.2-7 [SLO Assessments by Course](#)

I.B.2-8 [Students Services SLO PPT](#)

I.B.2-9 [AUO Unit Outcomes PPT](#)

#### **I.B.3.**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*



## **Evidence of Meeting the Standard**

The College has established Institution Set-Standards (ISS) for successful course completion, course retention, fall-to-fall persistence, degree completion, certificate completion, and transfer. These ISSs are used to measure the College's performance and results and are shared with the campus community ([I.B.3-1](#)). Assessment data regarding the Institutional Set Standards are reviewed by the new Planning and Institutional Effectiveness (PIE) Committee and forwarded to the Academic Senate and College Council to provide input and recommendations to make improvements before being approved by the College president ([I.B.3-2](#)).

Academic departments review and assess their achievement data during program review, and compare them to the college-level data. In addition, disciplines evaluate their levels of performance to develop strategies and/or interventions for improvement in the achievement outcomes, and assess the effectiveness of any implemented strategies and interventions ([I.B.3-3](#)).

Student achievement data from the CAL-PASS CTE Data Dashboard is reviewed. Data from this source is disaggregated in various view, including special populations, gender, race, ethnicity, age, etc. ([I.B.3-4](#)). The data from CAL-PASS allows colleges to compare themselves at both the regional and state level in order to evaluate their own progress effectively.

The tools mentioned above are used to guide the creation and assessment of the Educational Master Plan (EMP) and Integrated Equity, BSI, and SSSP Plan which are published and shared ([I.B.3-5](#), [I.B.3-6](#)). The EMP has its own website ([I.B.3-7](#)).

## **Analysis and Evaluation**

WCC assess identified Institution Set Standards to drive department and College planning to meet the mission. The Educational Master Plan (EMP) and Integrated Equity, BSI, and SSSP Plans are used to guide the college successfully in its pursuit of continuous improvement. The EMP is published on the website since it is considered the guiding document to improve students learning and achievement at WCC.

### **I.B.3 Evidence**

I.B.3-1 [IEPI Indicators](#)

I.B.3-2 [ACCJC Annual Report 2017](#)

I.B.3-3 [Communication Studies Program Review](#)

I.B.3-4 [CTE CALPASS Program Snapshot Data](#)

I.B.3-5 [EMP](#)

I.B.3-6 [Integrated Equity BSI SSSP Plan](#)

I.B.3-7 [Educational Master Plan](#)

#### **I.B.4.**

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

#### **Evidence of Meeting the Standard**

Student Success Indicators and the College mission, which focuses on student learning and achievement, are central to the IE model and also a part of the process to allocate resources and review our own effectiveness ([I.B.4-1](#)). The Planning Cycle provides a secondary view of how the College uses student learning and achievement data to drive resource allocation ([I.B.4-2](#)). It matches the Institutional Effectiveness (IE) model in regards to student learning and achievement being both a foundation (through the College's mission and EMP) as well as part of the process with program reviews, which include SLO's, being the start of the yearly resource allocation process ([I.B.4-3](#)).

The Planning and Institutional Effectiveness (PIE) Committee uses a rubric to organize the institution's resource allocation. PIE looks at several indicators in every program review related to student learning and achievement. The review includes how well program review requests are linked to the mission or other College goals that all focus on student learning and achievement. The second would be how programs will evaluate their own effectiveness using assessment data or outcomes. The third being additional supporting evidence, data, and SLO's ([I.B.4-4](#)).

Campus planning documents, such as the EMP, Student Equity Plan, and SSSP Plan, also highlight goals and activities that use student learning and achievement data to identify goals and will also use data to determine how effectively those goals are met ([I.B.4-5](#), [I.B.4-6](#), [I.B.4-7](#)). In the 2017-2018 academic year the Equity Plan, SSSP Plan, and BSI Plan that has been combined into one integrated plan ([I.B.4-8](#)). Other ways the College uses assessment data include the Student Services Survey, focus groups, and the Governance Committee Survey to assess the effectiveness of WCC Committees ([I.B.4-19](#), [I.B.4-20](#)). For CTE Programs Launchboard is used for Labor Market Information ([I.B.4-21](#)). The Faculty, Staff, Administration Planning Committee (FSAPC) uses a request form and rubric that includes SLO data, FTES, FTEF, and WSCH ([I.B.4-22](#), [I.B.4-23](#)).

The foundation for these plans is assessment data. Student Success Scorecard and Institutional Effectiveness Partnership Initiative (IEPI) Institutional Effectiveness Indicators data are leveraged ([I.B.4-9](#), [I.B.4-10](#)). CCSSE and SENSE are two sources that are used to inform campus planning ([I.B.4-11](#), [I.B.4-12](#)). Not only are these sources used for campus wide planning, but they have also been used by faculty for their programs ([I.B.4-13](#)). The College sent a team of faculty with an administrator to the Entering Student Success Institute, the outcome of which was an action plan used to improve first-year students' experience as well as informing Student Success Committee and the Student Services Council work ([I.B.4-14](#)).

WCC is also working on projects to make data easier for all to access through the Data Inquiry Group (DIG), a project team comprised of two faculty members and three administrators. They are working to create a data dashboard with District approved indicators with various ways to disaggregate the data to understand students and decrease achievement gaps ([I.B.4-15](#)).

The Student Success Committee (SSC) is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement, and transfer opportunities for our students ([I.B.4-16](#)). The Student Services Council is tasked with increasing student success and addressing delivery of student services by reviewing, developing, improving, and/or streamlining processes and policies ([I.B.4-17](#)). The SLOC also works to contribute to having an evidence-driven campus that focuses on student learning and achievement by providing leadership and training in efforts of continuous quality improvement with SLO's at the course, program, and institution level ([I.B.4-18](#)).

### **Analysis and Evaluation**

The use of assessment data is organized around WCC's institutional process for the purpose of supporting student learning and achievement. The Institutional Effectiveness Review Framework and Integrated Planning and Evaluation Cycle uses student learning and achievement data to organize institutional processes, especially resource allocation to ensure that resources are supporting improvements to student learning and achievement. College committee structure and purpose target improved student learning and achievement.

### **I.B.4 Evidence**

I.B.4-1 [IE Review Framework](#)

I.B.4-2 [WCC Planning Cycle](#)

I.B.4-3 [2017-2018 Program Review Template](#)

I.B.4-4 [PVRT Scoring Guide](#)

I.B.4-5 [Educational Master Plan](#)

I.B.4-6 [Student Equity Plan](#)

I.B.4-7 [Student Success Support Plan \(SSSP\) 2015-2016](#)

I.B.4-8 [Equity/SSSP/BSI DRAFT Plan 2017](#)

I.B.4-9 [Student Success Scorecard CCCCO Website](#)

I.B.4-10 [IE Portal Website](#)

I.B.4-11 [CCSSE Survey](#)

I.B.4-12 [SENSE Key Findings](#)

I.B.4-13 [CCSSE Workshop Email](#)

I.B.4-14 [Entering Student Success Institute Short Term Action Plan 2016](#)

I.B.4-15 [DIG Data Definition Summary](#)

I.B.4-16 [Student Success Committee Operating Agreement](#)

- I.B.4-17 [Student Services Council Operating Agreement](#)
- I.B.4-18 [Student Learning Outcomes Committee](#)
- I.B.4-19 [Student Services Survey Results](#)
- I.B.4-20 [Governance Committee Survey](#)
- I.B.4-21 [Cal Pass Program Snapshot](#)
- I.B.4-22 [Faculty Request Form](#)
- I.B.4-23 [Prioritized Rankings 2014-2015](#)

## **I.B.5.**

*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

### **Evidence of Meeting the Standard**

Assessing the mission through program review is one way the College evaluates the accomplishments of its mission. The program review template includes goals and objectives, student learning outcomes, and student achievement data. The data provided by the research department includes quantitative data.

College program leaders may survey students to gather qualitative data, such as Academic Support, Student Support Services, and academic programs, such as Speech ([I.B.5-1](#)). These surveys help the programs obtain information on quality that they use to make improvements to their program's services or instructional program, highlighted in the corresponding standards (II.B for library and II.C for student services). In addition to surveys, focus groups are also employed, as with student support services, to obtain additional information that is more difficult to get from surveys ([I.B.5-2](#), [I.B.5-3](#)). Data from CCSSEE and SENSE Surveys also includes both quantitative and qualitative data ([I.B.5-4](#), [I.B.5-5](#)). Disaggregated data from the CCCCO website also provides data by program type (Basic Skills, CTE, transfer, and general education) and delivery mode ([I.B.5-10](#)).

Learning outcomes at the course and program levels are directly tied to Institutional Student Learning Outcomes (iSLOs) which, in turn, are based on the College's mission. The College administered an iSLO exit survey to students in summer 2017 and administered an entry iSLO survey to new students in fall 2017 ([I.B.5-6](#), [I.B.5-7](#)). Each program receives data in program review on student enrollment, success, and retention, which are disaggregated by demographic groups, mode of delivery, and time of day. The data are analyzed by each discipline, and objectives and resource requests may be developed based on gaps ([I.B.5-8](#), [I.B.5-9](#), [I.B.5-12](#), [I.B.5-13](#), [I.B.5-14](#), [I.B.5-15](#), [I.B.5-16](#)).

Monthly Distance Education (DE) committee members participate in monthly meetings with coordinators throughout California organized by the DE Coordinators Organization (DECO) and the State Chancellor's office, providing updates on the Online Education Initiative (OEI) and other DE related topics at these meetings ([I.B.5-11](#)).

### **Analysis and Evaluation**

The office of the Dean of Student Success and Institutional Effectiveness provides quantitative and qualitative data to programs used as continuous quality improvement assessments. The data is provided to all departments that are scheduled for a full review. Full reviews are scheduled every four years (with three years of updates in between the full reviews). The data includes the following for the College at large programs and courses within that program:

- Success Rates
- Retention
- Enrollment and Fill Rates
- Grade Point Average (GPA)

The above data is disaggregated by program type (degree or certificate) and mode of delivery (face-to-face and Distance Education). Data is provided to departments by location; LCC and CCC and includes disaggregated data by gender, age, ethnicity, disability status, veteran stats, low income, and foster youth for programs and courses. Departments can choose to survey their students for additional qualitative and quantitative data, such as the example with Speech, Academic Support, and Student Support.

Program review includes assessing a program's effectiveness with SLO data for programs and courses, goals and program directions, and how the program supports the College's mission.

The mission is also assessed through Institutional Learning Outcomes (ILO's) that also includes disaggregation of success by program type and mode of delivery. ILO's will be discussed in Standard I.B.6.

### **I.B.5 Evidence**

I.B.5-1 [Communication Studies Program Review Student Survey](#)

I.B.5-2 [Communication Studies Program Survey Open Narrative Questions](#)

I.B.5-3 [Student Services Focus Group Information from SS Update Email](#)

I.B.5-4 [CCSSEE Survey Results](#)

I.B.5-5 [SENSE Survey Results](#)

I.B.5-6 [iSLO Exit survey Survey](#)

I.B.5-7 [iSLO Entry Survey](#)

I.B.5-8 [Program Review Data for WCC and Colusa Sample \[English Department\]](#)

I.B.5-9 [Program Review Data for Lake County Sample \[English Department\]](#)

- I.B.5-10 [Student Success Scorecard](#)
- I.B.5-11 [DE Student Success Data](#)
- I.B.5-12 [draft PR Dashboard 1](#)
- I.B.5-13 [draft PR Dashboard 2](#)
- I.B.5-14 [draft PR Dashboard 3](#)
- I.B.5-15 [draft PR Dashboard 4](#)
- I.B.5-16 [draft PR Dashboard 5](#)

## **I.B.6.**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

### **Evidence of Meeting the Standard**

To create the Integrated BSI/Equity/SSSP plan, the College looked at several success indicators (access, course completion, ESL & Basic Skills (English & Math) course completion, degree & certificate completion, and transfer. For each of these areas data was disaggregated by ethnicity, gender, disability status, low income, and veteran status. The College identified significant gaps and goals to decrease equity gaps, based on the EMP scans ([I.B.6-1](#)). One goal is to increase the male college application rate each year.

College Entering Student Success Institute participants reviewed entering WCC data from the SENSE and implement strategies to increase entering student success. Disaggregated data on WCC's entering students included gender, race and ethnicity, traditional and nontraditional, developmental and non-developmental, and full-time and less than full-time. The team analyzed the student experience within each of these disaggregated areas and resulted in a short-term action plan to target three large areas of concern. Participation in this institute also reinforced other initiatives on campus to increase student success, such as the First Year Experience ([I.B.6-2](#), [I.B.6-8](#), [I.B.6-9](#)).

Institutional Learning Outcomes surveys began to include asking for student identification numbers in fall 2017 in order to disaggregate the data as another means for WCC to identify potential achievement gaps. These surveys were created using the Completion by Design Model which results in ILO surveys being given to students at the entry, midway, and at graduation ([I.B.6-3](#), [I.B.6-4](#)).

Program review gives programs the opportunity to analyze disaggregated data at the program and course level and is highlighted in Standard II.B.5. Each department receives disaggregated data to analyze it within the context of their program ([I.B.6-5](#), [I.B.6-6](#), [I.B.6-7](#)).

## **Analysis and Evaluation**

In order to identify performance gaps, implement strategies to reduce gaps, and evaluate the effectiveness of those strategies, the College reviews and analyzes disaggregated data that leads to campus planning documents, such as the Student Equity Plan, Entering Student Success Institute Action Plan, ILOs, and program review.

### **I.B.6 Evidence**

I.B.6-1 [Student Equity BSI SSSP Plan 2017-2019](#)

I.B.6-2 [Entering Student Success Institute Short Term Action Plan 2016](#)

I.B.6-3 [iSLO Entry Survey](#)

I.B.6-4 [iSO Exit Survey](#)

I.B.6-5 [Program Review Data for WCC and Colusa Sample \(English Department\)](#)

I.B.6-6 [Speech Program Review](#)

I.B.6-7 [Sociology Program Review](#)

I.B.6-8 [Entering Student Success Analysis \(ESSI\) of SENSE Data Plan](#)

I.B.6-9 [Student Success Committee Action Plan in Reaction to ESSI](#)

### **I.B.7.**

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

### **Evidence of Meeting the Standard**

Instructional programs, student services, and academic support services review their effectiveness to ensure quality and student achievement through program review and department meetings ([I.B.7-1](#), [I.B.7-2](#), [I.B.7-3](#), [IV.B.1-1](#)). Informally, departments can evaluate practices and make changes to more effectively meet their department's mission on an as-needed basis, such as was the case when the library updated the reservation process for group study rooms.

The institution recently evaluated and restructured its governance committees. College Council and Academic Senate collaborated to create a more effective and integrated committee structure, improving resource management in support of the College mission ([I.B.7-12](#), [I.B.7-13](#)). Section II.C provides examples in practice for student support services. The creation of the First Year Experience is another example of WCC adopting new practices in order to increase institutional effectiveness in order or fulfill the College's mission ([I.B.7-14](#)).



Shared governance committees evaluate policies and practices, which includes instructional programs, student support, and academic support, as part of their operating agreement. Some examples of this are:

- College Council: This committee's purpose is to assess and improve the existing processes of evaluation, planning, and improvement for the College, including the development, review, and evaluation of policy proposals and issues within the participatory governance framework ([I.B.7-4](#)).
- Planning and Institutional Effectiveness Committee (PIE): PIE's purpose is to oversee ongoing and systematic institutional processes and practices to inform decision-making, achieve objectives, and harness resources to optimize student success and institutional outcomes ([I.B.7-5](#)).
- Curriculum Committee (CC): The CC is responsible for ensuring the quality, currency, and planning of the curriculum of WCC. The committee is responsible for reviewing and recommending for approval course proposals, general education/associate degree requirements, and course prerequisites ([I.B.7-6](#)).
- Scheduling Criteria Committee: This committee has the responsibility of advising scheduling deans regarding the development and monitoring of criteria for schedule reduction or expansion, and providing input and advice on institutional plans that have scheduling implications ([I.B.7-7](#)).
- Student Learning Outcomes Committee: The SLOC provides leadership to ongoing continuous quality improvement through SLO's at the institution, program, and course level. This includes coordinating the staff training necessary for programs, including student services and academic support, to use SLO data to evaluate its policies and procedures, ensure academic quality, and mission accomplishment ([I.B.7-8](#)). The SLO committee became a taskforce of the PIE Committee as a result of the committee restructuring of the 2017-2018 academic year.
- Student Success Committee: The SSC develops and implements activities that enhance student success and achievement using SLO data to inform policy and procedure changes. This committee oversees academic standards, Basic Skills Initiative, enrollment management, the student success and support program, and Student Equity ([I.B.7-9](#)).
- Student Services Council: This council includes all student services program and departments with the task of improving student service delivery and enhancing the student experience by reviewing, developing, improving, and/or streamlining processes and policies related to the work of student services ([I.B.7-10](#)).
- District Technology Committee: The District Technology Committee is an advisory committee for obtaining recommendations on computing, telecommunications, and other technologies throughout the district, including WCC ([I.B.7-11](#)).



## **Analysis and Evaluation**

Instructional programs, student learning and support services, and shared governance committees are responsible for regularly evaluating policies and practices in order to support academic quality and mission accomplishment. Instructional, student services, and academic support do this through program review, department meetings, and other work. Shared governance committees evaluate policies and practices, which includes instructional programs, student support, and academic support, as part of their operating agreement. Through program review, internal department work, and shared governance committees WCC evaluates policies and practices across all areas to assure academic quality and mission accomplishment.

### **I.B.7 Evidence**

- I.B.7-1 [Communication Studies Program Review](#)
- I.B.7-2 [Communication Studies Meeting Agenda](#)
- I.B.7-3 [Sociology Program Review](#)
- I.B.7-4 [College Council Operating Agreement](#)
- I.B.7-5 [PIE Committee Operating Agreement](#)
- I.B.7-6 [Curriculum Committee Purpose Statement](#)
- I.B.7-7 [Scheduling Criteria Committee Operating Agreement](#)
- I.B.7-8 [SLO Committee Operating Agreement](#)
- I.B.7-9 [Student Success Committee Operating Agreement](#)
- I.B.7-10 [Student Services Council](#)
- I.B.7-11 [District Technology Committee Charter DCAS Draft](#)
- I.B.7-12 [College Council Agenda re Committee Assessment](#)
- I.B.7-13 [Joint Meeting Senate and College Council Committee Consolidation of Committees](#)
- I.B.7-14 [FYE workgroup email](#)
- IV.B.1-1 [Program Review Prioritized List for President](#)

### **I.B.8.**

*The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### **Evidence of Meeting the Standard**

The College Educational Master Plan communicates institutional assessments and outcomes towards established objectives and action plans to internal and external constituents ([IV.D.5-2](#)). The president's weekly Musings oftentimes includes assessment and evaluation information, further broadening the institution's shared understanding ([IV.A.6-10](#), [IV.B.3-20](#))

Assessment and evaluation activities are primarily communicated internally through committee activities and minutes. Committee chairs may send emails to the entire campus

with their agenda and attachments ([I.B.8-1](#)). Documents may include assessment and evaluation data that was used in order to create the action plans, activities, goals, objectives, etc. Committee chairs are expected to post the agenda, minutes, and relevant documents on the College website ([I.B.8-2](#), [I.B.8-3](#)). In fall 2017, a Committee Chair Training was offered with the goal of standardizing access to committee information and to share best practices and future expectations of committees ([I.B.8-4](#)).

The campus recognized to make it easier for faculty to access data and other evaluation activities, such as program review. Efforts such as updating the Planning, Research, and Student Success website over summer 2017 along with DIG data dashboard project make it easier for anyone to obtain data on student learning and achievement ([I.B.8-5](#), [I.B.8-6](#)). The revised website will make access to assessment and evaluation information, such as that seen in the SENSE Key Findings report, easier to access ([I.B.8-7](#)).

The California Community College Student Success Scorecard is available for anyone to review the performance of WCC. Data includes how well students are doing in remedial instruction, CTE programs, retention, completion, and graduation rates with the data disaggregated by gender, age, ethnicity, college-prepared, and unprepared ([I.B.8-8](#), [I.B.8-9](#)).

The College president reports College activities to the Board of Trustees at each meeting. Each year the president reports out WCC's Institutional Effectiveness, so the board has an understanding of WCC's student success in various categories, such as completion rates for courses, degrees and certificates, and remedial student data ([I.B.8-10](#)).

The College's Communication and Technology Committee (CAT) once reviewed recommendations regarding communication on campus is being phased out with the start of the new District Technology Committee (DTC) that will continue to make recommendations regarding communication with the use technology resources ([I.B.8-11](#)).

### **Analysis and Evaluation**

Results of assessment and evaluation activities are communicated broadly through shared governance, email, and the website in order to communicate results and to use those results to set College priorities.

One area of improvement would be to evaluate and create a plan to increase communication of and access to assessment and evaluation data communicated through committee work and other work groups since it is not always transparent and visible to those outside of the committee or workgroup.

Another area of improvement is to complete the data dashboard to increase access to assessment data to streamline program review data communication and encourage use of the data outside of the program review process.

**I.B.8 Evidence**

- I.B.8-1 [Curriculum Committee Email with Agenda](#)
- I.B.8-2 [Meeting Notices and Committee Page Updates](#)
- I.B.8-3 [Committee Webpages](#)
- I.B.8-4 [Committee Chair Training](#)
- I.B.8-5 [DIG Data Definition Summary](#)
- I.B.8-6 [Tableau Dashboard Mockup](#)
- I.B.8-7 [SENSE Key Findings](#)
- I.B.8-8 [Student Success Scorecard Link on Website Footer](#)
- I.B.8-9 [California Community College Student Success Scorecard for WCC](#)
- I.B.8-10 [Board Agenda Item on Institutional Effectiveness 6.11.2015](#)
- I.B.8-11 [DTC Charter](#)
- IV.A.6-10 [Example Musing](#)
- IV.B.3-20 [03.06.16 Musings](#)
- IV.D.5-2 [EMP WCC](#)

I.B.8 Action Plan			
Action	Responsible Parties	Timeline	Assessment
YCCD IT partner with Data Inquiry Group (DIG) to complete a data dashboard and communication plan to increase student achievement dialogue.	Dean of Student Success and Institutional Effectiveness and DIG	2018-2019	Institutional Research Website updated with Tableau and additional information on SLO's, ILO's, etc.

**I.B.9**

*. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

## **Evidence of Meeting the Standard**

WCC utilizes a continuous, broad-based, systematic evaluation and planning process through the Yuba Community College District (YCCD) Institutional Effectiveness and Review Framework ([I.B.9-1](#)), the Annual Integrated Planning Process Framework ([IV.D.5-5](#)), and the WCC Integrated Planning and Review Cycle ([IV.A.1-8](#)). The broadly-based cycle begins with programs reviews each year. The review cycle provides ample opportunities for individuals and committees to provide input, informing resource allocation recommendations ([IV.A.2-11](#), [IV.B.3-6](#)). Committees and their task forces, such as Planning and Institutional Effectiveness (PIE), Academic Senate, and College Council are integral to the systematic and regular review cycle ([I.B.9-2](#), [I.B.9-3](#)).

Short-range and long-range needs are addressed program review and the campus planning cycle. Program reviews include human, physical, technology, and financial resource requests. Equipment, physical, and financial resource requests from program review goes through PIE as well as the dean who oversees that area. The College has drafted an Integrated Management Plan encompassing the total cost of ownership for faculty, facilities, and technology ([III.A.9-4](#)). Short-term and less costly needs may be addressed through administrative channels and the appropriate dean.

Staffing plans are initiated through Program Reviews, such as through Student Services and Academic Services ([I.B.9-9](#), [I.B.9-10](#)). Faculty staffing requests are vetted by a Faculty Staffing Committee after first being ranked by division faculty. Facilities Master Plan ([I.B.9-5](#)), and District Technology and Telecommunications Plan Updates ([I.B.9-6](#), [I.B.9-7](#), [I.B.9-8](#)) provide further planning opportunities.

## **Analysis and Evaluation**

Program review, the institutional effectiveness model, campus committees, and other campus wide planning activities demonstrate WCC's continuous, broad-based, systematic evaluation and planning. These processes intentionally accomplish the mission and improve institutional effectiveness and academic quality (see also I.B.5). Short and long-term human, physical, technology, and financial resource allocations are a result of this intentionality.

## **I.B.9 Evidence**

I.B.9-1 [IE Review Framework](#)

I.B.9-2 [PIE Committee Operating Agreement](#)

I.B.9-3 [College Council Operating Agreement](#)

I.B.9-5 [YCCD Facilities Master Plan Update 2014](#)

I.B.9-6 [YCCD Technology and Telecommunication Master Plan Update 2011](#)

I.B.9-7 [YCCD Technology and Telecommunication Master Plan Update 2013](#)

I.B.9-8 [DTC Charter](#)

I.B.9-9 [Admissions and Records Student Services Program Review](#)

- I.B.9-10 [Student Success Center Program Review](#)
- III.A.9-4 [WCC Integrated Management Plan](#)
- IV.A.1-8 [WCC Planning Cycle](#)
- IV.A.2-11 [District Participatory Decision-Making Structure](#)
- IV.B.3-6 [04.23.18 draft WCC Decision Making Framework](#)
- IV.D.5-5 [Annual Integrated Planning Process Framework](#)

## Standard I.C. Institutional Integrity

### **I.C.1.**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

### **Evidence of Meeting the Standard**

The mission review process is described in Standard I.A.4 and is published widely after College and Board review and approval is completed. The mission is displayed in print and electronic publications, such as the College website, College catalog, free student planners, and in all campus offices ([I.C.1-1](#)). These same publications, such as the catalog, are available on the College website, also include information on educational programs and information on various student and academic support services, such as Financial Aid and the Student Success Center. Information on the College mission, educational programs, and student and academic support services are also disseminated at orientations and other presentations provided by College faculty and staff to students and other faculty and staff members through professional development activities ([I.C.1-2](#), [I.C.1-3](#), [I.C.1-4](#), [I.C.1-5](#), [I.C.1-6](#)).

The catalog is reviewed regularly before publications with opportunities for academic and support departments to update information. Faculty hold professional development trainings regarding official course outline of record for course descriptions, SLO's, and other information that is required to match the official Course Outline of Record ([I.C.1-7](#)). All course syllabi include the SLO's ([I.C.1-8](#), [I.C.1-9](#), [I.C.1-10](#)). Syllabi are collected by the academic deans and are checked to ensure they are included. Student learning outcome information is also available on the Planning and Research Department website ([I.C.1-11](#)).

WCC's accreditation status is publically displayed on the website and in other publications, such as the College catalog ([I.C.1-1](#), [I.C.1-13](#)).

### **Analysis and Evaluation**

WCC assures the clarity, accuracy, and integrity of the information provided through campus procedures. Clarity, accuracy, and integrity is found in printed, electronic, and personally communicated activities (orientation, professional development, etc.).

WCC provides accurate information on the College website regarding WCC's accreditation. The Accreditation website was updated fall 2017 to reflect current information and was used to share drafts of the Self Evaluation Report.

## **I.C.1 Evidence**

- I.C.1-1 [College EMP Webpage with Mission](#)
- I.C.1-2 [Academic Catalog Website](#)
- I.C.1-3 [Financial Aid Website](#)
- I.C.1-4 [Student Success Center \(Tutoring\) Website](#)
- I.C.1-5 [Academic Support Tour Highlights](#)
- I.C.1-6 [Academic Success Workshop Series & Canvas Enhancements Flex Workshop](#)
- I.C.1-7 [CORs and Syllabi: The Basics](#)
- I.C.1-8 [ENGL-42 Syllabus](#)
- I.C.1-9 [LIBSC-1 Syllabus](#)
- I.C.1-10 [SOCIL-10 Syllabus](#)
- I.C.1-11 [Planning and Research SLO Website](#)
- I.C.1-12 [Accreditation Website](#)
- I.C.1-13 [Catalog Accreditation Statement on Title Page](#)

## **I.C.2**

*. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)*

### **Evidence of Meeting the Standard**

WCC’s Office of Instruction provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” The following table shows WCC meets the catalog requirements using the 2017-2018 catalog addendum as evidence ([I.C.2-1](#)):

<b><i>General Information</i></b>	<b><i>Beginning Page Number</i></b>
<i>Official Name, Address(es), Telephone Number(s), and Website Address of the Institution</i>	<i>Title Page</i>
<i>Educational Mission</i>	<i>17</i>
<i>Representation of accredited status with ACCJC and with programmatic accreditors, if any</i>	<i>16</i>
<i>Course, Program, and Degree Offerings Student Learning Outcomes for Programs and Degrees</i>	<i>65</i>
<i>Academic Calendar and Program Length</i>	<i>5</i>

<i>Academic Freedom Statement</i>	16
<i>Available Student Financial Aid</i>	33
<i>Available Learning Resources</i>	18
<i>Names and Degrees of Administrators and Faculty</i>	140
<i>Names of Governing Board Members</i>	11
<b>Requirements</b>	
<i>Admissions</i>	24
<i>Student Fees and Other Financial Obligations</i>	30
<i>Degree, Certificates, Graduation and Transfer</i>	52
<b>Major Policies Affecting Students</b>	
<i>Academic Regulations, including Academic Honesty</i>	39
<i>Nondiscrimination</i>	17
<i>Acceptance and Transfer of Credits</i>	66
<i>Transcripts</i>	51
<i>Grievance and Complaint Procedures</i>	37
<i>Sexual Harassment</i>	37
<i>Refund of Fees</i>	31
<b>Locations or Publications where Other Policies may be found</b>	Yes. Examples include: <ol style="list-style-type: none"> <li>1. Complaint procedure (including discrimination complaint) to Chief Human Resources Officer (pg. 19)</li> <li>2. BP/AP 5141 Academic Accommodations Policy found on Board Policies Website (pg. 19)</li> <li>3. Articulation with transfer institutions found at assist.org (pg. 69)</li> </ol>

The information contained in the WCC catalog is checked for accuracy through multiple points. The College Instructional Support Specialist puts together the production of the schedule and catalog under the direction of the Curriculum Co-Chairs and the District Articulation Analyst. Student Services works to validate the front end matter pertaining to students services. The District Registrar also reviews catalog information before it becomes final. Programs and departments also have opportunities to revise the information contained in the catalog and schedule through the employees listed above. Due to the nature of revisions to programs, policies, or curriculum, an addendum is posted every year to capture any changes that occurred after initial printing ([I.C.2-2](#)).



## **Analysis and Evaluation**

WCC provides a catalog online and in print which contains precise, accurate, and current information that cover ACCJC's catalog requirements (facts, requirements, policies, and procedures). There are multiple employees who have a role in reviewing the information to ensure accuracy of the catalog and course schedules. An addendum is posted each year to ensure access to precise, accurate, and current catalog information.

### **I.C.2 Evidence**

I.C.2-1 [2016-2017 Catalog](#)

I.C.2-2 [Catalog Website - Includes Addendums](#)

### **I.C.3.**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

### **Evidence of Meeting the Standard**

WCC documents assessment of student learning and evaluation of student achievement on a publicly accessible website using documentation from committee work and communications created for the public. The Academic Senate and College Council are the two governance committees to whom all relevant College planning documents and other reports, including those with assessment of learning and evaluation of student achievement, go through and publish minutes on the website ([I.C.3-1](#), [I.C.3-2](#)). Documents such as the Student Equity Plan and EMP contain data on student learning and achievement ([I.C.3-3](#), [I.C.3-4](#)) can be found on the website. The SLO Committee provides leadership for ongoing, continuous quality improvement of the SLO's at all levels and keeps minutes on their website updated ([I.C.3-5](#)). The DIG has created a plan for a data dashboard to make data more easily available to faculty for their program reviews that will be available on the website ([I.C.3-6](#)) The previous Planning, Research, and Student Success website contained some information on student learning and achievement ([I.C.3-7](#)) and the new Planning, Research, and Institutional Effectiveness website, still under revision and development, includes updated information about WCC ([I.C.3-16](#)). A new website was created while the process of vetting a new EMP which includes information on WCC's objectives and student achievement measures ([I.C.3-8](#), [I.C.3-12](#)). Links are provided to CCCCCO Scorecard and Gainful Employment reports from the WCC website ([I.C.3-13](#), [I.C.3-14](#), [I.C.3-15](#)). The new Planning, Research, and Institutional Effectiveness website includes facts about WCC ([I.C.3-17](#)).

Current students, prospective students, and the public can find information on WCC's website ([I.C.3-9](#)). Newspaper schedules are mailed to everyone in the appropriate communities that WCC serves, including Lake County and Colusa County residents ([I.C.3-10](#)). The newspaper-

style schedule also includes a “Student Success Story” which honors a student’s past and celebrates his/her success at WCC. The newspapers of the local communities also report on WCC’s academic quality and success with reporting which highlights graduation or inclusion of WCC into Schools.com ranking of the top twenty-five in California; the institution was ranked number fourteen of the twenty-five ([I.C.3-11](#)). This article is also linked to from the College’s website.

### **Analysis and Evaluation**

The College website is the primary channel of communicating assessment of student learning and evaluation of student achievement. This is largely communicated through committees and College planning documents that are available on the website, but also includes links to outside sources, such as the College Success Scorecard. The newspaper-style class schedule that is mailed to homes promotes WCC’s stories of student learning and achievement. Local papers publish information, which in some cases is linked from the College’s website that both current and prospective students and their families have access to.

### **I.C.3 Evidence**

I.C.3-1 [College minutes regarding equity plan or EMP](#)

I.C.3-2 [Academic Senate Minutes see page 4 Goal 11 progress](#)

I.C.3-3 [Student Equity Plan 2015](#)

I.C.3-4 [Educational Master Plan](#)

I.C.3-5 [Student Learning Outcomes Committee Operating Agreement](#)

I.C.3-6 [Tableau Dashboard Mockup](#)

I.C.3-7 [Planning, Research, and Student Success Previous Website](#)

I.C.3-8 [Education Master Plan Website Executive Summary](#)

I.C.3-9 [College Website - Parents & Families Webpage](#)

I.C.3-10 [Class Schedule Summer Fall 2017](#)

I.C.3-11 [Woodland College One of Top 25 in California - Newspaper Article](#)

I.C.3-12 [EMP Flipping Book on Website](#)

I.C.3-13 [Scorecard Link on Website Footer](#)

I.C.3-14 [Business Computer Applications Gainful Employment Link on Website](#)

I.C.3-15 [Culinary Arts Gainful Employment Information](#)

I.C.3-16 [Planning Research and Institutional Effectiveness Website](#)

I.C.3-17 [Planning Research and Institutional Effectiveness Facts Webpage](#)

### **I.C.4.**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

## Evidence of Meeting the Standard

The course catalog available in print or electronically on the College website includes information on all courses, certificate, and degrees. The following chart highlights important information made available in the course catalog ([I.C.4-1](#)):

Information	Page(s) in 2017-2018 Catalog
Program Information (Explains the various types of programs available.)	62-64
Listing of all Degrees (AA, AS, Transfer Degrees, and Certificates)	63
Program Listings (Including Purpose, Content, Course Requirements, and Student Learning Outcomes)	68-137

The program listings include purpose, content, course requirements, and SLO's for all disciplines that have a degree or certificate. For example, the Nutrition Program (page 127 of 2017-2018 catalog) begins with an explanation of the Associate Degree for Transfer (ADT) in Nutrition and is helpful for students who want to transfer to a California State University (CSU) in related majors and outlines the requirements to complete the transfer degree. Listed next are the SLO's for the program and a list of required courses followed by information on specific Nutrition courses with remaining degree course information being alphabetized by the discipline it is under.

The website is another source for degree information. Not all programs take advantage of the website, but some programs use it as another location to publish information on their degrees and/or certificates. Some examples include, Culinary Arts and English. Culinary Arts includes a description of the program, SLO's, and course requirements for a certificate of achievement on the website ([I.C.4-2](#)). The English Program has several pages, including one outlining the requirements for a degree and another with links to other sources that explain opportunities from obtaining a degree in English ([I.C.4-3](#), [I.C.4-4](#)).

All curriculum, including degree and certificates, is reviewed through the Curriculum Committee ([I.C.4-5](#)). Faculty submit degree, certificate, and course proposals through Curricunet, an online curriculum management system. Each course outline of record requires a course description (purpose), content (topical outline and objectives), conditions of enrollment (advisory and pre-requisites), and Student Learning Outcomes ([I.C.4-6](#)). Each program and certificate requires program goal (purpose), description, Program Learning Outcomes, and required coursework complete ([I.C.4-7](#), [I.C.4-8](#)).

## **Analysis and Evaluation**

WCC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through the curriculum development processes of the Curriculum Committee. These descriptions are communicated in the catalog with additional information on the website.

### **I.C.4 Evidence**

I.C.4-1 [Catalog 2017-2018](#)

I.C.4-2 [Culinary Program Webpage](#)

I.C.4-3 [English Program Website - Course Offerings](#)

I.C.4-4 [English Department Website - Resources](#)

I.C.4-5 [Curriculum Committee Purpose Statement](#)

I.C.4-6 [ACCT-1 Course Outline](#)

I.C.4-7 [ACCT AS Program Summary](#)

I.C.4-8 [ACCT Certificate Program Summary](#)

### **I.C.5.**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

#### **Evidence of Meeting the Standard**

As part of a multi-college district, the College leadership regularly reviews institutional policies, procedures, and publications to ensure integrity in all representations of its mission, programs, and services. Board Policy (BP) 2410 states that the District reviews its BP's every five years, and Administrative Procedures (AP's) as necessary ([I.C.5-1](#)). The District maintains a subscription to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Services to ensure that BP's and AP's remain current. Such policies and procedures are posted on the District website and reviewed regularly through the governance process via a committee structure. College faculty, staff, and students participate in this process.

College Council and Academic Senate invested approximately two academic years in an analysis and eventual redesign of WCC's Organizational and Governance Guide. The draft Guide includes the College mission, planning and decision-making processes as well as governance structures ([IV.A.3-8](#), [IV.A.3-4](#), [IV.B.3-5](#)). The College Catalog is reviewed and updated annually to ensure that both current and prospective students receive timely and accurate information. Other College publications are updated by various departments. For example, Student Services annually updates the Student Planner to provide students with important dates, phone numbers, and other relevant information for student success ([I.C.5-2](#)).

## **Analysis and Evaluation**

BP's, AP's, and College procedures and practices are reviewed on a regular and consistent cycle through the shared governance committee structure. There is a process, as described in section I.C.2, to ensure the College catalog and course schedules are accurate. Various campus committees and organizational units review institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

### **I.C.5 Evidence**

I.C.5-1 [Board Policy \(BP\) 2410](#)

I.C.5-2 [2017-2018 Student Planner](#)

IV.A.3-4 [YCCD Integrated Planning Framework](#)

IV.A.3-8 [WCC Organizational and Governance Guide](#)

IV.B.3-5 [05.04.18 College Council Agenda](#)

### **I.C.6.**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

### **Evidence of Meeting the Standard**

The College provides accurate electronic and print information to current and prospective students about the total cost of education, including tuition, fees, and other required expenses, such as textbooks and other instructional materials. This information is available on various College webpages ([I.C.6-1](#), [I.C.6-2](#)), student award letters, printed in the course catalog ([I.C.6-3](#)), and course schedule ([I.C.6-4](#)) that are also available online.

Textbook costs can be obtained through two methods: WebAdvisor, the course registration system, and directly through the College's bookstore website (or on-campus store). Each course in WebAdvisor has a link to view the book information ([I.C.6-5](#)). Students can also search the website directly for their courses to see the various options for purchasing or renting their textbooks in print or digital formats ([I.C.6-6](#)).

## **Analysis and Evaluation**

Students are informed about the total cost of education in the schedule of classes, the catalog, the campus website, on program websites, and via other communication methods.

### **I.C.6 Evidence**

I.C.6-1 [Fees/Tuition Webpage](#)

I.C.6-2 [Net Price Calculator Webpage](#)

I.C.6-3 [Catalog 2017-2018 p31](#)

I.C.6-4 [2017 Summer/Fall Class Schedule Pg21](#)

I.C.6-5 [Screenshot WebAdvisor View Textbooks](#)

I.C.6-6 [Screenshot Bookstore Textbook Options](#)

### **I.C.7.**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

#### **Evidence of Meeting the Standard**

YCCD demonstrates its commitment to institutional and academic integrity by publishing and following BP's and AP's on academic freedom and responsibility ([I.C.7-1](#)). BP 4030 articulates the Governing Board's commitment to academic freedom and responsibility ([I.C.7-2](#)). The College demonstrates its commitment to academic freedom by ensuring that academic employees feel free to teach and the students feel free to learn. This commitment is demonstrated through the publication of the BP's in the College Catalog ([I.C.7-3](#)). The policy is also referenced on the first page of the YCCD Faculty Association (FA) bargaining agreement ([I.C.7-4](#)).

YCCD BP 1300 (Diversity), 2345 (Public Participation at Board Meetings), 3410 (Nondiscrimination), 3430 (Prohibition of Harassment), 3900 (Speech: Time, Place, and Manner), 4030 (Academic Freedom), and other documents demonstrate the District and the College's commitment to the free pursuit and dissemination of knowledge; they support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students ([I.C.7-5](#), [I.C.7-6](#), [I.C.7-7](#), [I.C.7-8](#), [I.C.7-9](#)).

#### **Analysis and Evaluation**

The College and District use and publish Governing Board policies and other documents on academic freedom and responsibility. BP 4030 (Academic Freedom) makes clear the District's commitment to academic freedom and defines the responsibilities of the Governing Board, administration, educational supervisors, and academic employees with regards to academic freedom ([I.C.7-2](#)). This policy is published in an easily-accessible location on the District's website. The language is also included in the YCCDFA bargaining agreement.

BP's 1300, 2345, 3410, 3430, 3900, and 4030, and other documents make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. As required by Eligibility Requirement (ER) 13 (Academic Freedom), the College is committed to academic freedom and the free pursuit of knowledge ([I.C.7-5](#), [I.C.7-6](#), [I.C.7-7](#), [I.C.7-8](#), [I.C.7-9](#)). To ensure institutional and academic integrity, the College and

the YCCD clearly communicates this commitment through a variety of publications and activities.

**I.C.7 Evidence**

- I.C.7-1 [YCCD Website for Board Policies and Procedures](#)
- I.C.7-2 [BP 4030](#)
- I.C.7-3 [Academic Freedom Statement in 2017-2018 Catalog, p.16](#)
- I.C.7-4 [YCCDFA Contract Pg 1](#)
- I.C.7-5 [BP 1300, Diversity](#)
- I.C.7-6 [BP 2345, Public participation at board meetings](#)
- I.C.7-7 [BP 3410, Nondiscrimination](#)
- I.C.7-8 [BP 3430, Prohibition of Harassment](#)
- I.C.7-9 [BP 3900 Speech Time Place Manner](#)

**I.C.8.**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

**Evidence of Meeting the Standard**

The College and the YCCD have established and published clear policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the Governing Board. These BP’s and AP’s include specifics relative to each constituency, including student behavior, academic honesty, and the consequences for dishonesty.

Policies and procedures covering full-time and part-time faculty are described and referenced in the Academic Employee Handbook. Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the College catalog. Records of student discipline and complaint resolution issues are kept confidentially in the Office of the Vice President.

The following chart summarizes the various policies, procedures, and other documents that promote honesty, responsibility, and academic integrity among all College constituents:

<b>Constituency</b>	<b>Description</b>	<b>Reference</b>	<b>Evidence</b>
Students and all employees	Institutional Code of Ethics for Students, Staff, and Members of the Governing Board	AP 3050	<a href="#">I.C.8-1</a>

Students and all employees	Nondiscrimination	BP 3410	<a href="#">I.C.8-2</a>
Students and all employees	Prohibition of Harassment	BP 3430	<a href="#">I.C.8-3</a>
Students and all employees	Sexual and Other Assaults on Campus	BP 3540	<a href="#">I.C.8-4</a>
Students and all employees	Drug Free Environment and Drug Prevention Program	BP 3550	<a href="#">I.C.8-5</a>
Students and all employees	Computer Use	BP 3720	<a href="#">I.C.8-6</a>
All Employees	Political Activity	BP 7370	<a href="#">I.C.8-7</a>
All Employees	Whistleblower Protection	BP 7700	<a href="#">I.C.8-8</a>
All Employees and Board of Trustees	Gifts	BP 3820	<a href="#">I.C.8-9</a>
Students	Student Behavior and Discipline	BP 5500, AP 5500	<a href="#">I.C.8-10</a> , <a href="#">I.C.8-11</a>
Students	Student Discipline Procedures	AP 5520	<a href="#">I.C.8-12</a>
Students	Student Rights and Grievances	AP 5530	<a href="#">I.C.8-13</a>
Students	Student Code of Conduct	Student code of conduct	<a href="#">I.C.8-14</a>
Faculty	Discipline and Dismissal--academic employees	AP 7360	<a href="#">I.C.8-15</a>
Faculty	Academic Employee Handbook	Academic employee handbook	<a href="#">I.C.8-16</a>
Classified Employees	Discipline Dismissal--classified employees	AP 7365	<a href="#">I.C.8-17</a>
Management	District Management Handbook	BP 7265	<a href="#">I.C.8-18</a>



Management	District Management Handbook	District Management Handbook	<a href="#">I.C.8-19</a>
Board of Trustees	Code of Ethics/Standards of Practice for Governing Board Members	BP 2715	<a href="#">I.C.8-20</a>
Board of Trustees	Political Activity	BP 2716	<a href="#">I.C.8-21</a>
Board of Trustees	Personal Use of Public Resources	BP 2717	<a href="#">I.C.8-22</a>

### **Analysis and Evaluation**

The College and the District have established and published policies and procedures that promote honesty, responsibility, and academic integrity for students, employees, and members of the Governing Board. There are policies that apply to all constituencies (students, employees, and members of the Governing Board) and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

### **I.C.8 Evidence**

I.C.8-1 [AP 3050](#)

I.C.8-2 [BP 3410](#)

I.C.8-3 [BP 3430](#)

I.C.8-4 [BP 3540](#)

I.C.8-5 [BP 3550](#)

I.C.8-6 [BP 3720](#)

I.C.8-7 [BP 7370](#)

I.C.8-8 [BP 7770](#)

I.C.8-9 [BP 3820](#)

I.C.8-10 [BP 5500](#)

I.C.8-11 [AP 5500](#)

I.C.8-12 [AP 5520](#)

I.C.8-13 [AP 5530](#)

I.C.8-14 [Student Code of Conduct](#)

I.C.8-15 [AP 7360](#)

I.C.8-16 [Academic Employee Handbook](#)

I.C.8-17 [AP 7365](#)

I.C.8-18 [AP 7625](#)

I.C.8-19 [District Management Handbook](#)

I.C.8-20 [BP 2715](#)

I.C.8-21 [BP 2716](#)

I.C.8-22 [BP 2717](#)

## **I.C.9**

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

### **Evidence of Meeting the Standard**

Board Policy (BP) 4030 (Academic Freedom) provides guidance to help College faculty distinguish between personal conviction and professionally accepted views in a discipline, as evidenced by the following statement:

Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the student's right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such. ([I.C.9-1](#))

The policy language is included in the YCCD FA bargaining agreement and is published in the catalog ([I.C.9-2](#)).

Curriculum policies, practices, and procedures at the College ensure faculty present data and information fairly and objectively. The Curriculum Committee reviews all curriculum, including content and SLO's, to ensure courses are taught in a manner that presents course content fairly and objectively with critical thinking as a general educational outcome of courses ([I.C.9-3](#)).

The evaluation forms completed by students as part of the faculty evaluation process include questions related to fairness and objectivity. For example, "Was the Instructor receptive to the expression of student views?" and "How well did the Instructor explain the objectives of a course?" are questions included in the survey ([I.C.9-4](#)). As an instructor is being evaluated, the evaluator can also add comments regarding any observations if a faculty member does not present content fairly and objectively, or doesn't allow any diverse discussion to take place during class time ([I.C.9-5](#)).

### **Analysis and Evaluation**

The College has in place policies and the faculty evaluation mechanisms to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that faculty members present data and information fairly and objectively. BP 4030 (Academic Freedom) makes clear the District's commitment that faculty distinguish between personal conviction and professionally accepted views in a discipline. This policy is published in an easily accessible location on the District's website. The BP language is included in the YCCDFA bargaining agreement. BP 4030 ([I.C.9-1](#)) was last revised on June 9, 2016, and is current.

**I.C.9 Evidence**

I.C.9-1 [BP 4030, Academic Freedom](#)

I.C.9-2 [Academic Freedom Statement 2017-2018 Catalog, p. 16](#)

I.C.9-3 [Curriculum Course Outline of Record ACCT 1](#)

I.C.9-4 [Instructor Rating Sheet Student Evaluation Form](#)

I.C.9-5 [YCCD Faculty Evaluation Form IE1](#)

**I.C.10.**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

*Not relevant to YCCD*

**I.C.11.**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

*Not relevant to YCCD*

**I.C.12.**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

**Evidence of Meeting the Standard**

BP 3200 outlines the District's and the College's commitment to complying with ACCJC Standards, policies, and guidelines ([I.C.12-1](#)). The corresponding AP, 3200, ensures that BP 3200 is operationalized in that the District will use the approved publications of ACCJC to ensure compliance with this eligibility requirements and standards at all times ([I.C.12-2](#)).

The College exhibits integrity in its relationships with the Commission and complies with ER's, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

Timely report submissions, such as the Self-Evaluation Study, follow-up reports, midterm reports, and substantive change reports, demonstrate the College, when directed to act by the Commission, responds to meet requirements within a time period set by the Commission. The institution discloses information required by the Commission electronically and in print to carry out its accrediting responsibilities. All reports and responses from the Commission are posted on the College's Accreditation website which is one click away from the College home page, accessed by the "About" drop down menu and by selecting "Archived Accreditation Reports" ([I.C.12-3](#)).

The College and the District provide students and the public with clear guidance regarding the potential types of complaints and grievances, and the institution's policies and procedures for handling complaints. Complaints may be made in person or electronically submitted. The College website includes information about how the public may make complaints to the Commission ([I.C.12-4](#)). Additionally, the public can inquire about complaints through the "Contact Us" webpage ([I.C.12-5](#)). APs 3435, Discrimination and Harassment Investigations, and 5530, Student Rights and Grievances, articulate the policies and procedures for complaints that include complaints against the institution ([I.C.12-6](#), [I.C.12-7](#)).

### **Analysis and Evaluation**

The College has fully met all timelines and requirements of the Commission. It has submitted all reports by the specified deadlines, worked diligently to address all recommendations, and substantiated its efforts in a manner deemed satisfactory by the Commission. All ACCJC requirements and guidelines for public disclosure are met in a consistent manner. As required by Standard I.C.12 and ER 21, the College complies with the ER's, Accreditation Standards, and Commission policies. The College adheres to the Commission's policies and directives and makes complete, accurate, and honest disclosures. It also discloses all information required by the Commission.

### **I.C.12 Evidence**

I.C.12-1 [BP 3200, Accreditation](#)

I.C.12-2 [AP 3200, Accreditation](#)

I.C.12-3 [Accreditation Archived Reports Website](#)

I.C.12-4 [Accreditation Website](#)

I.C.12-5 [College Contact Us Webpage](#)

I.C.12-6 [AP 3435, Discrimination and Harassment Investigations](#)

I.C.12-7 [AP 5530, Student Rights and Grievances](#)

### **I.C.13.**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in*

consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 13)

### Evidence of Meeting the Standard

The chart below summarizes external agencies with whom the College reports with honesty and integrity:

Type	Agency (in Alphabetical Order)	Relationship/Purpose
State	CCCCO	Oversees numerous state and federal programs and grants which WCC participates in ( <a href="#">I.C.13-1</a> ).
State	California Community College of Early Childhood Educators (CCCECE)	Accredits Early Childhood Education program.
State	California Association of Alcoholism and Drug Abuse Counselor (CAADAC)	Certifies Human Services program.
State	California Student Aid Commission	Evaluates financial aid programs for compliance.
State	California Tax Education Council (CTEC)	Approves Accounting program ( <a href="#">I.C.13-2</a> ).
State	California Water Boards Office of Operator Certification (OOC) Drinking Water Operator Certification Program Advisory Committee (DWOC PAC)	Certifies Water Treatment program for compliance with state regulations and training requirements ( <a href="#">I.C.13-3</a> ).
Regional	Yolo Emergency Management Services Agency (YEMSA)	Certifies the Emergency Medical Technician program.
National	American Welding Society	Certified Welding Inspector (CMI) certifies student work each semester.
Federal	U.S. Department of Education	Grants special program awards to College and financial aid programs.

In addition changes are communicated to the Commission in various reports ([I.C.13-4](#), [I.C.13-5](#), [I.C.13-6](#)).

### Analysis and Evaluation

Documents go through a process in order to ensure accuracy in what is being reported. In some cases that process includes approval by committees, the College President, District Chancellor, or Board of Trustees. Woodland Community College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with

regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

**I.C.13 Evidence:**

I.C.13-1 [Perkins Application 2018-19](#)

I.C.13-2 [CTEC Letter](#)

I.C.13-3 [Office of Operator Certification DWOPAC Advisory Minutes](#)

I.C.13-4 [Sub Change Proposal LCC Realignment](#)

I.C.13-5 [Sub Change Proposal CCC](#)

I.C.13-6 [ACCJC Subchange Letter](#)

**I.C.14.**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

**Evidence of Meeting the Standard**

The College is a publicly-funded, open access, not-for-profit institution; student achievement and student learning are central to WCC’s mission ([I.C.14-1](#)). The mission statement is the foundation for institutional planning and serves as a guide for the College's Strategic Goals ([I.C.14-2](#)). The Educational Master Plan is created to realize the mission, strategic goals, and student success and achievement ([I.C.14-3](#)).

**Analysis and Evaluation**

The College has established student learning programs and services that are aligned with the institution’s purpose and character, and meet the needs of its student population. The EMP supports the core educational goals of the mission statement.

The College is a not-for-profit institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. Any financial arrangements entered into by the College are approved by the YCCD Board of Trustees and closely monitored by the College president, as well as by other senior managers and units of the YCCD.

**I.C.14 Evidence**

I.C.14-1 [Mission Statement](#)

I.C.14-2 [Actions and Objectives](#)

I.C.14-3 [Educational Master Plan](#)



## Standard II



## Standard II: Student Learning Programs and Support Services

---

*The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student learning support services offered in the name of the institution.*

### Standard II A: Instructional Programs

#### II.A.1.

*All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9, ER 11)*

#### **Evidence of Meeting the Standard**

In the 2017-2018 year, WCC offered 24 certificates, 25 associate degrees (eight AA and 17 AS degrees), and 18 transfer degrees (ten AS-T and eight AA-T) ([II.A.1-9](#)). WCC works with transfer institutions to facilitate transfer agreements with receiving institutions. The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is the official repository for Californian transfer information and includes transfer information from California Community Colleges and California public four year institutions ([II.A.1-10](#)).

All courses and programs (whether offered face to face or in distance education) are processed through established College Curriculum development/review processes ([II.A.1-2](#), [II.A.1-16](#), [II.A.1-17](#), [II.A.1-18](#)). Rationale for course submission is reviewed by the Curriculum Committee to ensure that courses and programs support the mission of the College and may include fulfilling either transfer, career technical education, or local needs ([II.A.1-3](#), [II.A.1-4](#), [II.A.1-5](#)). Career Technical Education (CTE) courses and programs have additional criteria in the approval process, such as labor market information, advisory committee support, and supporting industry standards ([II.A.1-6](#)). All instructional courses, degrees, certificates, and programs are required to have identified learning outcomes before submission to the Curriculum Committee for review ([II.A.1-7](#)). Course outcomes support Institutional Learning Outcomes ([II.A.1-8](#), [II.A.1-13](#), [II.A.1-14](#), [II.A.1-15](#)).

The California Community College Chancellor's Office Institutional Effectiveness website provides evidence of WCC students' achievements ([II.A.1-11](#)). The California Community Colleges Scorecard is evidence that Career Technical Education students earnings increase after graduation for WCC ([II.A.1-12](#), [II.A.1-19](#)).



## **Analysis and Evaluation.**

The curriculum development, approval process, and technical review ensures that all courses and programs offered by the College is in alignment with the mission of the College, are appropriate to higher education, and culminate in learning and achievement. Learning outcomes are identified, assessed, and used to make improvements to students learning achievement (more information on this process will be presented in II.A.3). Data tracked locally and reported to the California Community College Chancellor's Office shows that WCC students achieve degrees, certificates, employment, or transfer to other higher education programs.

### **II.A.1 Evidence**

- II.A.1-2 [Curricunet Meta Help Screen](#)
- II.A.1-3 [Curricunet Meta Program Goals \(Screenshot\)](#)
- II.A.1-4 [Curricunet Meta Help Program Goals Overview \(Link\)](#)
- II.A.1-5 [Curricunet Meta Transfer Documentation \(Link\)](#)
- II.A.1-6 [Curricunet Meta Help CTE Documentation \(Link\)](#)
- II.A.1-7 [Meta Screenshot Required Learning Outcomes](#)
- II.A.1-8 [Institutional SLOs](#)
- II.A.1-9 [College Catalog \[Screenshot – pg 63\]](#)
- II.A.1-10 [ASSIST Report](#)
- II.A.1-11 [CCCCO Institutional Effectiveness Report](#)
- II.A.1-12 [CCC Scorecard CTE Median Earnings Change](#)
- II.A.1-13 [Curricunet CNet BIOL 1](#)
- II.A.1-14 [BIOL 1 SLOs](#)
- II.A.1-15 [BIOL 1 COR](#)
- II.A.1-16 [CORs and Syllabi](#)
- II.A.1-17 [Curriculum Demystified](#)
- II.A.1-18 [The State of Curriculum](#)
- II.A.1-19 [WCC Bronze-Silver Stars Program Notification](#)

### **II.A.2.**

*Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

### **Evidence of Meeting the Standard**

All courses and programs offered through WCC are faculty developed ([II.A.2-1](#)). Only discipline faculty have originator permission to create and revise curriculum, with the documented exception for programs/courses where WCC does not have a full-time faculty member in that discipline. In these rare occasions, division representatives who actively serve on the WCC Curriculum Committee (CC) ([II.A.2-2](#)) work in conjunction with part-time discipline faculty who meet expected discipline minimum qualifications. These part-time faculty members are offered a stipend for this need ([II.A.2-3](#)).

The WCC curriculum management system (META) was designed to mirror the Chancellor's Office Curriculum Inventory (COCI), Program and Course Approval Handbook (PCAH), and Title 5 regulations. The help site for WCC's curriculum management system also includes and explains the requirements and guidelines ([II.A.2-4](#)).

All curriculum is evaluated systematically. There is an established process to review new and revised curriculum. The Curriculum Committee does a thorough technical review (or "tech review") for all proposals; in addition, there is an opportunity for departments, counselors, and deans to provide feedback ([II.A.2-5](#)). Tech reviews ensure compliance with all Title 5 regulations and PCAH guidelines, including proper Course Basic (CB) codes that identify whether the course is basic skills or transferable.

During the start of an academic year, the WCC Curriculum Co-Chairs notify all faculty of the date of the last revision for courses. Courses that are near five-year activation dates are noted for department and division faculty to address ([II.A.2-6](#)). This is an opportunity for faculty to ensure content is up to standards, updated, and to modify teaching and learning strategies to promote student success. Career Technical Education courses must be updated every two years to meet industry standards, and all other courses must be updated every five years ([II.A.2-7](#), [II.A.2-8](#), [II.A.2-9](#), [II.A.2-10](#), [II.A.2-11](#), [II.A.2.12](#)).

### **Analysis and Evaluation**

The systematic, evaluative processes and practices discussed above ensure that all courses and programs meet the levels of currency, rigor, breadth, and depth necessary to fulfill generally accepted academic and professional standards or expectations. This process has resulted in a campus culture devoted to promoting student success through the continuous improvement of developing and revising curriculum and the teaching and learning strategies that corresponds with the curriculum.

### **II.A. 2 Evidence**

- II.A.2-1 [AP 4020](#)
- II.A.2-2 [Curriculum Committee Website](#)
- II.A.2-3 [Part-time Contract Stipends](#)
- II.A.2-4 [Curricunet Meta Help Screen](#)
- II.A.2-5 [Screenshot Meta Tech Review](#)
- II.A.2-6 [Email Curriculum Revisions](#)
- II.A.2-7 [CC Review ADT](#)
- II.A.2-8 [CC Review Course](#)
- II.A.2-9 [CC Review Course 2](#)
- II.A.2-10 [CC Review CTE Program](#)
- II.A.2-11 [CC Review CTE Program 2](#)
- II.A.2.12 [CC Review CTE Program 3](#)

### **II.A.3.**

*The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section,*

*students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

### **Evidence of Meeting the Standard**

All courses, programs, certificates, and degrees have established outcomes. Approved program descriptions and courses' outline of record memorialize these outcomes ([II.A.3-1](#)). In addition, the College catalog lists all program outcomes and institutional outcomes ([II.A.3-2](#)). Faculty regularly assess course outcomes and submit assessment data in the College's repository using TracDat. The expectation that course assessment data is submitted in conjunction with the timeline for grade submissions has been institutionalized and communicated to the campus in numerous ways ([II.A.3-3](#)). To ensure that data is collected from programs where there is no full-time faculty member, the Office of the Dean of Institutional Effectiveness and Student Success provides SLO reporting forms for part-time faculty to use and submit directly to the I.E. Dean's office for data input ([II.A.3-4](#)).

As established procedure, the College's Curriculum Committee (CC) manages the curriculum approval process. The CC reviews all courses—new, existing, or revised—and makes sure, among other things, that all course outlines includes Student Learning Outcomes (SLO). CurricUNET requires at least one learning outcome before any proposal (course or program) can be launched ([II.A.3-5](#)). The College's SLO Coordinator serves as a resource for the CC. During curriculum review the CC, with the assistance from the SLO Coordinator, may make suggestions on Course Student Learning Outcomes (cSLO)/Program Learning Outcomes (pSLO) and ensures that all outcomes map to one or more of the eight iSLO's. Approved curriculum (Course Outlines of Records [COR's] and Program Summaries) are available to the public with identified cSLO and pSLO ([II.A.3-6](#)). Updated and approved COR are shared with all department faculty and during new faculty orientations to ensure that accurate SLO's are included on all syllabi ([II.A.3-7](#)).

The Deans collect syllabi from all faculty and reviews these documents to ensure SLO's are included ([II.A.3-8](#), [II.A.3-7](#)).

Program reviews for all programs are on a published schedule ([II.A.3-9](#), [II.A.3-10](#)). In program reviews/updates faculty assess and discuss course, program, certificate, and degree results. It is expected that program recommendations be supported by program data including results of SLO's. Career Technical Education faculty must also include Labor Market data for their program reviews, program review updates, and when creating or revising curriculum ([II.A.3-13](#)).

The College administered an iSLO exit survey to students in summer 2017 and administered an entry iSLO survey to new students in fall 2017. These surveys were created using the Completion by Design Model which results in ILO surveys being given to students at the entry, midway, and at graduation ([II.A.3-11](#), [II.A.3-12](#)).

### **Analysis and Evaluation**

The institution ensures learning outcomes are identified and revised through the curriculum processes. College data and procedures indicate that faculty consistently include approved

SLO's on their syllabi, which students receive in each class. Institutional data reveals that SLO's are assessed regularly by individual departments.

### **II.A.3 Evidence**

- II.A.3-1 [ACCT 1 COR](#)
- II.A.3-2 [College Catalog List of iSLOs](#)
- II.A.3-3 [SLO Lane \(see pg 2\)](#)
- II.A.3-4 [Email SLO Submissions](#)
- II.A.3-5 [Meta screenshot required SLOs](#)
- II.A.3-6 [Curricunet Public Website](#)
- II.A.3-7 [CORs and Syllabi Presentation](#)
- II.A.3-8 [Syllabus Email Reminder](#)
- II.A.3-9 [English Program Review 2016-2017](#)
- II.A.3-10 [Program Review Template \(new\)](#)
- II.A.3-11 [iSLO Entry Survey](#)
- II.A.3-12 [iSLO Exit Survey](#)
- II.A.3-13 [LMI Data](#)

### **II.A.4.**

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in college level curriculum.*

#### **Evidence of Meeting the Standard**

Course numbering definitions are published in the catalog to communicate this to students ([II.A.4-1](#)). The course numbering system published in the catalog distinguishes between transfer level, associate degree applicable, and non-degree applicable basic skills courses. WCC's 100 series (basic skills) fall under the disciplines of English, ESL, Math, and Reading. Typically, the word "pre-collegiate" appears in the course title or description. Courses in these disciplines have a Course Basic (CB) code, reflecting the levels below transfer that is used with the curriculum development process ([II.A.4-2](#)).

All WCC pre-collegiate courses support the basic college skills of language, reading, writing, and computations ([II.A.4-3](#)). The Curriculum Committee does not approve pre-collegiate level curriculum unless it is in an aligned field with the disciplines listed above. WCC intentionally hired an ESL faculty with the sole focus of evaluating and revising ESL curricula ([II.A.4-4](#)).

The Student Success Center and the Library supports students at all levels, including supporting pre-collegiate students with knowledge and skills necessary to learn and advance through peer tutoring and the Academic Success Workshop Series ([II.A.4-5](#), [II.A.4-6](#)). The College Library Advisory Committee (LAC) promotes the library's role in instruction across the curriculum and enhancing the library's effectiveness in the education process, advocating for growth and development of the WCC library across all campuses of WCC ([II.A.4-7](#)). In response to AB 705, English and Math will increase supplemental instruction (see standard IIB for more information on SI) opportunities. Those departments are also looking at revising curricula before fall 2019 to better support students.

## **Analysis and Evaluation**

Pre-collegiate and college-level courses/curriculum are distinguished in both the curriculum process and communicated to students through the catalog. These courses were created to direct students in learning the knowledge and skills necessary to advance. In addition to curriculum, students are academically supported through the Student Success Center Supplemental Instruction and peer tutoring opportunities as well as an Academic Success Workshop series in partnership with the Library.

### **II.A.4 Evidence**

II.A.4-1 [Catalog Course Numbering pg68](#)

II.A.4-2 [Curricunet Screenshot](#)

II.A.4-3 [List of Pre-Collegiate Courses](#)

II.A.4-4 [ESL Resource Faculty](#)

II.A.4-5 [Student Success Center Website](#)

II.A.4-6 [Academic Success Workshop Schedule](#)

II.A.4-7 [LAC Agenda](#)

### **II.A.5.**

*The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credit or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.*

### **Evidence of Meeting the Standard**

The College's Curriculum Committee (CC) is the primary mechanism by which the institution ensures that all degrees and programs are aligned with established norms in higher education. AP 4020 guides WCC's Curriculum Handbook, posted on the web ([II.A.5-1](#), [II.A.5-2](#)). Curricula cannot be launched without following Handbook guidelines. A detailed technical review is completed by the CC of every component, including supporting documentation such as regional labor market information for CTE, ASSIST documentation for transfer, and two year course sequencing and enrollment data. During the development of degrees and certificates, faculty are required to provide proposed course sequencing data for CC's consideration.

The College recognizes that for CTE programs, additional industry standards exist. Every CTE program has an Advisory Committee comprised of prospective employers and industry experts to ensure that degrees and certificates meet industry standards in addition to the higher education standards that the CC requires for local approval ([II.A.5-3](#)).

All associate degrees and associate degrees for transfer (ADT's) follow AP 4100 and the Program and Course Approval Handbook distributed by the California Community College Chancellor Office which ensures that all have a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 C grade point average ([II.A.5-4](#)).

WCC is in the process of creating a fully online degrees and/or certificates, but currently does not offer any pathways that are fully online ([II.A.5-5](#), [II.A.5-6](#)). Regardless of the modality a course is taught in, DE courses must all follow the official Course Outline of Record, ensuring all are consistent with the quality of face to face courses in regards to length, breadth, depth, rigor, sequencing, completion time, and synthesis of learning.

### **Analysis and Evaluation**

The CC, academic divisions, Deans, and Executive Vice President of Instruction work to ensure that WCC degrees and programs adhere to standards of higher education. Specifically, units of credit are determined during the curriculum approval process, which adheres to both federal regulations (34 CFR 600.2), state regulations (55002.5 of California Code of Regulations, Title 5, Division 6, Chapter 6), and local Administrative Procedures. The institution assumes each unit of credit represents a minimum of 54 total hours of student work, including both in-class and out-of-class work. This formula applies to all classes, regardless of delivery method.

### **II.A.5 Evidence**

II.A.5-1 [AP 4020](#)

II.A.5-2 [Curricunet Meta Help Screen and "Handbook"](#)

II.A.5-3 [List of Advisory Committee members](#)

II.A.5-4 [AP 4100](#)

II.A.5-5 [Completion Phase Objectives and Actions](#)

II.A.5-6 [Online Educational Resources](#)

II.A.5-7 [Dual Enrollment Pathway](#)

### **II.A.6.**

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

### **Evidence of Meeting the Standard**

The WCC Scheduling Criteria Committee ensures there are varieties of courses are offered throughout the day, including evening, Saturdays, and summers ([II.A.6-1](#)). The Scheduling Committee reviews schedules to ensure adequate coverage of all GE areas and local graduate requirements at all College locations following guidelines created through participatory governance ([II.A.6-2](#)). In the development of the class schedule, discipline faculty ensure that required courses for degrees/certificates/major are offered in a way that students can complete all requirements in the expected period of time. Upon review, the counselors for the College have an opportunity to also provide input for scheduling/course needs ([II.A.6-8](#)).

The schedule development timeline has been revised to schedule a year in advance with future hopes to print year-long schedules ([II.A.6-3](#)). All faculty get the opportunity to review and revise the matrix to best support their students in person, remote broadcast, or online ([II.A.6-4](#)). A tentative list of courses planned to be offered are included in course schedules to help students know what may or may not be available in subsequent semesters to inform their selections ([II.A.6-5](#)). The College will be giving further consideration with scheduling



additional English and Math courses due to AB 705 and acceleration efforts to meet new demands.

Discussions in curriculum, department, and division meetings encourage faculty (where appropriate) to consider revising curriculum to include point-to-point, or DE elements so that students at LCC/CCC will have the option to have access to the full range of course offerings for degree/certificate/program completion ([II.A.6-6](#)).

WCC offers dual enrollment to high schools in their service areas. Dual enrollment allows area high school students to earn college credit at their high school or other locations in order to have the opportunity to complete those courses during their day at the high school ([II.A.5-7](#)). Dual enrollment reduces the time and cost of degree attainment ([II.A.6-7](#)).

### **Analysis and Evaluation**

The College offers courses at various times and in various formats in order for students to complete their education within a period of time consistent with established expectations. By publishing expected course offerings, WCC helps students plan current and future semesters. Dual enrollment opportunities reduce time for local high school students.

### **II.A.6 Evidence**

II.A.6-1 [Fall 2017 Schedule of Classes \(including the list of proposed course offerings for next term\)](#)

II.A.6-2 [Schedule Criteria Task Force Recommendations](#)

II.A.6-3 [Schedule Development Email](#)

II.A.6-4 [Schedule Matrix for Fall 2018](#)

II.A.6-5 [Tentative Future Class Offering Schedule pg13](#)

II.A.6-6 [Curriculum Suggestion for Broadcast Ed](#)

II.A.6-7 [Dual Enrollment MOU](#)

II.A.6-8 [Counselor Input](#)

### **II.A.7.**

*The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all of its students.*

### **Evidence of Meeting the Standard**

For every course in any delivery mode, instructors regularly assess learning outcomes ([II.A.7-14](#)). Delivery modes include face-to-face, hybrid, online, or broadcast (point to point) ([II.A.7-13](#)). WCC's Curriculum approval process includes a review to ensure appropriate delivery modes and methods of instruction and evaluation for each course ([II.A.7-1](#)).

The College is leveraging technology to provide equitable access to the College's curriculum. During spring 2018 Administration of Justice (AJ) offered two courses through broadcast education. For fall 2018, these offerings are being expanded to four AJ courses and one Sociology course. The College intends to continue expanding the offerings and choices of

broadcast education courses. The College has expanded professional development and overall College oversight of distance education to increase access by:

- Providing new standards, trainings, and quality checks for online courses ([II.A.7-2](#)).
- Implementing point-to-point broadcast education (from WCC room 314) to increase offerings for students College-wide, including Lake and Colusa campuses ([II.A.7-3](#)).
- Developing comprehensive student support for online students ([II.A.7-4](#)).
- IEPI Grant and hiring of an Instructional Designer ([II.A.7-5](#)).
- Staff development activities including Canvas basics for all faculty and Open Educational Resources among other learning opportunities ([II.A.7-6](#)).
- College website and mobile application (app) seamlessly integrates access to Canvas, the learning management system, to make student access easier.
- In response to the growing need of online instruction and support services, the College has undertaken multiple initiatives to more fully develop and support these services, including OEI acceptance ([II.A.7-12](#)).

Additionally, the College is making efforts to expand innovative teaching methodologies to support learning course content as well as knowledge and skills outside of curriculum through a California Community College Maker Grant, providing funding to purchase equipment and support project based learning. The student run coffee shop, Nest N Brew, started with several courses providing the necessary planning through course assignments and is now managed by the Phi Beta Lambda/Future Business Leaders of America club ([II.A.7-7](#)). The WCC Library/Makerspace provides new resources that can be either used to create learning objects for class activities or used by students to complete assignments ([II.A.7-8](#)). Additionally, the Library offers workshops in 3D printing and how to use other equipment available to further expand learning opportunities for students ([II.A.7-9](#)). Also part of the CCC Maker grant is funding to offer internships to students (both on and off campus) to facilitate developing employable skills.

The College also offers a wide array of learning support services, such as the Library and Student Success Center (SSC). The SSC is the centralized center for various tutoring offices, MESA, and Supplemental Instruction. See Standard II.B.2 for further details.

Additional efforts the College has made to ensure effective learning and equity of student learning is by studying results of various sources of student data, such as CCCSE/SENSE data. Various campus committees play a role in supporting these efforts. Committees such as the Student Success Committee and the Curriculum Committee lead many of these efforts listed above ([II.A.7-10](#), [II.A.7-11](#)). See Standard I for more information about CCSSE/SENSE and Equity efforts. Both CCCSE/SENSE and Equity are addressed in I.B.4.

Program review is also used as a tool for departments to reflect on student learning, including delivery modes, teaching methodologies, and learning support. Program reviews are updated



annually as well as a five-year comprehensive review cycle. Additional information on the program review process can be found through Standard I, including I.B.5.

### **Analysis and Evaluation**

Curriculum processes and program review are tools used to ensure WCC effectively uses delivery modes, teaching methodologies, and learning support services. These processes were created and are revised to ensure that the College does so in a manner that reflects the diversity and changing needs of students in support of equity in learning and success.

In addition to the processes and broadcast education offerings, WCC has put efforts into other innovative approaches to teaching through the development of the Makerspace in the Library. Faculty are increasingly incorporating the makerspace in their courses.

### **II.A.7 Evidence**

- II.A.7-1 [ACCT Course Outline of Record](#)
- II.A.7-2 [DE Handbook](#)
- II.A.7-3 [AJ fall 2018 schedule](#)
- II.A.7-4 [SSC Online Tutoring Website](#)
- II.A.7-5 [Instructional Design Coordinator](#)
- II.A.7-6 [Professional Development Day Oct 25, 2017](#)
- II.A.7-7 [PBL FBLA Poster](#)
- II.A.7-8 [Makerspace Website](#)
- II.A.7-9 [Academic Success Workshop Calendar](#)
- II.A.7-10 [SSC Purpose Statement](#)
- II.A.7-11 [Curriculum Committee Purpose Statement](#)
- II.A.7-12 [OEI Senate Approval](#)
- II.A.7-13 [EMP Distance Education](#)
- II.A.7-14 [Program Review](#)

### **II.A.8**

*The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

### **Evidence of Meeting the Standard**

WCC and YCCD welcomes students from a wide variety of backgrounds and experiences. It is recognized that many students bring with them a depth of knowledge in certain subjects and honor that knowledge by accepting the College-Level Examination Program (CLEP), DSST (DANTES Standardized Subject Test, formally known as DANTES), and Advanced Placement scores ([II.A.8-1](#)). The College also provides Credit for Military experience. If approved by meeting the listed criteria, units may satisfy the health/physical education graduation requirement ([II.A.8-2](#)).

The College also allows students to request a challenge petition for Credit by Examination. This option is not available for all courses. Eligibility to challenge requirements are outlined in the College catalog for students. According to College policy, the student may only

challenge a course once, unless the Dean or President determines the existence of extenuating circumstances ([II.A.8-2](#), [II.A.8-3](#)). The institution's Credit-by-Examination policies are determined at the district-level by [Board Policy 4235](#) and [Administrative Policy 4235](#) details the process ([II.A.8-4](#), [II.A.8-5](#)).

The Math Department, the final exam is reviewed by math faculty district wide before being administered ([II.A.8-7](#), [II.A.8-8](#)). The initial draft is shared with math faculty district wide, feedback is given, and the draft is modified. Any given exam will go through multiple drafts before a final version is approved ([II.A.8-9](#)).

### **Analysis and Evaluation**

Credit-by-exam policies are clearly stated in the College catalog and guided by policies that are created and revised through participatory governance.

### **II.A.8 Evidence**

II.A.8-1 [2017-2018 Catalog p42-44](#)

II.A.8-2 [2017-2018 Catalog pg.44](#)

II.A.8-3 [WCC Petition for Credit by Exam](#)

II.A.8-4 [BP 4235](#)

II.A.8-5 [AP 4235](#)

II.A.8-6 [BP 4020](#)

II.A.8-7 [SP18 Math 52 Final](#)

II.A.8-8 [SP18 Math 111 Final](#)

II.A.8-9 [Math Department Meeting Minutes](#)

### **II.A.9.**

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit hour conversions. (ER 10)*

### **Evidence of Meeting the Standard**

Units of credit are determined during the curriculum approval process, which adheres to both federal regulations (34CFR 600.2) and state regulations (55002.5 of California Code of Regulations, Title 5, Division 6, Chapter 6). Specifically, the institution assumes each unit of credit represents a minimum of 54 total hours of student work, including both in-class and out of class work ([II.A.9-4](#)). This formula applies to all classes, regardless of delivery method.

The College follows BP 4020 codifying a substantive review of curriculum and course process that includes the development of new programs, modification of existing ones, and discontinuation processes. Additionally, BP 4020 calls for a regular involvement of faculty and Academic Senate, opportunities for training for the new or changing curriculum, and the incorporation of external data to inform new and existing curriculum ([II.A.8-6](#)). WCC awards course credit, degrees and certificates based on student attainment of learning outcomes. Every course, degree, and certificate includes appropriate SLO's. SLO's are integral parts of

all COR's and are integrated into all key aspects of course and curriculum design: course objectives, course content, methods of instruction, and grading. As part of the curriculum approval process, the College's CC reviews and analyzes the SLO's and evaluates their relevance and effectiveness ([II.A.9-1](#)).

SLO's are present on all syllabi (see II.A.3). The SLO's are written to reflect course objectives and are thus used as key metrics for success on core course assignments and exams. SLO's are also aligned, in terms of language and content, with iSLO's, which emphasize the core skills students are to attain in the completion of any degree or certificate program. The inclusion of SLO's with course objectives and grading standards ensure that the earning of both credits and degrees are linked to the attainment of SLO's ([II.A.9-1](#)).

All course assessments—quizzes, exams, essays, and lab practicums—are designed to reflect the SLO's. The types of assignments and methods of evaluation are part of the COR's and are reviewed by the CC during the course approval process as well ([II.A.9-2](#)). Degrees and certificates are awarded to students for successfully completing all required and elective courses specified on the degree or certificate template, which includes demonstrated attainment of course SLO's.

Each program/degree certificate has Program Student Learning Outcomes which are mapped to the course level learning outcomes and also map into Institutional Student Learning Outcomes. In TracDat we map Course to Program SLO's and in Curricunet in Course Outline of Record map Course SLO's to Institutional SLO's ([II.A.9-3](#), see also [II.A.9-1](#)).

WCC does not offer any courses based on clock hours.

### **Analysis and Evaluation**

Course credits, degrees, and certificates are linked to course grading policies and assignments that are based on approved SLO's. The curriculum review process ensures that course and program learning outcomes are appropriate and mapped to our institutional learning outcomes. Units of credit are also awarded in a manner consistent with institutional policies that reflect generally accepted norms in higher education. The College adheres to the formula mandated by both Federal and State standards.

### **II.A.9 Evidence**

II.A.9-1 [Curriculum Proposal SLO screen](#)

II.A.9-2 [Curriculum Proposal Methods of Evaluation](#)

II.A.9-3 [TracDat Course to pSLO Map for English in TracDat](#)

II.A.9-4 [Catalog pg30](#)

### **II.A.10.**

*The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where*

*patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

### **Evidence of Meeting the Standard**

The College adheres to AP 4050 ensuring "articulation agreements are developed between (the College) and other colleges and universities for the purpose of assisting students to meet general transfer requirements or to facilitate the transfer of a student into a particular program" ([II.A.10-1](#)). Additionally BP 4050 codifies: "The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District" ([II.A.10-2](#)).

When students submit transcripts to the College, Admissions and Records ensures that the institution where the courses were taken is accredited, then forwards the course outline of record to counseling and discipline faculty who ensure that the content and SLO's are comparable. Courses with C-ID articulation are automatically accepted as equivalent. In order to facilitate the mobility of students without penalty, WCC students may earn credit by passing advanced placement courses in high school or credit by examination. The catalog clearly defines advanced placement policies for students and counselors to review ([II.A.10-3](#)).

The College catalog contains information about articulation of courses between institutions, including information about ASSIST and C-ID. Courses with C-ID articulation are clearly marked in the catalog ([II.A.10-4](#)).

Articulation agreements are created through two channels. The Dean of Career and Technical Education works with local school districts to create articulation agreements for Dual Enrollment of high school students earning college credit. Articulation agreements for transfer to four year institutions are created in partnership with the YCCD Articulation Officer and the WCC Curriculum Committee. In anticipation of the College's growing region and partnerships, it was recommended by the District-College Academic Senate Leadership Group that the articulation function move to the colleges (away from the district) ([II.A.10-5](#)). Consistent with that recommendation the College recently hired a General/Transfer counselor with specific articulation duties ([II.A.10-6](#)).

### **Analysis and Evaluation**

The College catalog defines all transfer-of-credit policies, and the departments of Admissions and Records and Counseling coordinate to ensure that such policies are followed. The institution has clearly stated policies that allow credits earned at appropriate, accredited institutions be used toward the obtainment of WCC degree or completion of a program. The articulation agreement exist for both students transferring from high schools and WCC students transferring to four year institutions.

### **II.A.10 Evidence**

II.A.10-1 [AP 4050](#)

II.A.10-2 [BP 4050](#)

II.A.10-3 [2017-2018 College Catalog \(40-43\)](#)

- II.A.10-4 [Catalog page 67 C-ID, Assist](#)
- II.A.10-5 [Articulation Officer DCAS Discussion](#)
- II.A.10-6 [Counselor General/Transfer Job Description](#)

## **II.A.11.**

*The institution includes in all of its programs student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program specific learning outcomes.*

### **Evidence of Meeting the Standard**

All awards offered by the College demonstrate program learning outcomes that map into a subset of its iSLO's aligned with this standard ([II.A.9-3](#), [II.A.11-1](#), [II.C.2-1](#)). The curriculum development process requires identified learning outcomes to be developed and mapped to one or more of the appropriate iSLO's ([II.A.11-2](#), [II.A.11-3](#), [II.A.11-4](#)).

In the annual program review, discipline faculty are asked to review course and program level outcomes and reflect on any needed changes ([I.B.1-3](#), [II.A.11-9](#), [II.A.11-5](#), [II.A.11-6](#), [II.A.11-7](#)). The College lists all program outcomes in the published college catalog ([II.A.11-10](#)). Process manuals to support mapping have been created for each academic (and non-academic) program ([II.A.11-8](#)).

### **Analysis and Evaluation**

The College has systematically ensured that all active courses and programs have identified student learning outcomes. During the curriculum review process all revised and new programs must identify specific measurable outcomes prior to being approved.

### **II.A.11 Evidence**

- I.B.1-3 [Course SLO Reporting Form With Sample](#)
- II.A.11-1 [WCC's iSLOs](#)
- II.A.11-2 [Course Proposal SLO screen](#)
- II.A.11-3 [WCC Instructional Units ISLOs](#)
- II.A.11-4 [WCC ISLO's Programs & Services](#)
- II.A.11-5 [pSLOs Communication Studies AA-T](#)
- II.A.11-6 [Social Justice AA-T](#)
- II.A.11-7 [Mathematics AS-T](#)
- II.A.11-8 [Process Mapping SLOs](#)
- II.A.11-9 [Examples of SLO Implementation and Assessment for YCCD BOT \(3-3-14\)](#)
- II.A.11-10 [iSLO Catalog Statement](#)
- II.C.2-1 [Student Services Learning Outcomes](#)

## **II.A.12.**

*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the*

*appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

### **Evidence of Meeting the Standard**

Both the General Education (GE) requirements and the philosophy behind them are clearly stated in the College Catalog ([II.A.12-1](#)) which is informed by YCCD BP4025, associated AP4025, and Title 5 ([II.A.12-2](#), [II.A.12-3](#)).

The YCCD GE statement (page 52 of catalog):

General Education in the Yuba Community College District is more than a set of required courses. It is a course of study designed to assist the student in beginning an effective lifelong learning process in which the interrelationships of human knowledge and experience are recognized. Embodied in this design is recognition of the student's need to think and communicate effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to develop the capacity for self-understanding; and to understand the issues related to and the ways in which health and well-being can be maintained.

The Curriculum Committee, through the curriculum review process, determines the appropriateness of each course and evaluates its inclusion in GE curriculum. See [II.A.2-3](#) for additional information on curriculum review processes.

Assignment of courses to GE areas is the purview of the Curriculum Committee (CC), a subcommittee of the Academic Senate (AS). General Education petitions for CC consideration and eventual approval by the YCCD Board are developed by discipline faculty during the curriculum development/revision phase of the curriculum process. Every course GE pattern is reevaluated for appropriateness in the GE pattern with every revision.

The College's eight iSLO's ([II.A.12-4](#)) serve as GE SLO's and reflect the full intent of expected outcomes for all students who complete GE ([II.A.3-11](#), [II.A.3-12](#)). Completion by Design methodology was introduced to the College during convocation 2014 and as a result the SLO committee redesigned the assessment tools for iSLO's to include a survey during the entry phase for students, a midpoint progress survey, and an exit survey when students petition for graduation ([II.A.12-5](#), [II.A.12-6](#)).

### **Analysis and Evaluation**

The College Catalog explicitly states the GE requirements for degrees awarded by the institution and its statement of philosophy is reflected in how course SLO have been mapped to iSLO, in order to create a coherent, carefully considered pattern of GE consistent with the norms of higher education. Secondly, the Curriculum Committee relies primarily on the input



and expertise of faculty when developing and revising curriculum so that all GE courses articulate to the appropriate four-year institutions. Finally, students who complete WCC GE requirements demonstrate knowledge and the ability to apply that knowledge in the following areas: Natural Sciences, Social Sciences, Arts and Humanities, and Mathematics.

General Education courses prepare students for participation in civil society, skills for lifelong learning, and application of learning. This knowledge is acquired in courses students take in order to complete the GE requirements and is measured when students successfully meet SLO's for those courses and assessed in the exit iSLO assessment survey.

### **II.A.12 Evidence**

II.A.12-1 [2017-2018 Catalog \(GE information\) p.52](#)

II.A.12-2 [BP 4025](#)

II.A.12-3 [AP 4025](#)

II.A.12-4 [WCC's iSLOs](#)

II.A.12-5 [iSLO Entry Survey](#)

II.A.12-6 [iSLO Exit Survey](#)

### **II.A.13.**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.*

### **Evidence of Meeting the Standard**

WCC students may earn an Associate of Arts (AA), an Associate of Sciences (AS), or an Associate Degree for Transfer (ADT). All degrees consist of a "major" component, which consists of either a specific area of inquiry or an established interdisciplinary core, in combination with a standard general education pattern of courses ([II.A.13-1](#)). The scope and focus of course content is based upon relevant discipline standards, connected with current theory and practices within the field. The College relies upon faculty to provide appropriate oversight in assessing and updating the currency of each program. Faculty expertise is the primary mechanism by which these theories and practices are analyzed and integrated into the courses and degree programs ([II.A.13-5](#)).

All courses at WCC have established SLO's addressing appropriate competencies for the subject matter determined by discipline faculty. Courses are placed into specific degrees one of two ways. First, discipline faculty can develop degrees in the areas for which they have minimum qualifications or equivalencies. Any of discipline courses included in these focused areas of inquiry are validated by the Curriculum Committee using supporting documentation of transfer or industry requirements. Second, interdisciplinary degrees follow either established areas of emphasis using Transfer Model Curriculum Area of Emphasis templates from the Chancellor's office (e.g. Social Justice Studies AA-T is a degree where no classes in the major are in the same field as the degree title, ([II.A.13-2](#)), or use the GE areas established

in Title 5 and WCC's local policies to create interdisciplinary areas of emphasis (e.g. Arts and Humanities AA), ([II.A.13-3](#)).

Career Technical Education (CTE) programs additionally rely on input from advisory committees as well as labor market index data to help determine what key theories, practices, and skills are needed for each field and how best to instruct students in core competencies. See II.A.14 for additional information on CTE programs.

All courses are regularly assessed. Major area of focus theories and practices are reflected in the identified course Student Learning Outcomes, which are periodically reviewed for appropriateness by department faculty and the College's Curriculum Committee (CC). The CC relies on the expertise of discipline faculty (who possess Minimum Qualifications or Equivalencies for their discipline) for curriculum in their field(s). When new or revised courses/programs are proposed, faculty include in the curriculum proposals a "justification for proposal" that may include emerging or changing expectations in their field ([II.A.13-4](#)).

### **Analysis and Evaluation**

The faculty-led curriculum process ensures that key theories and practices within various fields remain current. Degrees (AA's, AS's, ADT's) are aligned with CSU and UC transfer requirements which are determined through an extensive state-level review that ensures rigor and currency. Faculty and managers for CTE degrees rely on advisory committees or approval from the regional consortiums to assist in the development and revision of degree programs so that the contents and rigor of such programs remain appropriate.

### **II.A.13 Evidence**

II.A.13-1 [Catalog Degree List pg63](#)

II.A.13-2 [Social Justice Program](#)

II.A.13-3 [Arts and Humanities Program](#)

II.A.13-4 [Justification for Program Proposal](#)

II.A.13-5 [TMC Status](#)

### **II.A.14.**

*Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

### **Evidence of Meeting the Standard**

Woodland Community College offers CTE degrees and certificates in several disciplines including Administration of Justice, Agriculture, Business, Early Childhood Education, Emergency Medical Technician, and Human Services ([II.A.14-1](#)). Emergency Medical Technician classes prepares students for certification examination for EMT-1. As a California Tax Education Council (CTEC) approved education provider, WCC offers Accounting students the opportunity to register as a certified tax preparer ([II.A.14-7](#)). In addition to certifications, licensure, and degrees, WCC offers CTE students the opportunity for "on the job" training through paid and volunteer employment and internships through Cooperative Work Experience ([II.A.14-10](#)).



In order to ensure that graduates of CTE programs have acquired the fund of knowledge and demonstrate industry required core competencies, curricula are approved through local industry specific advisory groups. Individual Career Technical Education (CTE) programs host regularly scheduled technical/vocational advisory committee meetings to help ensure students receiving our certificates and degrees in career and technical education effectively learn technical and professional competencies and are prepared for licensure or certification ([II.A.14-13](#), [II.A.14-14](#), [II.A.14-15](#)). Formal minutes are kept, and a review of the minutes and progress toward previous recommendations is part of the regular process. These advisory committees and regional Labor Market Information (LMI) drive curriculum for our CTE programs.

In addition, WCC is a voting member of the North Far North Regional Consortium and submits new curriculum and program offerings for regional recommendation based on LMI data ([II.A.14-2](#)). Program reviews for CTE requires analysis of LMI by discipline faculty. Additionally in the creation of CTE curriculum/programs faculty determine System Award Management (SAM) codes and provide supporting documentation in the curriculum review process. ([II.A.14-3](#), [II.A.14-4](#))

The Dean of CTE and CTE faculty respond to Labor Market Data trends though their annual program review and advisory committee meetings ([II.A.14-5](#)). Recommendations offered by advisory committees are also used to support program action plans cited in their program review ([II.A.14-6](#)). The EMP includes labor market information for each of the College's three service areas ([II.A.14-12](#)).

Information on CTE students, such as employment rates, is gathered and published by the California Community College Chancellor's Office (CCCCO) with the assistance of WCC data. This data is available through various reports on websites, such as the Core Indicator's website or the CTE Launchboard ([II.A.14-8](#), [II.A.14-9](#)).

Woodland Community College hosts two California Community College Doing What Matters for Jobs and Economy Deputy Sector Navigators (DSN). The Deputy Sector Navigator in Agriculture, Water and Environmental Technologies and the Deputy Sector Navigator in Small Business support discipline programs and curricula by offering industry expertise, creating contacts in the industry, assisting in program development and offering professional development opportunities through industry forums and conferences and funding ([II.A.14-11](#)). Examples of DSN support include: the development of a Makerspace on the Woodland Community College Campus to offer students a space for interdisciplinary contextualized learning (assisted by the DSN for Agriculture) and the development of an Entrepreneurship Academy and SBDC (assisted by the DSN of Small Business). Small Business will be hosted by Shasta College. WCC will continue to host the DSN for Agriculture.

### **Analysis and Evaluation**

The consistent dialogue between industry professionals and College faculty via advisory groups helps ensure the effectiveness of institutional policies including curriculum. Graduates who complete CTE certificates and degrees demonstrate relevant competencies by meeting

the SLO's of their courses. Data created with the assistance of the CCCCCO shows WCC students are learning technical and professional competencies and are obtaining employment.

#### **II.A.14 Evidence**

- II.A.14-1 [CTE Programs Website](#)
- II.A.14-2 [NFNRC Application](#)
- II.A.14-3 [Screenshot of SAM code in Curricunet](#)
- II.A.14-4 [Screenshot of LMI code in Curricunet](#)
- II.A.14-5 [Ag Advisory Meeting Minutes](#)
- II.A.14-6 [Program Review PP Presentation best practices](#)
- II.A.14-7 [CTEC Letter](#)
- II.A.14-8 [Core Indicator Report Employment Rates](#)
- II.A.14-9 [Launchboard Employment After 2nd Fiscal Quarter After Exit](#)
- II.A.14-10 [Cooperative Work Experience Education Website](#)
- II.A.14-11 [Doing What Matters WEEC Grantee Roles](#)
- II.A.14-12 [Strategic Operation](#)
- II.A.14-13 [ECE Advisory Committee Minutes](#)
- II.A.14-14 [AG Advisory Committee Minutes](#)
- II.A.14-15 [Business Advisory Committee Minutes](#)

#### **II.A.15.**

*When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum amount of disruption. (ER 12)*

#### **Evidence of Meeting the Standard**

CTE curricula and programs stay current with industry changes. Course offerings are updated reflecting industry requirements. Examples include the phasing out Office Administration (OA) classes, such as typing, and one unit Business Computer Applications (BCA) classes that have skills embedded in other courses to be offered as noncredit and credit by exam. An example is Business Computer Analysis 60 – Computer Keyboarding is offered as credit by exam. Other reasons for eliminating programs would be to offer substitutes that better empower students to complete their educational goals, such as the case with Sociology and Psychology Associate of Arts (AA) degrees that were replaced with Associate of Arts-Transfer (AA-T's) ([II.A.15-3](#), [II.A.15-4](#)).

The institution's program discontinuation policy is clearly defined by the YCCD Board Policy 4021 and Administrative Procedure 4021 ([II.A.15-1](#), [II.A.15-2](#)). AP 4021 outlines procedures and review processes before elimination is recommended.

As a part of that review College staff inquire about how the discontinuation would affect students in the program. The Catalog Rights guidelines, found in the college Catalog, outline how rights are established in light of a program's curricular changes ([II.A.15-5](#)). If a degree or certificate has been phased out, students and counselors work with the discipline faculty to determine appropriate courses to substitute for requirements that are no longer offered.

Additionally, a timeline is agreed upon and students would be notified that they have a specific amount of time (usually one year) to complete those courses. The Curriculum Committee sets “inactivation” dates in future terms to allow time to “teach out” a course or program ([II.A.15-4](#)).

### **Analysis and Evaluation**

When programs are eliminated, WCC makes appropriate arrangements for students to complete their education in a timely manner. The process is guided by YCCD procedures and students are notified in the event a program they are enrolled in is being eliminated. Counselors and discipline faculty help inform or guide students who need assistance planning what courses to take to complete their education goals.

### **II.A.15 Evidence**

II.A.15-1 [YCCD Board Policy 4021](#)

II.A.15-2 [YCCD Administrative Procedure 4021](#)

II.A.15-3 [Inactivation of Psychology AA](#)

II.A.15-4 [Inactivation Psychology Associate in Arts](#)

II.A.15-5 [Student Catalog Rights](#)

### **II.A.16.**

*The institution regularly evaluates and improves the quality of instruction and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

### **Evidence of Meeting the Standard**

All instruction programs at WCC undergo program review, ensuring quality and currency are evaluated. In program reviews, faculty evaluate curriculum, SLO data, student achievement data, and other key performance indicators in order to ascertain how to improve instruction to better serve students ([II.A.16-1](#)). Additional information on program review can be found in I.B.5.

The Planning and Institutional Effectiveness (PIE) Committee closes the program review resourcing loop ([II.A.16-2](#)). Requests and recommendations are flagged to go to the appropriate bodies for feedback, such as the Curriculum Committee or Faculty Classified and Administrative Staffing (FCAS) Committee. The PIE Committee ranks requests for equipment and facility needs from the program review to improve students learning and achievement ([II.A.16-3](#)).

At the course level, course level SLO’s are assessed regularly. Individual faculty assess their students and department faculty evaluates these assessments. Faculty “close the loop” by analyzing the data and identifying how the quality of instruction can be improved in order to increase student learning. The institution uses TracDat to store all assessment data and analysis. It is currently being discussed how the institution can leverage the use of Canvas for

all courses to collect SLO data directly. Although department faculty create assessments appropriate to individual disciplines, and rely upon discipline-specific requirements and trends when analyzing the data, the institution maintains consistent rigor, depth, and breadth in its approach to SLO assessment, whether the courses being assessed are college/transfer level, pre-collegiate, career-technical, and community education, and whether the courses are offered face to face or online. SLO Assessment is a core part of the program review, and each program must document not only student learning data but also an executive summary of what faculty learned from the data and how they plan to use it to improve the quality and currency of instruction ([II.A.16-4](#)).

All courses undergo curriculum review every five years as specified by Title 5. To ensure currency and appropriate rigor, discipline faculty are responsible for examining and revising core concepts of the discipline, methods of instruction, appropriate assignments, and sample textbooks. Course revisions are input into CurricUNET, where they are reviewed and analyzed by other faculty, counselors, and deans. The College's Curriculum Committee (CC) reviews each course during a technical review, ensuring that all courses follow regulations and guidelines set by the State. New courses and programs can be proposed in order to meet changing student needs and emergent pedagogical developments ([II.A.16-5](#)). These new courses undergo the same curriculum review process in order to maintain systematic rigor.

The College is expanding Distance Education (DE) offerings, such as offering General Education patterns online. As part of preparing for this, a work-plan was created in partnership with the Institutional Effectiveness Partnership Initiative (IEPI) Technical Assistance Team who worked with various departments and the DE Committee and resulted in the Distance Education Plan ([II.A.16-6](#)). This plan includes actions, such as ensuring DE faculty courses comply with the Online Education Initiative (OEI) Course Rubric ([II.A.16-7](#)), hiring an Instructional Designer, and expanding student support services (counseling, financial aid, etc.) and academic support services (tutoring and library services).

### **Analysis and Evaluation**

WCC regularly evaluates and improves instructional programs regardless of delivery modes. This is completed through Program Review, improving instruction from learning outcomes assessment data, the curriculum review process, and the DE IEPI Workplan. Due to the limited number of faculty for WCC and the importance of this work, the College has structured the College's CC to include two faculty co-chairs and division reps. All members of the committee participate in the technical review of curriculum allowing multiple eyes on the curriculum, catalog, and petitions. All the processes highlighted here help create systemic improvements to all instructional programs and the services that support students.

### **II.A.16 Evidence**

II.A.16-1 [Program Review Powerpoint Best Practices](#)

II.A.16-2 [PRVT Operational Agreement](#)

II.A.16-3 [PVRT Rubric](#)

II.A.16-4 [Program Review Template see pg2](#)

II.A.16-5 [Screenshot Education 15 from Curricunet](#)

II.A.16-6 [IEPI Plan](#)

II.A.16-7 [OEI Course Design Rubric](#)

## Standard II.B. Library and Learning Support Services

### **II.B.1.**

*The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

### **Evidence of Meeting the Standard**

Students at WCC have access to learning support through the Library and the Student Success Center (SSC). While the Library has been established for some time under the direction of the campus librarian, the SSC is a more recently developed centralized location, which includes the RAWC, Tutoring Center, MESA, & Supplemental Instruction (SI) under the direction of the Student Success Resource faculty ([I.A.1-5](#)). Between these two resources, students have access to a variety of learning support that includes library collections, tutoring, study spaces, computer lab, and instructional opportunities ([II.B.1-1](#), [II.B.1-2](#)).

There has been much progress towards providing learning support to students due to WCC's equity student achievement focus. Most of the attention has been given to relocating all learning resources, including the Academic Reading Center, the Writing and Math Center, Tutoring, and MESA under one center: the Student Success Center (SSC). Students receive tutoring and/or supplemental instruction from trained peer-tutors who are under the guidance of instructional associates, the student success resource faculty, and the MESA director. Students needing assistance have the option for appointments, walk-in, and online tutoring ([II.B.1-14](#)).

The Library provides many functions to students and College employees, including access to print and electronic information, instructional opportunities for groups and individuals, study areas for groups and individuals, an Open Media Lab (OML), computer lab, and photocopy machines. The SSC has five full-time staff members, which includes three instructional associates, one Mesa director, one administrative assistant, and one full-time faculty member. The Library operates with two full-time staff members and one part-time staff member which includes one full-time librarian, one full-time library media specialist, and one part-time librarian. The Library currently operates with evening classified staff coverage, so the part-time librarian may be available for reference and other instructional opportunities.

The Library and SSC serve students in multiple locations through online resources as well as at CCC and LCC. The Library provides online information resources (electronic books and periodical databases) and helps students via phone and email. CCC students can access materials at the Colusa County Library--Williams Branch ([II.B.1-3](#), [II.B.1-4](#)). LCC students have access to the LCC Library that is staffed by one full-time library media technical assistant and one part-time library media specialist. The LCC Library includes print resources,

access to the same electronic resources as WCC students, an open access computer lab, group study rooms, and photocopy machines ([II.B.1-5](#)). The SSC staffs two centers at CCC, where they provide tutoring services for all CCC students from the hours of 9:00 a.m.-8:00 p.m. Additionally, the SSC provides online tutoring assistance for writing, mathematics, and science for all WCC, CCC, and LCC students. Students from any of the three campuses may submit a paper online and receive feedback online from a student tutor within one to three business days. Students enrolled in any level of mathematics or science courses can receive peer tutoring via the SSC's Skype/iDroo integrated system by appointment and drop-in ([II.B.1-6](#)). LCC students have access to tutoring services in all subjects, including mathematics and writing, a study space, and a computer lab within the LRC ([II.B.1-7](#)).

Collaboration has been a theme among the Library and SSC personnel. The Library and the SSC have coordinated instructional efforts and jointly organized the Academic Success Workshop series. This series of open workshops, usually offered during the noon hour Monday through Thursday, each week of the academic semester and present topics related to research, reading, writing, technology, and academic skills ([II.B.1-8](#)). Each workshop has a module in the Academic Success Workshop Canvas website with plans to have each module include direct student learning assessment opportunities ([II.B.1-9](#)). Workshop coordinators encourage faculty to send students to the workshops and require students to demonstrate learning by making use of the direct learning assessment opportunities.

Library and SSC services participate in the formal College program review process that provides an opportunity to study, assess, and ask for resources for continually make improvements ([II.B.1-10](#), [II.B.1-11](#)). The Library has a formal collection development process, along with less formal methods of obtaining input about the quantity, currency, depth, and variety of library resources that will be presented in section II.B.2. The Library and SSC began surveying students along with student support services in spring 2017 and will continue to do so throughout each academic semester ([II.B.1-12](#)). Additionally, the SSC collected surveys from students using their academic support beginning spring 2017 and will continue this practice each semester. Spring 2017 93% of student survey respondents noted that they believe their "chances for academic success have increased as a result of using the tutoring center," clearly indicating students feel supported by these services. In the past, campus CQI, surveys included questions about the library and tutoring services. These surveys help these services ensure they are providing sufficient resources and services to students and College learning staff.

As part of this ongoing assessment, the SSC staff meet bi-weekly and the Library staff meet on an as-needed-basis to ensure sufficient and effective services. The Student Success Committee, of which the Student Success resource faculty is co-chair, is another avenue of formal input through a representative committee that contributes to the quality and sufficiency of academic support at WCC ([II.B.3-3](#)). In addition to these formal mechanisms of feedback, informally, staff in both departments are continually reacting to feedback on a daily basis to make positive changes.



## **Analysis and Evaluation**

WCC supports student learning and achievement by providing library and other academic support through the Student Success Center which include library collections, tutoring, computers, technology, and instruction for users. The department staff, using program review, ensure the sufficiency in regards to quantity, currency, depth, and variety of services and resources, regardless of location or delivery of instruction.

### **II.B.1 Evidence**

- II.B.1-1 [Library Website](#)
- II.B.1-2 [Student Success Center Website](#)
- II.B.1-3 [Library Portal Page Screenshot](#)
- II.B.1-4 [Memorandum of Understanding](#)
- II.B.1-5 [Lake County Campus Library Website](#)
- II.B.1-6 [SCC Online Tutoring Website](#)
- II.B.1-7 [Lake County Campus LRC Website](#)
- II.B.1-8 [Academic Success Workshop Series Online Calendar \[Spring 2017\]](#)
- II.B.1-9 [Screenshot of Module from Canvas](#)
- II.B.1-10 [Library Program Review 2016-2017](#)
- II.B.1-11 [Student Success Center Program Review Recommendations](#)
- II.B.1-12 [Student Support Services](#)
- II.B.1-14 [Online Tutor Booking via TutorTrac](#)
- II.B.3-3 [Student Success Committee Operating Agreement](#)
- I.A.1-5 [Educational Master Plan](#)

### **II.B.2.**

*Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

### **Evidence of Meeting the Standard**

The formal collection development process is outlined on the WCC Library's website ([II.B.2-1](#)). Anyone can submit requests for library materials, although faculty are the primary focus through this process. The form allows the Library to have sufficient information should it become necessary to prioritize the requests by the instructor indicated level of need (essential, supplemental, or useful), support provided to SLOs, and support of other College planning documents ([II.B.2-2](#), [II.B.2-7](#), [II.B.2-8](#)). Approximately every three years on a rotational cycle, the Library surveys the faculty on periodical and database needs to ensure the current collections still meet student learning needs ([II.B.2-3](#), [II.B.2-4](#)). The Library maintains printed and electronic wish lists for materials needed, keeping in mind reference queries and course assignments learned about through course-integrated library instructional sessions. Further, the librarians use standard book review tools, to help ensure materials are of high quality in addition to meeting campus needs.

The Library and SSC may request resources through the program review process. These requests go through PIE The PIE recommends resources funded each year ([II.B.1-10](#), [II.B.2-6](#), [IV.B.5-1](#)). Established Library Advisory Committee purposes include “reviewing of existing



collection development processes and providing recommendations for collection development”, demonstrating a reliance upon faculty, library staff, and other professionals to support student learning ([II.A.4-7](#), [II.B.2-9](#)).

The institution purchased an upgraded version of a student tracking system--TutorTrac. Both the Library and SSC utilize the program to track visits to the centers. This program also allows students to book appointments with the librarian and/or student tutors during all operating hours. The Library and SSC are also equipped with books, computers, and white boards to assist with learning. The institution supports any requests for upgraded or additional equipment and materials to continue meeting student needs.

### **Analysis and Evaluation**

The librarian is responsible for selecting library materials and relies on individual faculty members to communicate needs through formal and informal processes, as well as best practices in collection development among librarians. The Student Success resource faculty ensures that all centers are equipped with updated learning materials and technology necessary to enhance student learning. Both the Library and SSC can request additional resources and equipment through the program review process.

### **II.B.2 Evidence**

II.A.4-7 [LAC Agenda 3-9-18](#)

II.B.1-10 [Library Program Review 2016-2017](#)

II.B.2-1 [Library Collection Development Website](#)

II.B.2-2 [Request for Library Materials \[Books\]](#)

II.B.2-3 [Periodical Survey Results \[2015\]](#)

II.B.2-4 [Database Survey Results \[2014\]](#)

II.B.2-6 [Student Success Center Program Review](#)

II.B.2-7 [Request Form Filled Out Sample](#)

II.B.2-8 [Formally Requested Books Purchased](#)

II.B.2-9 [LAC Agenda 5-11-18.pdf](#)

IV.B.5-1 [PIE Equipment Recommendations to College Council](#)

### **II.B.3.**

*The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Evidence of Meeting the Standard**

Program review provides the opportunity for the academic support departments to evaluate their contribution to student learning. Each recommendation requires evidence to support the request ([II.B.3-1](#), [II.B.3-2](#)). The outcomes for each academic support are connected to iSLO's, measured by the College through established processes. The Library and Student Success Center (SSC) were included in a spring 2017 student survey in partnership with student services. The results will be used for program review and to improve services outside of program review ([II.B.3-4](#)). Additionally, the Library and SSC staff meet with their respective

departments to evaluate needs and initiate quick solutions, as needed in order to best serve students outside of the formal program review process ([II.B.3-13](#), [II.B.3-14](#)).

The Student Success Committee (SSC) is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement, and transfer opportunities for our students. The Student Success Resource Faculty member is a co-chair of this committee, which allows for an additional avenue of obtaining information on student learning needs in order to increase student success within the SSC ([II.B.3-3](#)). Another established purpose of the LAC is to “review library student learning outcomes (SLOs) and library SLO assessment plan, fostering the use of library student learning outcomes (SLOs) and library SLO assessment plan that feed into district planning processes, including tracking into institutional SLOs ([II.A.4-7](#), [II.B.2-9](#)).

The SSC and Library jointly provide a series of student workshops. Each workshop has SLOs that are assessed via a paper survey, in addition to some quality assessment questions ([II.B.3-5](#)). These results are used to make adjustments to the workshops to increase student learning. The ASWS also offers students the opportunity to assess their knowledge on the subject presented through a series of Canvas modules available ([II.B.3-6](#)).

Point of service data is collected in the Library and SSC. The Library piloted the use of TutorTrac in spring 2017 to obtain students usage data for reference, workshop, computer use, and study room use. The SSC also began using TutorTrac in fall 2016 to track the number of student visits and evaluate the use of their services. Implementing this new tracking system has allowed the Library and SSC to track usage trends and even assess the impact on grade achievement.

Students using the Library and SCC provide student surveys opportunities at the point of TutorTrac log out. For students receiving reference assistance, a short survey measures how well the reference session helped the student be successful in the course they were receiving assistance for ([II.B.3-7](#)). Library surveys for every course-integrated library instruction to assess the effectiveness of the presentation for both quality and for student learning ([II.B.3-8](#)). Instructors also have the opportunity to assess the effectiveness of the instructional session in an online survey ([II.B.3-9](#)).

The Library assesses its collection of resources through several methods. Usage statistics and reference questions provide data on what students are asking for and what items are circulating. Faculty have the opportunity to formally ask for the Library to purchase materials through the collection development process outlined in II.B.2 ([II.B.3-10](#)). Part of that process is surveying faculty regarding their periodical and database needs to ensure the current subscriptions are still relevant and valuable ([II.B.3-11](#), [II.B.3-12](#)).

### **Analysis and Evaluation**

The Library and Student Success Center (SSC) both participate in program review. Program review includes SLO alignment assessment. The assessment and evaluation, via program review, leads to requests for resources. In addition to program review, academic support

services evaluates and improves in a variety of formal and less formal methods, such as surveys and anecdotal assessment as a result of the daily work with students.

### **II.B.3 Evidence**

- II.B.3-1 [Library Program Review 2016-2017](#)
- II.B.3-2 [Student Success Center Program Review Recommendations](#)
- II.B.3-3 [Student Success Committee Operating Agreement](#)
- II.B.3-4 [Student and Academic Support Survey \[Spring 2017\]](#)
- II.B.3-5 [ASWS Sample Instruction Survey](#)
- II.B.3-6 [ASWS Direct Learning Assessment Example from Canvas](#)
- II.B.3-7 [Library Research Consultation Survey \[Student\]](#)
- II.B.3-8 [Course Integrated Library Presentation Student Survey](#)
- II.B.3-9 [Instructor Survey \[Post Library Instruction\]](#)
- II.B.3-10 [Library Collection Development Website](#)
- II.B.3-11 [Periodical Survey Results 2015](#)
- II.B.3-12 [Database Survey Results 2014](#)
- II.B.3-13 [AP 4040](#)
- II.B.3-14 [Student Services Extended Hours](#)

### **II.B.4.**

*When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

### **Evidence of Meeting the Standard**

The Library and SSC provides services directly to students and mostly uses outside resources to supplement services, as opposed to relying on or collaborating with outside resources. These resources are evaluated as part of the Library's collection development process, as well as other planning efforts through the Library and SSC as outlined in above sections. An existing MOU with Colusa County Libraries is one exception ([II.B.4-1](#)).

The MOU outlines a partnership with the Colusa County Library, Williams Library Branch and provides WCC use of space and staff. As a result of this MOU, there is a small collection of circulating books and reserve textbooks at the Williams Branch of Colusa County Libraries. The Colusa County Library staff at the Williams Library Branch has access to our ILS to circulate those items to our students. The purpose of the MOU was to supplement the electronic resources Colusa County students can access, with some print resources. The MOU has clauses that allow for evaluation, revision, and withdrawal of the agreement. The librarian works with Colusa Library and the Williams Library Branch to ensure security, maintenance and reliability of this partnership.

## **Analysis and Evaluation**

The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through a contractual arrangement with the Colusa County Library.

### **II.B.4 Evidence**

II.B.4-1 [MOU for Colusa Library Partnership](#)

## Standard II.C. Student Support Service

### II.C.1.

*The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### **Evidence of Meeting the Standard**

WCC offers a wide array of student support services and programs provided to students at the College's main campus in Woodland and satellite locations at the Colusa County Campus in Williams and the Lake County Campus in Clearlake. These services include: General Student Support Services ([II.C.1-17](#)).

Student Services supports the College's mission "to provide quality degrees, career-certificates, transfer programs, and life-long skills" by providing students with a strong foundation that increases student access to the College and success on the students' pathway to completion of a degree certificate, degree, and/or transfer ([II.C.1-1](#)).

The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery support student learning and enhance accomplishment of the mission. The overall quality of WCC's Student Services programs and services are regularly evaluated through the use of campus-wide program-level, and event surveys, as well as focus groups of targeted student populations, including, but not limited to, graduating students, FYE students, Latino male students, etc. Through a strategic planning process completed in fall 2016 ([II.C.1-2](#), [II.C.1-3](#)), staff, faculty, and administrators in the Student Services Division identified "value statements" and goals of the division, which highlight the importance of data and assessments in driving continuous quality improvements in student service delivery:

#### ***Student Services Value Statement on being "Student-Driven":***

The students' experience shapes our programs to ensure that services are student driven and focused on success.

#### ***Student Services Division Goal Area:***

Strive for the continuous improvement of services and programs using data to inform decision-making.

As an example of the use of assessment data to inform program improvements, in August 2016, a survey of counselors and administrators from WCC's feeder high schools was conducted to solicit partner input on the College's matriculation process for graduating high school students ([II.C.1-4](#), [II.C.1-5](#)). Based on the input received, Outreach staff, along with the Counseling Department discussed how to revamp the annual Jump Start orientations for entering high school seniors. The result was the implementation of a robust, interactive new Jump Start Orientation, with a variety of workshop sessions for students, campus tours, and demonstrations on course registration and the use of other campus resources. Satisfaction

surveys completed by student participants indicated that, as a result of the orientation, a large number of students (97%) felt that the orientation was helpful to start college, with 84% of the students indicating that they after the orientation, they feel prepared to start college ([II.C.1-5](#), [II.C.1-19](#)).

In April 2017, WCC's Student Services Division re-initiated the annual Student Services Survey to obtain student input on the quality and effectiveness of services provided to students. This survey was developed in collaboration with department representatives from all student service programs and offices through the SSC. The data collected through the annual Student Services survey, conducted in April and May each year, is used to inform program reviews in the fall ([II.C.1-6](#)). Below is an overview of the types of assessments conducted at the campus, program, department, and event/activity level to support continuous program and service delivery improvement to ensure that service delivery needs are met, regardless of location or means of service provision ([II.C.1-3](#)).

Annual program reviews are another mechanism employed by the College to continuously improve program and service delivery to ensure services provided are effective, of high quality, and meet student needs ([II.C.1-18](#)). Each of the Student Service programs and departments conduct annual program reviews and include staff and faculty input from each of the satellite campuses in Clearlake and Williams. Program reviews use the survey and focus group data (identified in the table above) to identify programmatic and service delivery trends, areas for improvement, and resources needed ([II.C.1-7](#), [II.C.1-8](#), [II.C.1-9](#)).

The College supports the development and implementation of innovative strategies based on student and program outcomes to increase student access and success through a variety of campus stakeholder committees, workgroups, and committees. An example of this is the College's Student Success Committee (SSC), a committee comprised of representative faculty, staff, administrators, and students tasked with developing and monitoring SSSP, BSI, and Equity plan implementation and providing input on student success efforts. The Committee identified several initiatives and new programs designed to increase student access, success, and completion, in support of the College's Educational Master Plan mission and Student Services' mission *"to provide comprehensive, innovative, supportive programs and services that promote the academic success of WCC students."* An example of a new program initiated through SSC discussions on increasing student engagement is the College's Student Ambassadors Program, launched in January 2016. After reviewing institutional student outcome data on student completion rates, the committee also initiated a special workgroup to develop a FYE program tailored to the needs of WCC's students. A joint student services and instruction initiative created to increase student success and persistence for the College's entering students, WCC's FYE learning community program was launched in fall 2016. FYE guarantees entering students block scheduled English, math, and student success courses in the fall and spring semesters, free books, student engagement events throughout the year, along with dedicated FYE counselors and student ambassadors. The student ambassadors program is available at all three WCC locations: Woodland, Colusa, and Lake. The FYE program was piloted first on the WCC's main campus and is scheduled for expansion to include the Colusa County and Lake County Campuses with the fall 2018 cohort. Both these examples demonstrate how the College engages stakeholders across the campus to

develop innovative programs and services designed to increase student access and success in support of the College's mission ([II.C.1-10](#), [II.C.1-11](#), [II.C.1-12](#)).

The Student Services Council is another vehicle to solicit stakeholder input to improve service delivery. The Council is a representative body of all student services programs and departments. The Council is tasked with improving student service delivery and enhancing the student experience at WCC. This action-focused, student-oriented council enables Student Services to increase student success and address service delivery issues in a timely manner by reviewing, developing, improving, and/or streamlining service delivery, program processes, and policies ([II.C.1-13](#)). The council reviews student survey and outcome data to inform planning efforts and supports the Student Services Division strategic plan and the prioritization of issues to address and objectives to accomplish each year. An example of a process improvement made by the SSC after reviewing data for students on probation and dismissal status was a revamp of the probation process. Previously, there were no requirements or interventions targeted to students on probation levels one and two and in dismissal status. Beginning in February 2016, a new process was implemented to require students on probation to complete a workshop, meet with a counselor to develop a comprehensive educational plan, and discuss strategies to help them succeed through a signed "Student Academic Success Agreement" ([II.C.1-11](#), [II.C.1-14](#)).

The College administers the Community College Survey of Student Engagement (CCSSE) to gather indications of institutional practices and student behaviors that align with student learning and engagement ([III.C.1-15](#)). Similarly, the College also administers the Survey of Entering Student Engagement (SENSE) to gauge factors that contribute to the success and persistence rates of entering students ([II.C.1-16](#)). Each of these surveys is administered to the students of our college in a regular cycle every three years. The results are used to inform program reviews, integrated plans (Basic Skills, SSSP and SEP) and schedule development.

### **Analysis and Evaluation**

The College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Based on results of the spring 2017 campus-wide Student Services survey and focus groups, student responses indicated a need to increase access to (1) student services in the evenings; (2) improve academic advising for students seeking to transfer; and (3) improve understanding and communications from the Financial Aid Office. Based on the feedback received through the campus-wide surveys, the College piloted expanded evening hours for Student Services (until 7:00 p.m.) for Admissions & Records, Financial Aid, and General Counseling during the spring 2018 semester. The College also offered some Saturday services during the spring 2018 term. Survey results on the effectiveness of this pilot will be collected in the fall of 2018, and will inform program review efforts for Counseling and Financial Aid.



The College will continue ongoing program evaluation efforts (listed in Table II.C.1) designed to improve service delivery in support of the institution’s mission “to provide quality degrees, career certificates, transfer programs, and life-long skills” and Student Services’ mission “to provide comprehensive, innovative, supportive programs and services that promote the academic success of WCC students.”

## **II.C. 1 Evidence**

II.C.1-1 [Student Services](#)

II.C.1-2 [Student Services Strategic Plan](#)

II.C.1-3 [Student Services Evaluations & Research](#)

II.C.1-4 [High School Partner Surveys](#)

II.C.1-5 [Jump Start Surveys](#)

II.C.1-6 [Student Services Survey 2017](#)

II.C.1-7 [Counseling Program Review](#)

II.C.1-8 [DSPS Program Review](#)

II.C.1-9 [Financial Aid Program Review](#)

II.C.1-10 [Student Success Committee](#)

II.C.1-11 [Student Ambassadors](#)

II.C.1-12 [First Year Experience](#)

II.C.1-13 [Student Services Council](#)

II.C.1-14 [Probation Process](#)

II.C.1-15 [WCC CCSSE Survey Results](#)

II.C.1-16 [WCC SENSE Survey Results](#)

II.C.1-17 [General Student Support Services](#)

II.C.1-18 [Student Services Evaluation and Data Collection](#)

II.C.1-19 [Jump Start 2018 Survey](#)

## **II.C.2.**

*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

### **Evidence of Meeting the Standard**

The College identifies and assesses student learning support outcomes and provides appropriate student support services and programs to achieve those outcomes. The program review process incorporates the programmatic efforts of each Student Services unit and evaluates the efficacy of the services provided using both qualitative and quantitative data. Program review is a process that is tied to both integrated institutional planning and resource allocation and provides an annual process to evaluate the effectiveness of services in supporting the College’s diverse student populations. Informing the program review is the creation, application, and assessment of SLO’s and Service Area Outcomes (SAO’s), which allows each unit to identify their unique students’ needs through a comprehensive array of modalities, including student surveys, point of service or event surveys, direct interaction with staff, and other methods. In an effort to support a culture of evidence, many units also capture SAO data which, in concert with SLOs information, provide a fuller contextualization of the



student programmatic experience. Finally, the program review cycle for Student Services is aligned to the larger integrated planning for WCC and the District ([II.C.2-1](#), [IV.A.3-5](#))

Many Student Service programs also conduct additional programmatic evaluations to support the completion of yearly federal and state reporting requirements. In concert with the program review, SLO's and SAO's, programs such as EOPS/CARE, CalWORKs, DSPS, TRiO, Financial Aid, SSSP, and Student Equity, complete yearly (or biannual) program plans, budgets and annual and/or quarterly performance reports while noting specialized Management Information System (MIS) reporting on a quarterly, semester and yearly basis. Counseling, Veteran Services, EOPS/CARE, CalWORKs, SSSP, FYE, Outreach, and DSPS utilize Student Accounting Records (SARs), an online scheduling system, to assess both student accessibility of services and utilization of services. These additional reporting tools effectively create a stronger lens through which review of program efficacy, alignment to mission, and values to ensure continuous improvement of service delivery in support of the College's ever changing diverse student population.

### **Analysis and Evaluation**

Programs are establishing benchmarks for service and support, along with ambitious yet attainable goals for student's success and outcomes ([II.C.2-6](#), [II.A.11-8](#)). All programs and offices in Student Services are focused on continuous improvement through the use of various assessment methods, including surveys, focus groups, and generating quantitative data through the College's Management Information System (Colleague) and other technology tools, such as SARS.

The College uses TracDat for the reporting of annual program reviews that require each Student Service program and office/department to assess student outcome data, student satisfaction data, and SAOs and SLOs ([IV.A.3-4](#)). While the program review process begins in August each year and is due mid-October, the collection of data through surveys and focus groups begins during the prior year (see Table II.C.1.). Programs reviews identify service delivery areas of improvement and the resources (fiscal, human resource, facility, technology, etc.) needed to support continuous improvement, growth, and ensure that student learning and service outcomes are met.

An example of how the College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes is the Financial Aid (FA) Office's work to improve student awareness and understanding of financial aid satisfactory academic progress standards and appeal process requirements. The FA Office's SLO's focus on the student's understanding of financial aid processes and requirements: (1) "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations;" and, (2) "Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines."

Based on the data evaluated by the FA Office (increasing number of appeals; appeals denied due to incomplete information submitted; and student complaints), staff found that a large number of complaints submitted by students related to a lack of understanding of FA processes and requirements. For students who became ineligible for financial aid due to not

meeting satisfactory academic progress (SAP) standards, FA staff found that many students did not understand the appeal process and that the quality and number of appeals were resulting in a significant number of denials of FA for incomplete appeal packets. To improve student understanding and learning outcomes regarding FA processes and requirements, in Fall 2016, the FA Office launched a new online FATV SAP counseling tool to help improve student awareness and understanding of the SAP process and standards. This tool also includes a pre and post student survey to assess student knowledge as a result of using the service ([II.C.2-4](#), [II.C.2-5](#)). The Financial Office is using this data to assess ongoing student needs and the efficacy of service delivery.

To foster a culture of evidenced-based inquiry and continuous program improvement in order to ensure student needs are met, Student Services mission, values, and goals reflect the importance of assessing student outcome data in order to provide appropriate student support services and continuously improve service delivery as student needs change ([II.C.2-2](#)). Student Service’s mission statement highlights the importance of providing appropriate services to support student success: “We are dedicated to providing comprehensive, innovative, supportive programs and services that promote the academic success of our students.”

Student Services organizational goals also include a focus on the use of data to inform continuous improvement of service delivery ([II.C.2-2](#)). To ensure staff and faculty in Student Services have an opportunity to refine and/or develop new SLOs and SAOs and understand the annual assessment processes and methods, training was provided for all Student Service programs and offices in February 2017 ([II.C.2-3](#)).

## **II.C.2 Evidence**

II.C.2-1 [Student Services Student Learning Outcomes](#)

II.C.2-2 [Student Services Strategic Plan](#)

II.C.2-3 [Student Services SLO/SAO Training](#)

II.C.2-4 [Financial Aid Academic Progress](#)

II.C.2-5 [Financial Aid TV](#)

II.C.2-6 [SSS & SSS- ESL](#)

II.A.11-8 [Process Mapping SLOs](#)

IV.A.3-4 [YCCD Integrated Planning Framework](#)

IV.A.3-5 [YCCD Annual Integrated Planning Process](#)

## **II.C.3.**

*The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

### **Evidence of Meeting the Standard**

The College has made significant and ongoing efforts to assure students have equitable access by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. Table II.C.3 below provides an overview and analysis of the College’s service delivery at each of the College’s locations (Woodland, Colusa, and Lake) for students

taking evening and weekend classes only and for those students enrolled in distance education classes. As the College has expanded service delivery to the centers in the Clearlake (LCC) and Williams (CCC) areas, student and stakeholder surveys and focus groups have helped the College identify areas for service delivery improvements ([II.C.3-1](#), [II.C.3-2](#)).

As Table II.C.3 and Table II.C.4 illustrate, the College provides appropriate, comprehensive and reliable in-person student services at the main campus in Woodland and at each of the centers in Clearlake and Williams.

Table [II.C.3-10](#) and Table [II.C.4-21](#)) provide an analysis and overview of the services and modalities in which services are provided at each of the College's three locations, as well as, identifies what the College is currently providing for students who are primarily enrolled in weekend, evening, or distance education classes. The College currently provides robust, interactive online student orientation for all entering students and also provides online probation workshops targeted to students on level one academic and/or progress probation. Each of the College's Student Services programs and offices has web pages that provide students with required forms, information on program requirements, and contact information. Additionally, the FA Office has expanded its online web presence and tools available to students online through the FATV and online FA counseling tool ([II.C.3-7](#), [II.C.3-8](#)). To improve service delivery to the College's distance education, evening, and weekend students, the College piloted an expanded evening and weekend Student Services hours beginning spring 2018. Later Student Services hours of operation are held on Mondays and Tuesdays until 6:00 p.m. The College is piloted the offering of expanded hours until 7:30 p.m. and some Saturdays in the spring 2018 semester, at the WCC Campus. As part of the College's efforts to build a "culture of Canvas," Student Services is using Canvas to provide all enrolled students with access to Student Service modules online, including group "question and answer" chat sessions ([II.C.3-3](#), [II.C.3-4](#), [II.C.3-5](#), [II.C.3-6](#), [II.C.3-9](#), [II.C.3-10](#)).

### **Analysis and Evaluation**

The College, defined by three sites, continues to provide and enhance equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

### **II.C.3 Evidence**

II.C.3-1 [Student Services Survey](#)

II.C.3-2 [Lake County Campus Survey](#)

II.C.3-3 [Student Services Hours of Operation](#)

II.C.3-4 [Student Services Canvas](#)

II.C.3-5 [Counseling Canvas Site](#)

II.C.3-6 [Online Academic Advising](#)

II.C.3-7 [Financial Aid Academic Progress](#)

II.C.3-8 [Financial Aid TV](#)

II.C.3-9 [Online Student Services](#)

II.C.3-10 [Overview of Services Available by Location and Distance Education](#)

II.C.3 Action Plans			
Action	Responsible Parties	Timeline	Assessment
Implement Online Advising through Canvas	General Counseling; Director of Matriculation; TRIO Director	Fall 2018	Student usage of online advising
Implement online advising through Cranium Cafe across all programs and departments	General Counseling; Director of Matriculation; TRIO Director; EOPS/CARE/CalW ORKs Director	Begin Fall 2018 and fully implement by Fall 2019	Student usage Cranium Cafe advising

#### II.C.4.

*Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

#### **Evidence of Meeting the Standard**

While WCC does not have an athletic program, the College launched a Student Outreach and Retention Office (SOAR) in January 2016 to better coordinate and develop on-campus student engagement efforts and activities, with the goal of increasing not only student engagement and special programming, but also increasing student persistence and retention rates. The College funds SOAR staffing, events, and activities largely through its SSSP state allocated funding, which is managed by the Dean of Student Services in compliance with all applicable state regulations, laws, and guidelines. Additionally, in August 2016, the College opened a new Student Welcome Center, later named by students as the Eagle's Perch Student Lounge, in order to create greater opportunities for students to connect and engage with the campus ([I.A.1-5](#)). The Eagle's Perch is staffed by a SOAR Student Engagement and Outreach Specialist along with Student Ambassadors. The College's Associated Students of WCC is housed in the Eagle's Perch and many campus events and activities are held there as well ([II.C.4-1](#)).

The College regularly provides student events and activities each semester to foster a vibrant and engaging campus climate, including Welcome Weeks at the beginning of the semester, FallFest, WinterFest, Welcome to Finals Weeks, SpringFest, and GradFests. Additionally, in coordination with the Diversity Committee and Ethnic Studies Department, SOAR Office plans and supports other campus events designed to support and increase transfer and cultural programming. Examples of this include LGBTQIA Coming Out Day, Musica, Cultura, y Arte Hispanic Heritage Events, Day of the Dead Celebration, the annual Student Research

Symposium, and many others. Additionally, special student support programs, such as TRIO, as a part of federal grant requirements, provides all TRIO program participants with opportunities for cultural enrichment ([II.C.4-4](#), [II.C.4-5](#), [II.C.4-6](#), [II.C.4-7](#), [II.C.4-8](#), [II.C.4-9](#)).

The College's Student Ambassador program, launched in January 2016, supports the College's efforts to increase student engagement events on campus, support outreach activities in the community and in K-12 schools (elementary, middle, and high schools), and provide campus tours for prospective students and families. The student ambassadors support the College's efforts to provide a welcoming and smooth transition for entering students during the College's Welcome Weeks and many other events ([II.C.4-2](#), [II.C.4-10](#)).

The College's student government body, the Associated Students of Woodland Community College (ASWCC), provides students with a mechanism for representation on the College's participatory governance committees and ensures the student's voice is reflected in the development of the College's policies and programs. The ASWCC also coordinates activities and events to engage the student body as a whole, including participation in community Blood Donation Drives, Earth Day celebrations and activities, and game days. The Office of the Dean of Student Services is responsible for coordinating administrative support to the ASWCC, which includes oversight of ASWCC funding (in accordance with board and district policies and procedures), determination of student eligibility in accordance with district policies and state laws and regulations, and assists with the coordination of student clubs chartered by the ASWCC. The ASWCC has many student clubs initiated by students, such as the Chess Club, Poetry Club, the Eagle's Call Newspaper Club, the Chemistry Club, Phi Beta Lambda, and many others ([II.C.4-3](#), [II.C.4-6](#), [II.C.4-11](#), [II.C.4-12](#), [II.C.4-13](#), [II.C.4-14](#), [II.C.4-15](#), [II.C.4-16](#), [II.C.4-17](#), [II.C.4-17](#)).

In an effort to increase communication and connection among students, the College implemented the use of campus-wide LCD TV's in January 2016 and a new WCC Mobile App in August 2016 to promote events, activities, and student services designed to increase student success at WCC ([II.C.4-18](#), [II.C.4-19](#), [II.C.4-20](#)).

### **Analysis and Evaluation**

As a relatively young College, first accredited in 2008, the College continues to develop and expand its co-curricular programs and events to increase student engagement, enrichment, and to foster a vibrant campus student life. The creation of the Student Outreach and Retention Office, along with the new Student Ambassadors program, new Eagle's Perch Student Lounge, and enhanced student communications via the campus-wide LCD TV displays and new mobile app are evidence of the College's commitment and focus in this area. Additionally, the ASWCC is supported by the Office of the Dean of Student Services in accordance with Board and District policies and procedures, and state laws and regulations. The College is committed to fostering a vibrant and engaging campus climate and does so through the regular programming of student events and activities, such as Welcome Weeks, and in coordination and collaboration with the Diversity Committee and Ethnic Studies Department, increasing cultural programming on campus. All co-curricular programs and events are in alignment with the College's mission to support student learning ([II.C.4-21](#)).

## **II.C.4 Evidence**

- I.A.1-5 [Educational Master Plan](#)
- II.C.4-1 [Student Outreach and Retention Office](#)
- II.C.4-2 [Student Ambassadors](#)
- II.C.4-3 [Student Organizations and Clubs](#)
- II.C.4-4 [Student Services Events](#)
- II.C.4-5 [Campus Event Calendar](#)
- II.C.4-6 [TRIO Events Calendar](#)
- II.C.4-7 [Diversity Committee Email](#)
- II.C.4-8 [Cross Cultural Series](#)
- II.C.4-9 [Student Research Symposium](#)
- II.C.4-10 [Campus Tours](#)
- II.C.4-11 [Eagle's Call Student Newspaper](#)
- II.C.4-12 [BP 5400 Associated Student Organizations](#)
- II.C.4-13 [BP 5410 Associated Student Elections](#)
- II.C.4-14 [BP 5420 Associated Students Finance](#)
- II.C.4-15 [AP 5400 Associated Students](#)
- II.C.4-16 [AP 5410 Associated Student Elections](#)
- II.C.4-17 [AP 5420 Associated Students Finance](#)
- II.C.4-17 [Associated Students of Woodland Community College](#)
- II.C.4-18 [TV Display](#)
- II.C.4-19 [Mobile App Homepage](#)
- II.C.4-20 [Mobile App Links Page](#)
- II.C.4-21 [Overview of Services Available via Different Modalities](#)

## **II.C.5.**

*The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

### **Evidence of Meeting the Standard**

The College provides counseling and academic advising programs designed to support student development and success in achieving their educational goals. All students have access to counseling and academic advising services through the College's General Counseling Office. Additionally, various student support programs, such as TRIO, EOPS/CARE, CalWORKs, DSPS, MESA, and FYE also provide program participants with dedicated counseling and academic advising support. The College's academic counselors support orientation events and advise students on the academic requirements for the College's degree and certificate programs, graduation, and transfer. Counselors also help students develop comprehensive educational plans to help the students stay on track to degree and/or certification completion and/or transfer. All entering students at the College must complete core matriculation steps, including a comprehensive online orientation that details the requirements to earn a degree or certificate, graduation, and transfer. Additionally, the matriculation process also requires all



entering students to participate in a group counseling session to develop an abbreviated education plan to ensure that students receive timely and accurate advising as they enter the College ([II.C.5-1](#), [II.C.5-2](#), [II.C.5-3](#), [II.C.5-4](#), [II.C.5-5](#), [II.C.5-6](#), [II.C.5-7](#), [II.C.5-8](#), [II.C.5-9](#)).

The General Counseling Office's academic advising is provided through:

***In-Person Counseling Appointments:*** Students are able to call the Counseling Office or use the online appointment system (eSARS) to schedule appointments in 30 minute increments. Students whose educational plans require more time, such as student veterans or students on probation or facing dismissal, may have one-hour appointments scheduled ([II.C.5-1](#), [II.C.5-10](#)).

***Drop-in (Walk-in) Counseling Appointments:*** During peak periods in Student Services (three weeks before classes begin, two weeks after classes start, three weeks before registration opens, four weeks after registration opens), the Counseling Office has counselors available for "drop-in" appointments. These appointments are focused on handling "quick questions" and are limited to 10-15 minutes. Students requiring more time are asked to make a longer appointment ([II.C.5-1](#)).

***Counseling and Tutoring for Distance Education Students:*** While counseling services for distance education students have been limited to telephone and email advising, online tutoring has been available to all students through the Student Success Center in Canvas since Fall of 2017 using Skype and then ConferZoom as delivery tools. For fall 2018, the College has created an Online Counseling Center shell in Canvas, in addition to the current Student Success Resource Center, that will link students to general counseling as well as categorical counseling services right in their Canvas dashboard. Web conferencing software specific to online student services delivery, Cranium Cafe, is currently being integrated into counseling and online tutoring shells to provide scheduled and drop-in counseling and tutoring online to all enrolled students ([II.C.5-11](#)).

***Academic Counseling Courses:*** Counseling 10 is a three unit *College Success* course. Units are transferable to CSU/UC. The College Success course provides students with information necessary for college success, including time management, memory techniques, note taking, reading skills, test taking skills, critical thinking, writing, learning styles, diversity, communication skills, career planning, assessment, use of technology, and other resources. Along with the block-scheduled math and English classes for FYE, students participating in FYE are also required to take a College success course. At the end of the year, FYE students may earn a College Success Certificate of Achievement for participating in FYE and completing specific courses (such as math, English, college success, library science, and Education 15) ([II.C.5-12](#)).

***Counseling 25:*** Is a three unit *Career Planning and Development* course that assists students with career exploration and selection. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, values, personality, and life and personal circumstances ([II.C.5-12](#)).

**Online Education Plan:** In January 2015, the College partially implemented online education plans using the Colleague's education planning system.

**Transfer Center:** The College provides students with resources (hard copy and online) on the transfer process, university transfer options, and requirements for transfer to the University of California, California State University, or private postsecondary institutions. The College's Transfer Center staff coordinate the annual Transfer Fair, university campus tours, and workshops to help students understand transfer requirements, prepare for transfer, and ultimately submit applications for transfer. All academic counselors at the College are well-versed on transfer requirements and support students in developing educational plans to help them stay on track to transfer. The college also has a dedicated General/Transfer Counselor whose role it is to coordinate transfer events and workshops, keep abreast of changes in transfer policies and requirements, and help train fellow counselors on transfer planning ([II.C.5-13](#)).

**Career Center:** The College's Career Center, co-located in the Transfer and Wellness Center, is available to all students and community members who seek assistance in identifying and selecting career and personal goals, desire information regarding the career exploration process, and those interested in decision-making tools for college major selection and/or resume and interviewing skill development. Students can also complete career and interest assessments to help identify their career and major interests. A wide variety of career-related workshops are also provided to students ([II.C.5-13](#)).

Examples of specialized and innovative counseling services provided include:

- **Jump Start Orientation Sessions for Entering High School Graduates:** Incoming first year students attend a half-day event geared for all high school seniors to complete the SSSP process which consist of abbreviated educational plan (class selection for first semester), counselor presentation, student services programs (EOPS, CalWORKs, TRiO, Financial Aid, Vets., MESA, Tutoring, DSPS) information, and registration for classes. Students who complete Jump Start receive priority registration. It also includes a campus tour. All of these components are completed on designated days at each of the College's three campuses ([II.C.5-](#)).
- **Academic Probation Interventions:** Level one and Level two academic probation status students receive intervention services and resources for retention. They attend a workshop and then meet with a Counselor to develop a student education plan, complete the Student Academic Success Agreement and receive recommendations of resources and strategies to enhance their academic success and return to satisfactory academic status. Students will be able to complete these workshops online ([II.C.5-1](#)).
- **New Online Orientation:** In fall 2017, the College launched a new, robust, interactive online orientation to provide all entering students with a solid foundation to help them succeed as they pursue their educational goals. This online orientation ensures that students receive comprehensive, accurate, and timely information as they enter the College.
- **WCC Smart Phone Mobile App:** WCC's new mobile phone app was made available to students beginning in August 2016 and now has well over 1,000 registered users.



Designed to increase student engagement and connection on campus, the mobile app provides students with information about campus resources and upcoming events. Students can also connect with their peers, staff, and faculty using the campus post feature and receive quick responses to questions students ask about a wide variety of issues, such as financial aid and academic deadlines.

- **Canvas Portal for Student Services:** The College implemented a new Student Services Canvas Portal to provide expanded student services resources online for students, including the ability to complete a wide variety of modules and participate in online advising and group chat sessions.
- **FYE:** Offers student a guaranteed schedule for incoming first year students. This program, designed with the ME Model, consists of math, English, general education courses, and a counseling study skills course. Books are provided at no cost to the student. FYE consist of intrusive counseling, which also reinforces a connection with students through interactions with faculty and counselors. This helps build retention with program participants. In addition, students are provided with resources to the various student services programs (EOPS, Cal WORKs, TRiO, Financial Aid, Vets., MESA, Tutoring, DSPS) ([II.C.5-7](#)).
- **College Is For You:** Counselors visit local feeder schools early in the spring (February) to make presentations to prospective students about the College campus, transfer information, degrees and programs, along with and resources. In addition, the Outreach and Engagement Specialist meets with students, prior to counselor presentations, to assist with assessment, applications, and financial aid.
- **Student Ambassadors:** In January 2016, the College implemented a new Student Ambassadors program to help support the College's outreach and student engagement efforts. The Student Ambassadors play an important role in welcoming new students to campus at the beginning of each semester and helping to support their transition as they enter the College ([II.C.5-16](#)).
- **Transfer Opportunity Program Partnership with University of California Davis:** The College has an agreement in place with the University of California, Davis (UCD), through the Transfer Opportunity Program (TOP) partnership to provide enhanced services and support for students who are interested and plan to transfer to UCD. UCD provides a dedicated advisor who is onsite at the College at least twice per month and WCC students are able to participate in UCD Transfer Days.
- **University Advising:** The California State University, Sacramento, UC Davis, and many other four year colleges and universities also provide on-site advising to the College's students to help them plan and prepare for transfer ([II.C.5-17](#)).
- **Graduation Initiative:** During the spring 2017 semester, the College launched a Student Services Graduation Initiative designed to support students as they prepare to graduate and help cultivate a campus-wide culture of completion. *Get Ready to Graduate* workshops help students understand graduation requirements and the graduation petition process. Grad Week activities celebrate the accomplishments of the College's graduates with the goal of fostering a culture of completion. ([II.C.5-18](#))

The College ensures academic counselors are provided opportunities to keep abreast of changing academic policies, processes, laws and regulations, as well as transfer requirements so that the information they provide to students is current and accurate. The College holds regular Counseling Department meetings that include all general counselors and counselors

from the special support programs, such as TRIO, EOPS/CARE, and CalWORKs. Each semester, a day-long Counseling In-Service is provided for all full-time and part-time counselors at the College. Additionally, counselors are also encouraged to attend counselor, advising, and transfer-related conferences each year. Additionally, in fall 2015, the Counseling Department developed a 10 module training plan to onboard new part-time counselors ([II.C.5-19](#)).

### **Analysis and Evaluation**

The College provides comprehensive academic counseling services to support student development and success. Additionally, while the College schedules regular meetings, in-services, and encourages counselors' conferences attendance in related areas such as UC and CSU transfer, improvements can be made to ensure all full-time and part-time counselors have access to information and have an opportunity for ongoing training and development. The College's QFE addresses increased program and service delivery to distance education students.

### **II.C.5 Evidence**

- II.C.5-1 [Counseling Services](#)
- II.C.5-2 [TRIO](#)
- II.C.5-3 [EOPS/CARE](#)
- II.C.5-4 [CalWORKs](#)
- II.C.5-5 [DSPS](#)
- II.C.5-6 [MESA](#)
- II.C.5-7 [FYE](#)
- II.C.5-8 [Career and Transfer Center.](#)
- II.C.5-9 [Matriculation Steps](#)
- II.C.5-10 [eSARS](#)
- II.C.5-11 [Online Advising](#)
- II.C.5-12 [Academic Counseling Courses](#)
- II.C.5-13 [Career and Transfer Center](#)
- II.C.5-14 [High School Jump Start](#)
- II.C.5-15 [Academic Probation Interventions](#)
- II.C.5-16 [Student Ambassadors](#)
- II.C.5-17 [University Advising](#)
- II.C.5-18 [Graduation](#)
- II.C.5-19 [WCC New Part Time Counselor Training](#)

### **II.C.6.**

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

### **Evidence of Meeting the Standard**

The College is committed to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and ensuring access to the diverse

community the College serves. Consistent with its mission, the College admits domestic and international students in accordance with federal and state laws and local board policies. The College provides open admission to all California residents, nonresidents, and eligible K-12 concurrently enrolled students. The College uses the OpenCCC online admissions application and a paper application packet for International Student Admission Application that is available online ([II.C.6-1](#), [II.C.6-2](#), [II.C.6-3](#), [II.C.6-4](#), [II.C.6-5](#), [II.C.6-6](#), [II.C.6-7](#)).

The College requires non-exempt students to complete orientation, assessment, and advisement, including developing a first semester educational plan before they are permitted to register for classes. Prior to enrollment, students who seek to transfer or earn a degree or certificate are required to complete an orientation, assessment for math and English or ESL, and attend a general counseling session, which includes the development of an abbreviated educational plan (one to two semesters). The College encourages graduating high school students to complete these pre-enrollment steps early through Jumpstart, which provides an early registration opportunity in an effort to promote enrollment in math and English or ESL courses in the student's first semester of full time enrollment. Students are also required to meet with an academic counselor to develop a comprehensive educational plan once they complete 15 units towards their declared educational goal. This comprehensive educational plan provides the student with a clear pathway to achieve their educational goal of earning a degree, certificate and/or transfer ([II.C.6-8](#), [II.C.6-9](#)).

The College defines clear degree, certificate, and graduation requirements through the CC. Once discipline faculty have updated or developed curriculum and it completes the approval process, information regarding certificate and degree requirements is available to students via print or online catalog. The College's counselors use this as a basis to ensure consistency and accuracy to advise students on the courses needed to earn their chosen degree and/or certificate, and transfer ([II.C.6-10](#)).

Prerequisite courses are included based on a student's placement in math and English or ESL. Students meet with a counselor to building their academic plans during a counseling appointment. Education plans are created and saved in WCCs online education plan system. A printed copy of the education plan is given to the student ([II.C.6-11](#), [II.C.6-12](#)).

The College has begun work towards developing a comprehensive pathway project ([IV.B.5-10](#)). The Student Success Committee is recommending two counselors be part of a 13 member taskforce to develop Guided Pathways at WCC ([II.C.6-13](#)).

### **Analysis and Evaluation**

The District has adopted admissions policies and procedures consistent with the Education Code, Title Five of the California Code of Regulations, and WCC's mission. The College has established processes to require orientation, assessment, and advisement, which included the development a first-semester abbreviated education plan. The College has also adopted processes to require students to complete a comprehensive academic plan.

### **II.C.6 Evidence**

II.C.6-1 [AP 5010 Admissions](#)

- II.C.6-2 [AP 5015 Residency](#)
- II.C.6-3 [WCC Admissions](#)
- II.C.6-4 [OpenCCC](#)
- II.C.6-5 [International Student Application](#)
- II.C.6-6 [AP 5011 Admission of High School and Other Young Students](#)
- II.C.6-7 [AP 5012 Foreign Students](#)
- II.C.6-8 [Matriculation](#)
- II.C.6-9 [JumpStart](#)
- II.C.6-10 [WCC Catalog](#)
- II.C.6-11 [Abbreviated Ed Plan](#)
- II.C.6-12 [Comprehensive Ed Plan](#)
- II.C.6-13 [Student Success Minutes 3.19.2018](#)
- IV.B.5-10 [Guided Pathway Budget and Task Force Recommendations](#)

## **II.C.7.**

*The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

### **Evidence of Meeting the Standard**

#### ***Assessment and Placement***

The College uses the College Board's Accuplacer Computerized Placement Testing System for English, math, and ESL (and the companion to the computerized placement test for English and math as needed for special needs individuals in Braille, large text, and audio). Validation of cut-scores for placement was conducted and implemented during 2014-15. ([II.C.7-1](#)).

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, the College's SSSP goals for increasing and improving the delivery of assessment services to students includes ([II.C.7-2](#)):

- Increasing student awareness and understanding of the importance of assessment tests
- Providing students with greater opportunities to take practice tests
- Expand and strengthen partnerships with local feeder high schools to provide core matriculation services of orientation, assessment, and education plan development to graduating high school seniors enrolling at WCC in the fall

With the state's recent decision to terminate the Common Assessment Initiative and implement new legislation (AB 705 effective January 1, 2018) requiring Colleges to use multiple measures for placement ([II.C.7-5](#)). The English department has developed a self-placement website ([II.C.7-3](#)). Faculty have developed an ESL self-placement website ([II.C.7-4](#)). The College continues to use its Accuplacer tests to place students while implementing new multiple measures assessment. The College has also begun using high school transcript data to place recent high school graduates into math courses; the English Department is considering similar use of multiple measures for placement, including the Early Assessment Program (EAP).

## **Analysis and Evaluation**

This is an area of activity for the College as state laws and requirements related to assessment and placement have recently changed with the passage of Assembly Bill 705 (AB 705) in October 2017. The college has begun a regular process of review and update to validate the changes to the process for continuous evaluation and improvement. The evaluation of the changes made for the academic year 2018-19 will be monitored by program staff (in each discipline of Math, English, and ESL) and subsequently evaluated in partnership with the College's institutional research officer.

### **II.C.7 Evidence**

II.C.7-1 [WCC Assessment](#)

II.C.7-2 [WCC SSSP Plan](#)

II.C.7-3 [English Guided Self Placement Website](#)

II.C.7-4 [ESOL Placement Website](#)

II.C.7-5 [Math and English Multiple Measures Assessment Criteria Sheet](#)

### **II.C.8.**

*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. The institution publishes and follows established policies for release of student records.*

### **Evidence of Meeting the Standard**

The College's A&R Office maintains electronic records securely by utilizing unique logins for each approved staff. Information that contains student information (student identification numbers and other identifying information) is disposed of securely via a contracted service provider, Titan Shred. Forms with student information are securely locked in the A&R office. The A&R office is secured via a permanent locked door. Only A&R approved staff is issued keys to the main office.

Confidential information is only shared with the student, unless a waiver of release of information is provided. Family Educational Rights and Privacy Act (FERPA) is explained in WCC catalog (page 44). An example is the Transcript Authorization of Release Form, found online ([II.C.8-1](#)). Transcripts are requested in person by filling out a petition or online via a secure services provider, National Student Clearinghouse. When transcripts are requested in person, picture identification is requested to verify student identity.

The College's student information system is coordinated and maintained by YCCD Information Technology staff. The College's student information data resides in the District's SQL Server database that is backed up at 4:00 a.m. daily (including transaction logs that are created every two hours). This is a "snapshot" of a point in time along with all the transactions that occur until the next "snapshot" in time (4:00 a.m.). The backed up data is sent to a local set of disk drives and is then replicated nightly to the Disaster Recovery site at the College. To ensure the security and safety of the College's data is maintained, system redundancies are in place to ensure data is not lost. This is accomplished by maintaining three copies of the student information: the live system; local backup infrastructure; and, a third

copy maintained at the College. Student data is backed up utilizing Image Now. Access to Image Now is via a secure unit employee identification login. Access is approved by the employee's supervisor. Employees' access is limited to only the aspects needed to perform their job functions.

The College publishes and follows established policies for release of student records in accordance with federal FERPA and state privacy laws and regulations. The College also follows YCCD Board of Trustees administrative policies on student records and the directory information published in accordance with state and federal laws. This published policy can be found in the College's catalog on page 44 under Directory Information and FERPA. WCC catalog is also available online ([II.C.8-2](#), [II.C.8-3](#), [II.C.8-4](#), [II.C.8-5](#), [II.C.8-7](#)).

### **Analysis and Evaluation**

The College maintains student records permanently, securely, and confidentially and ensures the secure backup of all files through several system redundancies. The College follows all federal, state laws and regulations, and local District BP's regarding the confidentiality of student information. The College's policies and procedures on the release of student information is published in the College's catalog and made available in print and online. All forms for the release of student information, such as transcripts, are available online and in hard copy through the A&R Office ([II.C.8-6](#)).

### **II.C.8 Evidence**

II.C.8-1 [Transcript Authorization of Release Form](#)

II.C.8-2 [WCC Catalog](#)

II.C.8-3 [AP 5040 Student Records and Directory Information](#)

II.C.8-4 [AP 5045 Student Records - Challenging Content and Access Log](#)

II.C.8-5 [WCC FERPA Webpage](#)

II.C.8-6 [Transcript Requests](#)

II.C.8-7 [BP 5040](#)



## Standard III





## Standard III: Resources

---

### Standard III.A. Human Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

#### **III.A.1.**

*The institution ensures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority*

#### **Evidence of Meeting the Standard**

Supported by the YCCD Human Resources Office, Woodland Community College (WCC) ensures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. All job announcements for vacant faculty, staff, and administrator positions expressly state that applicants must meet the minimum qualifications for employment. Evidence of meeting the standards are related to the College's mission and accurately reflect the duties, responsibilities, and authority of the position. Faculty and administrators must meet minimum standards as set forth by the California Community College Board of Governors. Job announcements for classified staff also include minimum standards of education, experience, knowledge, and ability to perform the duties of the position ([III.A.1-1](#), [III.A.1-2](#), [III.A.1-3](#)). Additionally, WCC utilizes the Aspen Criteria to assess the qualifications of the College President and all administrative positions ([III.A.1-4](#)).

All vacancies are widely advertised in various media including the California Community College Registry, Job Elephant, Higher Ed Jobs, Chronicle of Higher Education, Monster.com, the Yuba Community College District Human Resources website, and other publications that target specific demographics and diverse populations. All applicants are initially screened by the Office of Human Resources to ensure they meet the minimum qualifications. Application materials are then forwarded to hiring committees to initiate the selection process. All committee members are trained in Equal Employment Opportunity (EEO) processes ([III.A.1-5](#)). This training is a condition of their service on committees. The selection process for faculty, staff, and administrators include a range of activities to verify that the applicant is highly qualified for the vacant position such as written exercises, teaching demonstrations, oral presentations, and a range of oral interview questions which test critical thinking and problem-solving skills and subject matter expertise and fluency.



After committee recommendations are forwarded to the college president for further consideration, the Office of Human Resources technical staff works collaboratively with the college president and/or his designee, if asked, to further verify candidates are highly qualified for the vacant position and meet the standards required to serve the student population and fulfill the mission and goals of the College.

District and College criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and are also guided by a faculty hiring manual ([III.A.1-6](#)), Board of Trustees Board Policies and Administrative Procedures ([III.A.1-7](#), [III.A.1-8](#), [III.A.1-9](#), [III.A.1-10](#), [III.A.1-11](#)), the Faculty Association of YCCD Collective Bargaining Agreement ([III.A.1-12](#)), the part-time and classified staff Collective Bargaining Agreement ([III.A.1-13](#), [III.A.1-15](#)), and the YCCD Human Resources Master Plan ([III.A.1-14](#)).

The four principles within the YCCD HR Master Plan guide the College in appropriate hiring and employee development:

- Equity and Diversity
- Staffing Planning
- Professional Development
- Personnel and Employment Relations Services

The Office of Human Resources technical staff in concert with WCC faculty, staff, administration, and union leadership routinely review and assess the currency of job descriptions ([III.A.1-16](#), [III.A.1-17](#)).

### **Analysis and Evaluation**

The College has enhanced its recruitment and selection process through the adoption and implementation of the Aspen Institute criteria for administrative leadership positions. Board policy guide all selection processes. Moreover, all successful candidates recommended to the Governing Board of Trustees for hire are not only highly qualified based upon requisite knowledge, skills and abilities, but also reflect student and service area diversity.

### **III.A.1 Evidence**

III.A.1-1 [Educational Administrator Job Announcement](#)

III.A.1-2 [Faculty Job Announcement](#)

III.A.1-3 [Classified Staff Job Announcement](#)

III.A.1-4 [Aspen Hiring Rubric](#)

III.A.1-5 [Hiring Committee EEO Training Presentation](#)

III.A.1-6 [Faculty Hiring Manual](#)

III.A.1-7 [BP 7120](#)

III.A.1-8 [AP 7120](#)

III.A.1-9 [AP 7145](#)

III.A.1-10 [AP 7126](#)

III.A.1-11 [AP 7250](#)

III.A.1-12 [FAYCCD \(previously YCFA\) Contract](#)

III.A.1-13 [YCAFT Contract](#)

III.A.1-14 [HR Master Plan](#)

III.A.1-15 [CSEA Contract](#)

III.A.1-16 [Instructional Associate-Student Success and Tutoring](#)

III.A.1-17 [Updated Senior Buyer Classified](#)

### **III.A.2.**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

#### **Evidence of Meeting the Standard**

As part of its faculty hiring policies, procedures, and practices, the College ensures that all faculty demonstrate qualifications that include knowledge of the subject matter and requisite skills for the teaching or non-teaching services to be performed ([III.A.1-7](#), [III.A.1-8](#)). All applicants for faculty positions at the College must produce evidence reflecting their acquisition of appropriate degrees, discipline expertise, teaching skills, and potential to contribute to the mission of the institution. All faculty job descriptions provide information on specific education and experience requirements, essential duties that highlight the College's expectations of the faculty (whether teaching or non-teaching), and required duties that reflect the faculty's ability to work in diverse environments ([III.A.1-2](#)). Experience working in diverse environments is consistent with the College's mission and goals and the District's Human Resource Master Plan, which requires an appreciation for diversity in the educational environment.

The College standards for faculty hiring are dictated by the State Chancellor's Office minimum qualifications for faculty hiring, and these standards, including a requirement for the development and review of curriculum are depicted in all job announcements ([III.A.2-2](#)). All faculty are required to participate in the development of program reviews requiring the assessment of institutional and student learning outcomes. The Human Resources Office screens each application to determine that applicants meet minimum qualifications prior to releasing the applications to the hiring committee for review. Additional procedures in the YCCD Faculty Hiring Manual state: 1) applicants must meet YCCD minimum qualifications by the filing date or have been awarded equivalency by the District prior to the publication of the Recruitment Announcement; 2) Equivalency applications submitted during the filing period for a position will not be considered for that position; and 3) Equivalency determination will be made by the Senate-approved equivalency process ([III.A.1-6](#)).

The interview process at the District was developed in collaboration with the Faculty Senate in order to assess faculty qualifications beyond the minimum qualifications. Questions are developed by the hiring committee and are designed to allow the candidate opportunity to share their professional experience, discipline expertise, and scholarly activities. In addition, a demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all full time interviews. There are two kinds of demonstrations:

1. Advance preparation: Topics are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain the information that a demonstration will be part of the interview process. Three topics could be given with the candidate to choose any one. The demonstration would measure willingness to prepare and ability to deliver when an assignment is known in advance.
2. Extemporaneous: A role-play scenario or a short list of work-related problems would be presented to the candidate during the interview with directions to explain, respond to, or demonstrate any one. This demonstration measures the candidate's ability to think and organize quickly.

In some cases, faculty who do not fully meet the educational or experience requirement of a position, but can demonstrate that their degrees and professional experience are equivalent to the minimum standards can apply for equivalency ([III.A.2-3](#)). The procedure for equivalency is guided by an Equivalency Statement ([III.A.2-4](#)) which informs the procedures for determining minimum qualifications and equivalency ([III.A.2-5](#)). The process is implemented by faculty through their Academic Senates with the guidance of the Human Resource Office.

Screening committee members are trained to develop interview questions and teaching demonstrations that align with the job announcements and specific requirements of the position. The composition of hiring committees include faculty appointed by the Academic Senate, faculty from the discipline being hired, an EEO representative, and the Vice President and supervising discipline dean. This ensures appropriate faculty and discipline expertise in the selection of faculty positions ([III.A.2-6](#), [II.A.2-7](#)).

### **Analysis and Evaluation**

District policies and services support the College's screening and hiring practices to identify candidates with exceptional potential to contribute to the mission of the institution. The College's process for determining faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed which is consistent with Eligibility Requirement 14.

### **III.A.2 Evidence**

III.A.1-2 [Faculty Job Announcement](#)

III.A.1-6 [Faculty Hiring Manual](#)

III.A.1-7 [BP 7120](#)

III.A.1-8 [AP 7120](#)

III.A.2-2 [Minimum Qualifications Handbook](#)

III.A.2-3 [Minimum Qualifications Equivalency Application](#)

III.A.2-4 [Equivalency Statement](#)

III.A.2-5 [Procedure For Determining Minimum Qualifications and Equivalency](#)

III.A.2-6 [Business & Management Instructor Committee Questions](#)

III.A.2-7 [Business & Management LCC Applications Screening Criteria](#)

### **III.A.3.**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

#### **Evidence of Meeting the Standard**

All WCC administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The District has hiring practices, including implementation of the Aspen Criteria as well as following the Minimum Qualifications Handbook for Faculty and Administrators from the California State Chancellor's Office ([III.A.2-2](#)). The District also has performance evaluation policies and standards in place to assess and confirm that administrators and other employees are working effectively to achieve and sustain institutional effectiveness and academic quality ([III.A.3-1](#)). The documents assess their performance relative to their ability to complete duties and responsibilities in their job descriptions and contributions towards achieving institutional effectiveness. It is also a means through which the College identifies specific professional development needs and opportunities for its managers in order to build or increase their capacities to sustain the performance requirements of their jobs. The Board of Trustees also provides guidance on the minimum qualifications for administrative personnel ([III.A.3-2](#), [III.A.3-7](#)) and approves all selections for academic and other positions required to sustain academic quality and institutional effectiveness.

The hiring process for all academic and other employees responsible for academic programs, including faculty and classified staff, follow similar patterns and procedures: determination of the job descriptions and minimum requirements, advertisement of the position in multiple media, formation of a hiring committee that assesses candidates' minimum qualifications, interviews that include job related questions and scenarios, and Board of Trustees approval of the candidate recommended for employment. All employees undergo a reference check utilizing a template developed by the Human Resources Office ([III.A.3-3](#)). This is followed by a recommendation to employ ([III.A.3-4](#)) which is submitted by the supervising authority to the Board of Trustees for final consideration. The hiring process ensures that qualified candidates are hired to positions that sustain the College's mission and academic quality.

Monthly professional development training for all YCCD managers strengthens their abilities to perform duties, sustain institutional effectiveness, and ensure academic quality. The District also supports professional growth opportunities for faculty and staff through incentives that include advancement on the salary scale ([III.A.3-5](#), [III.A.3-6](#)). Administrators are encouraged to participate in their respective professional organizations, and all administrators are members of at least one or more statewide organizations including the Association for California Community College Administrators (ACCCA), California Chief Instructional Officers (CCIO), and the California Community College Administrators of Occupational Education (CCCAOE) ([IV.B.2-7](#), [IV.B.2-8](#)).

## **Analysis and Evaluation**

Hiring and professional development practices ensure administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

### **III.A.3 Evidence**

III.A.2-2 [Minimum Qualifications Handbook](#)

III.A.3-1 [Management Evaluation Document](#)

III.A.3-2 [AP 7250 Educational Administrators](#)

III.A.3-3 [Reference Check Form](#)

III.A.3-4 [Recommendation to Hire](#)

III.A.3-5 [Sample Administration Training](#)

III.A.3-6 [Professional Growth Program for Faculty and Staff](#)

III.A.3-7 [Classified Supervisors and Managers](#)

IV.B.2-7 [Asilomar PD for Deans](#)

IV.B.2-8 [ACCCA Professional Development](#)

### **III.A.4.**

*Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.*

### **Evidence of Meeting the Standard**

With support from District Human Resources Services, the College evaluates all transcripts and relevant documents to ensure that required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized United States accrediting agencies. Degrees from foreign institutions are evaluated by institutions in the United States ([III.A.4-1](#)). The goal of this evaluation is to determine equivalency between the foreign degree and the U.S. degree and its discipline area.

The Office of Human Resources verifies that applicants meet minimum qualification for each position by using the database of US accredited institutions. No employee is hired until the Office of Human Resources confirms and verifies that he/she meets minimum qualifications to hold the position ([III.A.1-14](#), [III.A.2-5](#)).

### **Analysis and Evaluation**

All degrees for all applicants for faculty, staff, and administration positions are verified by the Office of Human Resources as a part of the compliance function to ensure that all applicants meet the educational minimum qualifications for the respective positions. All applicants submit copies of the degrees and transcripts to the Office of Human Resources through the online applicant tracking system administered through PeopleAdmin.

### **Evidence**

III.A.4-1 [Foreign Degree Evaluation](#)

III.A.1-14 [HR Master Plan](#)

### III.A.2-5 [Procedure For Determining Minimum Qualifications and Equivalency](#)

#### **III.A.5.**

*The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documents.*

#### **Evidence of Meeting the Standard**

The College assures that all employees – faculty, staff, and administration – are regularly and systematically evaluated. Working with the College’s Academic Senate and bargaining units, the District and the College have invested significant energy and resources in updating, revising, and enhancing its protocols of the evaluation of all faculty, staff, and administrative employees. These efforts are consistent with Board Policy BP 7150 directing the Chancellor to develop and maintain an evaluation tool for each employee category ([III.A.5-1](#)). The District and the College have established written criteria for administrators, faculty, and staff to assess their effectiveness and encourage improvement. All actions taken following evaluations are formal, timely, and documented in the employee’s files at the Human Resources Office.

In the 2015-16 academic year, the College, in collaboration with the District Human Resources Office, the Academic Senate, and the Faculty Association of the Yuba Community College District (FAYCCD), significantly enhanced the evaluation instrument and protocols for full-time faculty and aligned with the FAYCCD contract language - Article 6.10 ([III.A.1-12](#)). A Faculty Evaluation Task Force was charged to create a more robust and rigorous evaluation instrument for faculty that also focused on professional development and continuous growth and improvement for faculty. The evaluation document has been phased in over several years for all full time contract and non/tenured faculty ([III.A.5-2](#)). Probationary tenured track faculty have an option of using the new evaluation instrument or the existing instrument ([III.A.5-3](#)) until the end of the 2018-2019 Academic Year, when this will be fully implemented for all categories of full time faculty. The District and College have made updates to the instrument to include an addendum addressing the particular duties of counselors ([III.A.5-4](#)), librarians ([III.A.5-5](#)), and distance education faculty ([III.A.5-6](#)).

All full time faculty are evaluated in accordance with the FAYCCD contract ([III.A.5-9](#)). Their evaluation is based on a) acceptance of responsibility, (b) effectiveness of communication, (c) effectiveness of instruction/student services (d) expertise in subject matter (e) techniques of instruction/skill in accomplishing responsibility/assignments and (f) participation in professional responsibilities/activities. The new instrument, however, specifies evaluation based on professional responsibilities, instructional performance and organization, and professional growth and currency. It provides an opportunity for self-evaluation by the faculty, including written responses to recommendations by students and the evaluation committee. Tenure track faculty are evaluated each of their first four years of their employment and, if eligible, they may be advanced for tenure in the fourth year. Non tenure



track, full time faculty are evaluated during each of their first three years of employment and then every other year after that.

Part time faculty are evaluated once each semester in each of the first three semesters of service and every sixth semester of service thereafter, as reflected in their bargaining agreement, The Yuba College American Federation of Teachers (YCAFT) contract. Part-time faculty evaluations are based on similar standards as the full time faculty ([III.A.5-7](#)).

Classified staff are evaluated by their designated supervisors at least once every two years after they attain permanency. Probationary classified staff are evaluated at the end of their fifth and eleventh months of employment. Guidelines for their evaluation process is reflected in their bargaining agreement, The California School Employees Association (CSEA) Contract ([III.A.1-15](#)). Evaluations are documented by the Classified Employee Performance Appraisal form ([III.A.5-10](#)).

Administrators are evaluated annually before March 15th. The renewal of administrators contracts is determined by the Board of Trustees in the conclusion of the evaluation cycle ([III.A.5-11](#)). The District began reviewing and enhancing the evaluation protocols for academic administrators during the 2014-15 academic year, and through a collaborative effort among college and District leadership teams, bargaining units, and academic senates developed protocols for a 360 Degree Evaluation Process ([IV.D.4-5](#)).

The 360 Degree Evaluation Process was first introduced and implemented with the Chancellor's Cabinet and DSET Team in the 2015-16 academic year. After reviewing and assessing the results of the process, the 360 Degree Process was expanded to all academic administrators and classified supervisors beginning in the 2016-17 academic year. The Management Evaluation Document ([III.A.3-1](#)) provides criteria for evaluating administrators and includes ratings for performance of job duties, leadership, human relations, communication, personal qualities, and professional growth opportunities.

As with faculty, the District sought to create and implement evaluation protocols which were focused on professional growth and development. The hallmark of the 360 Degree Evaluation Process is feedback from peers, subordinates, and supervisors/senior administrators which focuses on leadership attributes. It also contains a self-reflection component, which sets forth a professional growth and development "blueprint" for the administrator.

### **Analysis and Evaluation**

Woodland Community College, District Services personnel, bargaining units, and the Academic Senates have established protocols for evaluating all administrative, faculty and classified staff. The essence of the evaluation process for all categories of employees is employee effectiveness and the encouragement of an enhanced capacity to successfully perform their assigned duties. All evaluations are documented and filed with the Office of Human Resources and the respective supervisor or academic dean. For faculty and classified staff, the Human Resource Office provides an annual schedule for employee evaluation to deans and supervisors.

### **III.A.5 Evidence**

III.A.5-1 [BP 7150-Employee Evaluation](#)

III.A.1-12 [FAYCCD \(previously YCFA\) Contract](#)

III.A.1-15 [CSEA Contract](#)

III.A.5-2 [Faculty Evaluation Document](#)

III.A.5-3 [Faculty Evaluation Document \(old form\)](#)

III.A.5-4 [Faculty Evaluation Document - Counselor Addendum](#)

III.A.5-5 [Faculty Evaluation Document - Librarian Addendum](#)

III.A.5-6 [Faculty Evaluation Document - Distance Education Faculty Addendum](#)

III.A.5-7 [Faculty Evaluation Document - Part-time Faculty](#)

IV.D.4-5 [360 Degree Memo](#)

III.A.5-9 [Faculty Evaluation Article 6](#)

III.A.5-10 [Classified Evaluation Form](#)

III.A.5-11 [Board of Trustees Action on Administrator Evaluation](#)

### **III.A.6.**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the result of the assessment of learning outcomes to improve teaching and learning.*

*No longer applicable per January 2018 ACCJC actions.*

### **III.A.7.**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. (ER 14)*

### **Evidence of Meeting the Standard**

The College maintains a sufficient number of qualified faculty, including part time, teaching and non-teaching personnel. Faculty must meet rigorous selection criteria in the hiring process in order to fulfill essential responsibilities that support the goals and mission of the College and District. The District has consistently maintained its Faculty Obligation Number (FON) over the 2016 and 2017 academic year ([III.A.7-1](#)). However, there is a significant interest among all academic stakeholders of the District – full-time faculty, part-time faculty, academic administrators and Governing Board of Trustees – to explore ways and resources to increase the numbers of full-time faculty ([III.A.7-7](#), [III.A.7-8](#)).

Currently, the College employs 35 full-time faculty members (18%) and 154 part-time faculty members (77%) across its campuses. This reflects a 3% increase in full time faculty compared to the Fall of 2016, but a 9% reduction in adjunct faculty over the same period ([III.A.7-2](#)) due to a schedule reduction. Nonetheless, the numbers are sufficient to support student course scheduling demands. Each semester, the College course schedule totals an average 250 face to face and online course sections. Part time faculty teach about 60% of the WCC schedule,



and full time faculty teach approximately 40%. Non-teaching faculty include 13 full and part time counselors ([III.A.7-9](#)).

Assessment of full time faculty needs is presented in annual program reviews in accordance with the WCC Integrated Planning and Evaluation Cycle ([III.A.7-3](#)). Full time faculty requests are prioritized by the Faculty Staff Administrator Planning Committee (FSAPC) using a matrix that considers productivity, program growth, current level of part time instructors, among others ([III.A.7-4](#)). FSAPC forwards a prioritized list to the Planning and Institutional Effectiveness Committee (PIE). The list is forwarded to College Council and the Academic Senate for review. Following this review, PIE forwards the prioritized list to the President for approval ([III.A.7-5](#)). Budget considerations have precluded the hiring of new faculty from general funds for the past three years. However, vacant faculty positions have been replaced through an Auto Refill process ([III.A.7-6](#)) that determines whether the vacant position requires reprioritization to meet current needs or not. Categorical statewide resources such as the Student Success and Support Programs (SSSP), Perkins Grants, and Strong Workforce fund new full time, non-tenure track faculty ([III.A.9-11](#), [III.A.9-12](#)).

Part time faculty hiring is ongoing through the year and fluctuates based on scheduling and student demands. The College maintains a pool of qualified part time faculty that can be hired to fill scheduling vacancies ([III.A.9-10](#)).

### **Analysis and Evaluation**

Woodland Community College continues to maintain a sufficient cadre of qualified full and part time faculty to assure the fulfillment of faculty of faculty responsibilities that are essential to the quality of educational programs and services to achieve institutional mission and purposes. The College requires the same minimum standards of qualification for all academic and student support faculty, whether full time or part time. The District continues to exceed its Faculty Obligation Number, suggesting a sufficient number of faculty to implement its mission and alignment with Eligibility Requirement 14.

### **III.A.7 Evidence**

III.A.7-1 [YCCD Faculty Obligation Number \(FON\) - 2016/2017](#)

III.A.7-2 [Faculty and Staff Demographic Count 2016/2017](#)

III.A.7-3 [WCC Integrated Planning and Evaluation Cycle](#)

III.A.7-4 [Full Time Faculty Request Matrix](#)

III.A.7-5 [Sample Rankings of Faculty Request from FSAPC, 2014-15](#)

III.A.7-6 [WCC Auto Refill Process](#)

III.A.7-7 [WCC Staffing](#)

III.A.7-8 [WCC Classified Staff](#)

III.A.7-9 [WCC and CCC SARS Data](#)

III.A.9-10 [Part-Time Faculty](#)

III.A.9-11 [ESL Resource Faculty](#)

III.A.9-12 [Agriculture Instructor-Tenure Track](#)

### **III.A.8.**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

#### **Evidence of Meeting the Standard**

The College and District follow a robust employment policies and protocols for its part-time faculty members. Policies and processes for hiring and evaluating part time are documented in III.A.2. and III.A.5. The College has processes in place that provide for onboarding and orientation of all new part time faculty. In August of each year during Convocation Week, part time faculty are invited to participate in orientation sessions that include presentations on aspects of the College's operations, a campus tour, and a dinner ([III.A.8-1](#)). Each new part time faculty receives an invitation well in advance of the event ([III.A.8-2](#)). A Part Time Faculty Guide ([III.A.8-3](#)) and Part Time Handbook ([III.A.8-4](#)) are distributed as part of the onboarding activities in addition to presentations from representatives of some college committees and programs. A presentation on the part time faculty association contract, YC-AFT Contract ([III.A.8-1](#)), is also included in the onboarding and orientation process. Leaders of their Association are invited to meet with their stakeholders, including current and new part time faculty, during the dinner.

The District, the College, and YC-AFT have recently negotiated a successor collective bargaining agreement, which was recently ratified by both the unit and the Governing Board of Trustees in October 2017. The agreement covers a myriad of areas, including but not limited to workload/faculty assignments, salary and benefits, office hours, leaves, professional responsibility/committee assignments, evaluations, discipline and grievance procedures, and other related employment matters. This assures that part time faculty have similar levels of employment protection and relations as other employee groups at the College ([III.A.8-6](#)).

Part-time faculty members are fully integrated into the life of the College. Governance committees, including the Academic Senate and the College Council, involve participation for part time faculty ([III.A.8-7](#)). Part time faculty, like their full time colleagues, are given opportunities for professional development. Part-time faculty have opportunities to earn Flex credit throughout the year by participating in workshops, training, and conferences ([III.A.8-5](#)). Furthermore, they are encouraged to participate in the various college planning processes and protocols, including program review, curriculum development and SLO development ([I.B.7-5](#)). When part-time faculty perform these types of duties, which are contractually the professional responsibility of full-time faculty, they are appropriately compensated, as set forth under the terms and conditions of the YC-AFT collective bargaining agreement.

#### **Analysis and Evaluation**

Woodland Community College continues to pursue policies and practices that ensure part time faculty members are fully integrated into the culture of the College through proper orientations, professional development opportunities, and participation in governance processes. Every part time faculty at all College locations receives oversight from one of five academic deans in the College's administration.

### **III.A.8 Evidence**

I.B.7-5 [College Council Operating Agreement](#)

III.A.8-1 [Part Time Faculty Orientation Agenda](#)

III.A.8-2 [Invitation to Part Time Faculty Orientation and Dinner](#)

III.A.8-3 [Part Time Faculty Guide](#)

III.A.8-4 [Part Time Faculty Handbook](#)

III.A.8-5 [Flex Handbook](#)

III.A.8-6 [YC-AFT Contract](#)

III.A.8-7 [Academic Senator with Part Time Faculty](#)

### **III.A.9.**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

#### **Evidence of Meeting the Standard**

Woodland Community College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College employed a total of 211 faculty and staff and ten administrators (221 employees total) to support student enrollment of 3,800 ([III.A.9-1](#)). Program reviews and administrative unit outcomes inform decision-making about the level of staffing required for effective operations.

The College, through its Faculty Staff Administration Planning Committee, oversees the development of staffing planning protocols, which are a part of the institutional planning process. The Educational Master Plan and planning documents for categorical funding also include considerations for staff with appropriate qualifications to support the goals of the respective initiatives. The College has used the influx of new funding streams from the State to increase and enhance the number of staff to support the educational mission of the college. The College has leveraged SSSP, Student Equity, Strong Workforce, Adult Education Block Grant (AEBG), MESA grant, and Upward Bound grant to increase staff support in a number of areas that advance the College's educational mission ([III.A.9-5](#), [III.A.9-6](#), [III.A.9-7](#)).

The College first developed a formal staffing plan in 2008 to guide its transition to a comprehensive college ([III.A.9-3](#)) over a six year period. Budget shortfalls in subsequent years affected the accomplishment of the plan with the delay of many hiring decisions. Staffing plans for classified and other staff since are in response to program support needs. The College recently embarked upon an Integrated Management Plan ([III.A.9-4](#)) as part of its Educational Master Plan where staffing needs, in addition to facilities and technology, will be considered in the total cost of ownership for all categories of programs including curriculum and scheduling.

**Analysis and Evaluation**

Woodland Community College has a sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institutions. The hiring process follows defined Human Resource policies that ensures that all staff meet the minimum qualifications of their positions ([III.A.2-2](#)). The College is embarking on a formal model for responding to its staffing need with the development of an Integrated Management Plan that is included in its Educational Master Plan.

**III.A.9 Evidence**

III.A.7-2 [Faculty and Staff Demographic Count 2016/2017](#)

III.A.9-1 [WCC Staff Count](#)

III.A.9-3 [WCC Staffing Plan, 2008](#)

III.A.9-4 [WCC Integrated Management Plan](#)

III.A.9-5 [Integrated Budget 2017-2018](#)

III.A.9-6 [District Personnel Requisition Process](#)

III.A.9-7 [Admin II to Dean of CTE Decision Memo](#)

III.A.2-2 [Minimum Qualifications Handbook](#)

III.A.9 Action Plans			
Action	Responsible Parties	Timeline	Assessment
Complete the College Integrated Management Plan to reflect staffing, technology and facility needs in the EMP.	WCC President’s Cabinet	January 1, 2019	EMP Action Plans for facilities, technology and staffing reflect total cost of ownership.

**III.A.10.**

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purpose. (ER 8)*

**Evidence of Meeting the Standard**

Woodland Community College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purpose ([III.A.10-1](#)). The College utilizes the same staffing planning principles and protocols for academic and classified administrators as it does for faculty and staff. Administrators must meet the minimum qualifications mandated by the California State Chancellor’s Office ([III.A.2-2](#)) and Board Policies and Administrative Procedures ([III.A.10-2](#); [III.A.10-3](#); [III.A.10-4](#); [III.A.10-5](#);

[III.A.10-6](#)). Administrators must also meet the requirements of the District's hiring and recruitment practices, including verification for employment eligibility, background checks, and equal employment mandates. In fully implementing the Aspen Institute Criteria in the recruitment and selection process for administrators ([III.A.1-4](#)), the College has highly qualified and diverse administrators who are highly motivated for student success.

The College's administrative staff consists of the President, Executive Vice President of Academic and Student Services, 5 deans, including a Campus Executive Dean, and four programmatic or operations directors. The deans and the Vice President serve on the President's Cabinet (PC) and provide advice on campus operations and the development and evaluation of program reviews for the College's administrators - Administrative Unit Outcomes - and campus planning documents. Administrative Unit Outcomes ([III.A.10-7](#)) and recommendations to the District for administrative redesign ([III.A.10-8](#)) inform decisions to augment the College's administrative staff.

### **Analysis and Evaluation**

Woodland Community College has a President, Executive Vice President, five deans and four programmatic directors, which are sufficient to meet the needs of the College. All administrators have appropriate qualifications and training to implement their duties. The College, as such, meets Eligibility Requirement 14.

### **III.A.10 Evidence**

- III.A.10-1 [WCC Staffing Count With Administrators F2017](#)
- III.A.2-2 [Minimum Qualifications Handbook](#)
- III.A.10-2 [AP 7120 - Recruitment and Hiring](#)
- III.A.10-3 [AP 7122 - Hiring the College President](#)
- III.A.10-4 [AP 7125 - Verification of Eligibility of Employment](#)
- III.A.10-5 [AP 7126 - Applicant Background Checks](#)
- III.A.10-6 [BP 3420 - Equal Employment Opportunity](#)
- III.A.1-4 [Aspen Hiring Rubric](#)
- III.A.10-7 [Administrative Unit Outcome](#)
- III.A.10-8 [Memos to the Chancellor on Administrative Design](#)

### **III.A.11.**

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

### **Evidence of Meeting the Standard**

District policies and procedures govern the employment and labor relations process ([IV.B.1-18](#), [IV.B.1-19](#)). A number of Board Policies and Administrative procedures that relate to human resources, labor relations, employment relations, recruitment and onboarding, evaluations and performance management, nondiscrimination, EEO and the complaint process, and the employee discipline process ([III.A.11-1](#), [III.A.11-2](#), [III.A.11-3](#), [III.A.11-4](#), [III.A.11-5](#), [III.A.11-8](#)). These Board policies and Administrative procedures are regularly reviewed and updated as required by both law and policy ([III.A.11-11](#)).

The District actively maintains collective bargaining agreements with each of its five (5) employee associations and unions. The collective bargaining agreements are in compliance with the California Education Code, Title 5, and the Educational Employment Relations Act (EERA).

The College adheres to an EEO Plan developed in concert with the District Human Resources Office. The Plan was developed to ensure equity and fairness in all aspects of employment relations, particularly the recruitment and selection and retention processes ([III.A.11-6](#)). The College and District have also held training sessions facilitated by third party vendors to highlight the importance of fairness and equity in the hiring and retention process ([III.A.11-7](#)).

All policies are available for information and review on the District and College's website ([III.A.11-9](#)). The College also adheres to statewide and federal personnel policies. All faculty and administrative hiring, for example, are done in deference to the State Chancellor's Office Minimum Qualifications Handbook ([III.A.11-10](#)). Policies on evaluation of all employees are articulated in the District's Human Resources Manual ([III.A.11-1](#)).

### **Analysis and Evaluation**

Woodland Community College, supported by District Services and Board Policies, establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. All policies and procedures are fair and equitably and consistently administered, guided by Equal Employment Opportunity plans at the District and College. The College and District regularly hold training sessions for administrators and program managers to highlight the fair and consistent applications of personnel policies.

### **III.A.11 Evidence**

- III.A.11-1 [Human Resources Manual](#)
- III.A.11-2 [Board Policy 1300 - Diversity](#)
- III.A.11-3 [Board Policy 3420 - Equal Employment Opportunity](#)
- III.A.11-4 [Board Policy 3430 - Prohibition Against Harassment](#)
- III.A.11-5 [Administrative Procedure 7120 - Recruitment and Hiring](#)
- III.A.11-6 [District Equal Employment Opportunity Plan](#)
- III.A.11-7 [Hiring the EEO Way](#)
- III.A.11-8 [Aspen Crisis and Opportunity Report](#)
- III.A.11-9 [District Human Resources Website](#)
- III.A.11-10 [CCCCO Minimum Qualifications Handbook](#)
- III.A.11-11 [May 2018 BP Review](#)
- IV.B.1-18 [BP 7110 HR](#)
- IV.B.1-19 [AP 7110 HR](#)



### **III.A.12.**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

#### **Evidence of Meeting the Standard**

The College has appropriate programs, practices, and services that support its diverse personnel. Employment practices uphold a commitment to diversity. Job descriptions and announcements require an applicant's willingness to work with individuals from diverse backgrounds and cultures, and every interview question for administrative, faculty, and staff positions include a question on diversity ([III.A.12-1](#)). Additionally, the College has a vibrant Cross Cultures Series through its Ethnic Studies Department that regularly invite prominent academic, political, and social personalities to present lectures on a broad range of social, economic, and political topics ([III.A.12-2](#), [III.A.12-3](#)). The College supports diverse groups and programs, including Veterans, Lesbian, Gay, Bi-Sexual, Transsexual, and Queer (LGBTQ) persons, and persons with disabilities. The College has held several staff development and other training programs to highlight an appreciation for diversity on the campus ([III.A.12-4](#), [III.A.12-5](#)).

A WCC Flex and Professional Development Committee regularly holds training seminars and workshops for faculty and staff on topics that include technology, employee relations, student equity, student discipline, and evaluations ([III.A.12-6](#)).

The District, through the Office of Human Resources, provides regular and comprehensive training to all faculty, staff, and administrators who participate in the recruitment and selection processes of the colleges and District Services ([III.A.12-17](#), [III.A.12-18](#)). The College has established a Diversity Committee which is charged with educating the campus community on issues related to diversity ([III.A.12-6](#)). The Committee has sponsored several oncampus events which highlight the importance of promoting cultural understanding within the College community. The College Student Equity Plan also includes activities that promote practices and programs that support its diverse personnel and its mission of student learning and achievement ([III.A.12-15](#)).

The College promotes professional development for faculty and staff. In concert with the Faculty Association, faculty are funded for up to \$1,000 to attend conferences and workshops ([III.A.12-8](#)). The District Chancellor has also allocated funds to support professional development for full time faculty ([III.A.12-9](#)). Additionally, the College's Academic Senate has allocations to support attendance at statewide Academic Senate meetings and professional development opportunities, including the Accreditation Institute and the Curriculum Institute ([III.A.12-10](#)). The College also allocates funding in the general budget to support conference travels for administrators in addition to professional development funding made available in the budgets for categorical programs such as Perkins, SSSP, Basic Skills Initiative, TRIO, and Student Equity Programs.

The Chancellor and the District Office hold monthly trainings for all managers. These meetings are aimed at increasing the capacity of managers to implement programs and practices that support the diverse personnel in the College and District ([III.A.12-11](#)).

A regular monthly newsletter from the Chancellor ([III.A.12-12](#)) and a District Newsletter ([III.A.12-13](#)) keep the employee base informed about policy and procedural issues in the District. The College President communicates weekly with the campus community through the President's Musings, aimed at keeping the campus informed about programs, practices, and services that support the College's diverse personnel ([III.A.12-14](#)).

The College regularly assesses its record in equity and diversity consistent with its mission. Using 2008 as a base, when the College met initial accreditation, the College has reviewed its progress in diversifying its faculty and staff. Records from the District's Management Information System (MIS) are regularly reviewed ([III.A.12-16](#)), and the College has made concerted efforts to place recruitment announcements in venues that subscribe to minority applicants as well as listing bilingual abilities as a desired qualification.

### **Analysis and Evaluation**

Woodland Community College implements policies and practices that create and maintain appropriate programs, practices, and services that support its diverse personnel. These include personnel policies, a strong support of professional development among faculty and staff, orientation and onboarding of faculty and staff, and on-campus workshops and conferences organized through the Cross Cultural Series and supported by the Diversity Committee. The institution regularly assesses its record in employment equity and diversity consistent with its mission and has incorporated responses in targeted employment practices.

### **III.A.12 Evidence**

- III.A.12-1 [Sample Job Announcement with Diversity Requirement](#)
- III.A.12-2 [Sample Cross Cultural Series Announcements](#)
- III.A.12-3 [Cross Cultural Series Topics](#)
- III.A.12-4 [Veterans Announcement for Dinner](#)
- III.A.12-5 [UC Davis Training on LGBTQ](#)
- III.A.12-6 [Flex Committee Training and Workshop Schedule](#)
- III.A.12-7 [Diversity Committee Operating Agreement](#)
- III.A.12-8 [Application Form for FAYCCD Professional Development](#)
- III.A.12-9 [Snapshot of Budget Allocation for Chancellor's Professional Development](#)
- III.A.12-10 [Budget Allocation for Academic Senate](#)
- III.A.12-11 [Sample of Training Material for Academic Managers](#)
- III.A.12-12 [Sample Chancellor's Monthly Newsletter](#)
- III.A.12-13 [Sample of a Monthly District \(DC3\) Newsletter](#)
- III.A.12-14 [Sample of President's Musings](#)
- III.A.12-15 [WCC Student Equity Plan](#)
- III.A.12-16 [MIS Data for CCCCCO on Staff Diversity 2008 thru](#)
- III.A.12-17 [EEO Plan](#)
- III.A.12-18 [District Services Master Planning Presentation](#)



### **III.A.13**

**The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

The College and District upholds a written code of professional ethics for all of its personnel, which includes consequences for violation. The code of professional ethics for members of the Board of Trustees is reflected in Board Policies BP 2710 and BP 2715 ([III.A.13-1](#), [III.A.13-2](#)). These policies correspond to the Board of Trustees Values that include honesty and openness ([III.A.13-3](#)). In addition, Board members and senior managers are required to sign and submit an annual conflict of interest statement ([III.A.13-4](#)). Administrative Policy 3050 ([III.A.13-5](#)) highlights the ethical expectations of all District employees. The Management Handbook ([III.A.13-6](#)) also defines standards of ethical conduct for all managers. The Academic Employee Handbook ([III.A.13-7](#)) guides the professional and ethical responsibilities of faculty.

#### **Analysis and Evaluation**

The College and District upholds a written code of professional ethics for all its employees. This code of professional ethics is consistent with the YCCD Board of Trustees values. Specific written documents define ethical expectations of members of the Board of Trustees, managers, academic employees, and staff.

#### **III.A.13 Evidence**

III.A.13-1 [BP 2710 Conflict of Interest](#)

III.A.13-2 [BP 2715 Code of Ethics/Standards of Practice](#)

III.A.13-3 [Board of Trustees Values](#)

III.A.13-4 [Conflict of Interest Statement](#)

III.A.13-5 [AP 3050](#)

III.A.13-6 [Management Handbook](#)

III.A.13-7 [Academic Employee Handbook](#)

### **III.A.14.**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

#### **Evidence of Meeting the Standard**

The College has recently placed a renewed focus and attention on professional development for faculty, staff, and administration in order to effectively achieve its mission of providing the highest quality of educational services to the communities it serves. The College's Flex Committee regularly surveys faculty and staff to garner training needs of employees and students related to pedagogy and technology ([III.A.14-1](#)). As mentioned in Section III.A.12, the College appropriates funds for professional development in its general budget to support professional development for faculty and staff. Additionally, the District Chancellor, Faculty

Association of the Yuba Community College District, and the College's Academic Senate support professional development for attendance to conferences and workshops through annual budget allocations ([III.A.12-8](#), [III.A.12-9](#), [III.A.12-10](#), [III.A.12-11](#)).

The College administration, in conjunction with the Academic Senate and the Flex Committee, plan and implement training sessions for all employees during the annual Convocation Day, which is held on the Wednesday before the start of the fall semester. Topics include accreditation training, distance education, program review, data informed decision making, and curriculum ([III.A.14-2](#)).

Professional development programs offered by the Flex Committee are regularly and systematically evaluated ([III.A.14-3](#)), and the results are used for improvement in the College's professional development activities. Additionally, participants attending a flex or professional development workshop complete surveys which are used by the Flex Committee and presenters to assess the effectiveness of a presentation ([III.A.14-4](#)).

### **Analysis and Evaluation**

The College provides professional development opportunities for all employees through support for a Flex Committee and budgetary appropriations. Professional development programs are regularly evaluated to ensure their effectiveness for enhancing staff capacity to meet the mission of the College.

### **III.A.14 Evidence**

III.A.12-8 [Application Form for FAYCCD Professional Development](#)

III.A.12-9 [Snapshot of Budget Allocation for Chancellor's Professional Development](#)

III.A.12-10 [Budget Allocation for Academic Senate Professional Development](#)

III.A.12-11 [Sample of an Agenda for District Monthly Manager's Training](#)

III.A.14-1 [Flex Committee Survey](#)

III.A.14-2 [2017 Fall Convocation Agenda](#)

III.A.14-3 [Flex Committee Annual](#)

III.A.14-4 [Flex Committee Survey of Professional Development/Flex Activity](#)

### **III.A.15**

*The institution makes provision for the security and confidentiality of personnel records. Each employee has to access to his/her personnel records in accordance with law.*

### **Evidence of Meeting the Standard**

The College complies with all relevant laws and policies regarding the maintenance, security, and confidentiality of personnel records. Administrative Procedure 7151 ([III.A.15-1](#)) provides for the confidentiality and security of personnel records. Additionally, the collective bargaining agreements of the respective employee associations and unions codify the District's legal obligations to properly maintain personnel records ([III.A.15-2](#), [III.A.15-3](#), [III.A.15-4](#)).

The Office of Human Resources has established protocols for maintaining and reviewing personnel records. All personnel files are kept in a locked and secure location in the District Office. The actual files are kept in a fireproof cabinet which is secured at all times. There are

established "check out" procedures for reviewing personnel files, and the Office of Human Resources maintains a log of all individuals who come to review personnel files ([III.A.15-6](#)).

General personnel employment data are stored digitally, wherein each employee has a secure, confidential login and access to his/her employment information online through the College's WebAdvisor portal. The District's Information and Technology Services support has implemented safety measures such as password authentication, monitoring, auditing, and encryption to safeguard the confidentiality of digital employee information ([III.A.15-5](#)).

### **Analysis and Evaluation**

The College, in accordance to Administrative Procedures and legal compliance, provides for the confidentiality and security of personnel records.

### **III.A.15 Evidence**

III.A.15-1 [Administrative Procedure 7151](#)

III.A.15-2 [FAYCCD Bargaining Agreement](#)

III.A.15-3 [CSEA Bargaining Agreement](#)

III.A.15-4 [Part-time Faculty Bargaining Agreement](#)

III.A.15-5 [Webadvisor secure log in](#)

III.A.15-6 [YCCD HR Personnel File Check Out Form](#)

## Standard III.B. Physical Resources

### III.B.1.

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

#### **Evidence of Meeting the Standard**

Woodland Community College and District Services assures safe and sufficient physical resources at all three locations within Yolo, Lake, and Colusa Counties as demonstrated by adhering to all Federal, State, and Local agencies' regulations, including safety vessels requirements and storage of hazardous materials ([III.B.1-1](#); [III.B.1-2](#)). This includes performing regular and timely inspections of all fire sprinklers and alarm systems, which are tested annually to conform with National Fire Protection Association regulations ([III.B.1-3](#); [III.B.1-4](#)).

The California Occupational Safety and Health Act informs the College's workplace conditions and standards ([III.B.1-5](#)). Safe employee work standards are applied and supported on a regular basis through training, procedures, equipment, maintenance work-order prioritization and tracking software, and industry best practices.

Maintenance and Operations staff participate in an extensive Keenan & Associates safety training program that includes complete monthly training through the online "Safe Colleges" classes offered through Keenan. The Maintenance and Operations staff are regularly and automatically notified through the Keenan "Safe Colleges" software of required and recommended trainings by email, and the trainings are tracked as completed or not-completed by the M&O Assistant Director ([III.B.1-6](#)). These classes cover CAL OSHA requirements, safety, security, and industry best practices ([III.B.1-7](#)).

The current budget for Maintenance and Operations support priorities to implement efficiencies and productivity improvements to fully meet the needs of the College ([III.B.1-15](#)). The District and College ensures safe, healthy, and adequately maintained facilities through recently established Standardized Frequency of Care as outlined in the Maintenance and Operations Custodial, Grounds, and General Maintenance "Standards of Care," and established standardized procedures ([III.B.1-8](#); [III.B.1-9](#); [III.B.1-10](#)). Maintenance requests for services, once submitted by any employee, are prioritized, assigned, and tracked using work order requests through the NetFacilities Computer Management Software ([III.B.1-11](#)). The District's and College's Risk Management staff work closely with Keenan & Associates to conduct risk mitigation loss control strategies and implement risk avoidance strategies ([III.B.1-12](#); [III.B.1-13](#)).

Emergency response preparedness is enhanced and supported through a multi-faceted approach that includes procedures, guidelines, training systems, and facilities improvements. Furthermore, the College Safety Committee, whose purpose is to “serve as a consultative body to ensure the safety of employees and students on the sites” including to “communicate safety and health awareness among employees” has enacted a number of projects and awareness campaigns to improve safety, security, and health on campus ([III.B.1-14](#)).

The committee meets twice a month to discuss ongoing and new issues that are raised about the safety of the campus including facilities, collaborating with the YCCD Police Department, the District’s Risk Management Consultant (Keenan and Associates), and the President’s Cabinet. The Safety Committee operates in a manner consistent with the District and College shared governance and processes, allowing for all staff and faculty to provide input on items and issues that the committee addresses. The Safety Committee also takes action to assure the safety of facilities based on the reports and information provided by campus and district reports and assessments ([III.B.1-16](#)).

The institution regularly evaluates whether it has sufficient physical resources at all locations through several activities, including program review and committee work ([III.B.1-17](#)). Beside the Safety Committee, the newly formed Planning and Institutional Effectiveness (PIE) Committee plays a key role in evaluating and prioritizing facility needs. The PIE Committee “oversees ongoing and systematic institutional processes and practices to inform decision-making, achieve objectives, and harness resources to optimize student success and institutional outcomes” ([III.B.1-18](#)). These planning efforts inform the Educational Master Plan, and the Facilities Master Plan ([III.B.1-19](#); [III.B.1-20](#)). Additional details on this process are discussed in III.B.2.

### **Analysis and Evaluation**

WCC ensures safe and sufficient resources by following regulations, providing training, following established processes, committee evaluation and recommendations, and institutional planning.

The campus and district collaborate to assure the processes necessary to create a safe and secure campus. The Woodland Community College President’s Cabinet works closely with the Maintenance and Operations Management staff to ensure optimum custodial, grounds, and general maintenance services to all College locations. The Cabinet also works closely with the WCC Safety Committee to ensure processes and procedures that identify and eliminate safety and health hazards and proper adherence to state, federal, and local regulations.

The institutional planning model allows for programs to evaluate and request facility needs. These reviews are used in the creation of the Educational Master Plan, which is then used to

create the District Facilities Master Plan that ensures safe and sufficient resources that support student learning and achievement.

### **III.B.1 Evidence**

- III.B.1-1 [Keenan Hazard Materials Report, Survey, and Inventory](#)
- III.B.1-2 [Keenan YCCD Underwriting Questionnaire](#)
- III.B.1-3 [Western States Fire Protection Co. YCCD Annual Fire Alarm Inspection](#)
- III.B.1-4 [Western States Fire Protection Co. Rangehood System Test Report](#)
- III.B.1-5 [Cal OSHA Publications Website](#)
- III.B.1-6 [Email Reminder for Keenan SafeColleges Online Training](#)
- III.B.1-7 [Keenan SafeColleges Online Training Options](#)
- III.B.1-8 [Custodial and Grounds Standards and Frequencies of Care](#)
- III.B.1-9 [Custodial Restroom Cleaning Procedures](#)
- III.B.1-10 [Custodial Floor Care Procedures](#)
- III.B.1-11 [YCCD Maintenance Work Order Procedure](#)
- III.B.1-12 [Keenan Slip and Trip Hazard Assessment](#)
- III.B.1-13 [Keenan SWACC Property and Liability Inspection](#)
- III.B.1-14 [Safety Committee Operating Agreement](#)
- III.B.1-15 [Maintenance and Operations Budget Information](#)
- III.B.1-16 [Safety Committee Signed-off Safety Report](#)
- III.B.1-17 [Program Review Template](#)
- III.B.1-18 [Planning and Institutional Effectiveness Committee Operating Agreement](#)
- III.B.1-19 [Woodland Community College Educational Master Plan](#)
- III.B.1-20 [Yuba Community College District Facilities Master Plan](#)

### **III.B.2.**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### **Evidence of Meeting the Standard**

The College relies on a Program Review process, the Educational Master Plan, and a Facilities Master Plan as a basis of a planning and institutional effectiveness process that assures effective utilization of physical resources and the continuing quality necessary to support programs and services that achieve its mission. Various College teams work to prioritize the facility needs of the College. For instance, the PIE Committee evaluates and recommends the prioritization of all facilities and equipment requests emanating from annual program reviews. These prioritizations are then vetted in the College Council, the Academic Senate, and the WCC President's Cabinet. Following this consultative process, the PIE forwards the recommendation to the President for final approval. This process ultimately

informs the Facilities Master Plan ([III.B.1-20](#)) and resource allocations to support physical resource planning ([IV.B.5-7](#)). The State Chancellor’s Office also provides guidance regarding prioritizing of physical plant maintenance items and instructional equipment ([III.B.2-1](#)).

The College regularly evaluates the conditions and effectiveness of its facilities and equipment through Program Reviews ([III.B.2-3](#)), and discussions in shared governance committees such as the PIE Committee and Safety Committee, the State Chancellor's Facilities Conditions Index audit process ([III.B.2-2](#)), and the EMP ([III.B.1-19](#)).

In order to make current and future updates, including repairs and renovations, the District recently issued Series D bonds (up to \$26.5 million) and the Bond Reauthorization Measure Q bonds of \$33.565 million. Through its planning process, the College continues to prioritize available resources to renovate existing instructional spaces including:

- In March of 2017, the renovation and construction of a new Cadaver room in the 600 building ([III.B.2-4](#); [III.B.2-5](#)).
- In April 2017, construction of a new greenhouse at WCC main campus was completed ([III.B.2-6](#), [III.B.2-7](#), [III.B.2-8](#)).
- WCC is also planning to build a new Performing Arts and Culinary Services building to provide capacity to grow the current performing arts programs and to provide space for a new culinary services instructional program ([III.B.2-11](#)).

WCC and its campuses also intend to address major maintenance issues in a timely manner to protect assets and the functional reliability of infrastructure systems and features ([III.B.2-9](#); [III.B.2-10](#)). The College and District work together to add or update building spaces as needed to address emerging instructional needs as the needs are outlined in program reviews and the Facilities Master Plan.

### **Analysis and Evaluation**

Through its planning and institutional effectiveness process that is anchored by program reviews and the Educational Master Plan, the College plans its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. The administration and faculty assess and address the needs of programs and services including acquiring, building, maintaining, upgrading, or replacing physical resources as needed. The processes assure effective utilization of facilities to support the mission of the college.

### **III.B.2 Evidence**

III.B.2-1 [State Chancellor’s Office Physical Plant and Instructional Support Guidelines](#)

III.B.2-2 [YCCD Facilities Conditions Inventory Executive Summary](#)

III.B.2-3 [Biology Program Review](#)

III.B.2-4 [Woodland Community College Cadaver and Storage Room Alterations Drawings](#)



- [III.B.2-5 WCC Cadaver Room Project Purchase Order](#)
- [III.B.2-6 WCC Greenhouse Construction Photos](#)
- [III.B.2-7 WCC Greenhouse Floor Plan](#)
- [III.B.2-8 WCC Greenhouse Project Purchase Order](#)
- [III.B.2-9 Bond Election Resolution for Measure Q](#)
- [III.B.2-10 District Bond Resolution to Issue Series D Bonds](#)
- [III.B.2-11 WCC Performing Arts Floor Plan](#)
- [IV.B.5-7 YCCD Combined Project List with MW edits](#)

### **III.B.3.**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

#### **Evidence of Meeting the Standard**

In order to measure the feasibility and effectiveness of physical resources in supporting instructional programs and services, WCC worked closely with the District to complete a FUSION Space Inventory Report in October 2016. Instructional spaces were measured to ensure the accuracy of the report, and all spaces were visually inspected for the correct number of student work stations. Each space was classified, verified, and updated as needed. For example, if a classroom is converted to a student center space or if a building/modular structure is “moth-balled” and placed in an “unused state” or removed, then these changes would be documented as such in the FUSION Space Inventory Report ([III.B.3-1](#)).

The District invited Auditors from the California Community College Foundation office to conduct a thorough evaluation of all instructional spaces district-wide, including WCC. This "Facilities Conditions Inspection" audit was completed in September 2016 ([III.B.2-2](#)). These audit inspections are completed every two to three years. Recommendations by the space conditions auditors were documented promptly. When a building is in need of renovation or repairs at a College campus, the cost of such “deficiencies” is estimated and considered by the Colleges and District as a planning tool for future project work.

One example of this process is the newly-developed Student Success Center (SSC). The Student Success Committee, after assessing how the facilities on campus were serving students, worked to develop a “one-stop shop” for all tutoring and academic support services on campus. As part of this effort, two distance-education classrooms, two in-person classrooms, one large office room, and several small rooms constructed for the TV studio were evaluated and updated to become the Student Success Center ([III.B.3-2](#)). Furthermore, the Student Success Committee continued discussions that included faculty and staff across campus, to finalize the SSC facilities to meet the learning needs of students.



Another example of this evaluation is the planning and implementation of WCC's Makerspace, developed through a Makerspace grant ([III.B.3-3](#)). A number of committees and departments collaborated to assess what space would be most conducive to student learning while also assuring the safety and health of students ([III.B.3-4](#)).

Woodland Community College performs regular program review and has a number of committees that assist with ongoing evaluation of the feasibility and effectiveness of the various physical resources. The College updates its Education Master Plan to meet current and emerging program needs; this process includes identifying physical resources that may need to be changed or improved, then developing plans to meet these needs. The Facilities Master Plan is then updated to reflect these current, new, and emerging programmatic instructional facilities and equipment needs ([III.B.1-19](#); [III.B.1-20](#)).

### **Analysis and Evaluation**

Through ongoing evaluation against the standard, the College's governance and institutional effectiveness processes provides the campus with a means to regularly assess the needs of the students, programs, and services, and to make adjustments to the facilities as needed to fulfill its mission. When necessary and based on data collected, a committee or program makes recommendations about the feasibility and effectiveness of the physical resources and assist administration with planning and evaluation of facilities and equipment. The Facilities Master Plan, as informed by the EMP, is used to guide the recommendations and make data-driven decisions about the use of the campus facilities.

### **III.B.3 Evidence**

III.B.1-19 [Woodland Community College Educational Master Plan](#)

III.B.1-20 [Yuba Community College District Facilities Master Plan](#)

III.B.2-2 [YCCD Facilities Conditions Inventory Executive Summary](#)

III.B.3-1 [YCCD Facilities Space Inventory Report \(2016-2017\)](#)

III.B.3-2 [Student Success Center Planning Overview: Background, Context, and Recommendations \(2014\)](#)

III.B.3-3 [MakerSpace Year 2 Makerspace Plan](#)

III.B.3-4 [MakerSpace Implementation Plan](#)

### **III.B.4.**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Evidence of Meeting the Standard**

The EMP informs the Facilities Master Plan (FMP), where the strategic goals of the programs and services and data collected to craft those goals, inform the recommendations of

committees and administration to continually assess facilities. Decisions regarding facilities' long-term use are informed by the EMP and the FMP ([III.B.1-19](#), [III.B.1-20](#)).

To create long-term planning goals about facilities use and management, the College has established the Integrated Management Plan, which has a methodology for calculating the Total Cost of Ownership for technology, staffing, and facilities ([III.B.4-1](#)). When calculating the Total Cost of Ownership for a facility, the College uses the sum of initial construction cost, operating costs, and the cost of maintenance staff. Best practices regarding the Total Cost of Ownership over the building's expected life span are included in the reinvestment of renovation bond funding. Such improvements may include energy reduction technologies that will reduce the cost of operating buildings and associated systems ([III.B.4-2](#)).

For example, the College installed the latest LED lighting equipment and control systems that enhanced existing energy management systems programming; daylight harvesting control systems dim the LED lighting when daylight enters the buildings, which minimizes energy waste. The campus also maximizes the benefits of existing and future solar Photovoltaic (PV) array systems to provide electricity for adjacent campus use ([III.B.4-3](#)).

To further maximize efficiency, the College increased the insulation value of roofs when replacing roofs around the various campus locations and installed double pane windows where single pane windows once were ([III.B.4-4](#); [III.B.4-5](#)). This maximizes the savings associated with HVAC air conditioning and heating systems that control occupied and unoccupied temperature values that are tied to the utilization of instructional spaces. Also, the "free" thermal-mass cooling systems that allow cool air to enter buildings during times when the buildings are unoccupied at night in the summer, contribute to efficiencies and energy savings ([III.B.4-6](#)).

The College's long range capital planning processes work to assure that the short-term and long-term goals of the College are met, and that long-term capital projects support those goals. For example, recognizing that healthcare jobs are in high-demand in its service area, the College's Biology Department recommended a Cadaver room in its program review ([III.B.2-3](#)). This capital plan for institutional improvement incorporated projections of total cost of ownership of a new facility, and aligned with Facilities Master Plan, the Cadaver room was built and now supports the learning needs of healthcare students.

### **Analysis and Evaluation**

The College's long-range capital plans support institutional improvement goals and reflect projections of the Total Cost of Ownership of new facilities and equipment. The Integrated Management Plan, aligned with the EMP, works through action plans to close gaps between a current and desired state relative to technology, equipment or staffing, and reflects a Total Cost of Ownership projection for the desired state.

### **III.B.4 Evidence**

III.B.1-19 [Woodland Community College Educational Master Plan](#)

III.B.1-20 [Yuba Community College District Facilities Master Plan](#)

III.B.4-1 [Integrated Management Plan \(July 2017\)](#)

III.B.4-2 [Total Cost of Ownership Example LED Proposals](#)

III.B.4-3 [Solar Total Cost of Ownership](#)

III.B.4-4 [WCC Roof Leads with Prompt Repairs](#)

III.B.4-5 [YCCD Recent Roof repairs Purchase Order \(January 2017\)](#)

III.B.4-6 [HVAC Economizers Inventory](#)

III.B.2-3 [Biology Program Review](#)

## Standard III.C Technology Resources

### III.C.1.

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

#### **Evidence of Meeting the Standard**

The College, in collaboration with the District, provides students, faculty, and staff with a robust, secure and stable computing environment that enables the College to provide programs and services supporting student learning. Management and oversight for College technology services is provided by the District's Chief Technology Officer, who is responsible for the College technological infrastructure and systems ([III.C.1-1](#)). WCC has two main campus IT staff members and a part time staff member at its Lake Campus to ensure day to day support. District IT also provides help desk support through their three person User Support Services team. Students, faculty, and staff participate in technology planning and guidance through the District Technology Committee chaired by the Chief Technology Officer ([III.C.1-2](#)).

The Information Technology Department (IT), with input from the District Technology Committee, the College's Data Inquiry Group (DIG), the DE Committee, and with support from the Chief Technology Officer, is charged with supporting the technology needs of the College. Regardless of whether instruction is taking place in a classroom or online, IT provides support. The following are managed by the Chief Technology Officer ([III.C.1-4](#)):

- Computer and Network Support Team
- Learning Management System (Canvas)
- District-wide Instructional Technology
- College Media Services
- Application Programming & Support
- User Support Services (Help Desk)
- Website Development and Hosting

In addition to clarifying business processes and allowing technology to do more work, IT is also assists in several key areas, specifically ([III.C.1-5](#)):

- College Instructional Technology
- Emergency Notifications
- Emerging Technologies
- Reliability
- Business Continuity
- Privacy and Security

Students, faculty, and staff can obtain support by using an online ticket system, phone, live chat, or email ([III.C.1-6](#)).

The College’s mission and District’s strategic goals drive objectives that identify new technology needs and resource requests. Each fall semester, the College community submits its technology needs through the program review process. The program review process informs the EMP, which in turn, informs the District Technology Master Plan ([III.C.1-3](#)). Through planning committees and councils, the institution provides an opportunity for constituency groups to review the technology requests for supporting instruction and College operations.

The College identifies the effectiveness and adequacy of its technology, including online and hybrid courses, in meeting College needs through four distinct processes:

- Administrative Services Reviews ([IV.D.2-5](#), [IV.D.4-4](#))
- Student Services Reviews ([II.C.1-9](#))
- Academic Program Reviews ([III.C.1-7](#), [III.C.1-8](#))
- DE Student Surveys ([III.C.1-9](#))

Additional information on program review and resources allocation can be found in I.B.9.

### Analysis and Evaluation

In Fall 2017, a workgroup was formed to create a new and improved District Technology Committee. Stakeholders from across the District met and agreed upon a Purpose Statement ([III.C.1-2](#)) focusing on guidance for IT in making technology-related decisions to ensure appropriate and adequate technology services for the District.

Outlining the support it provides, the District Information Technology has provided a draft Service Level Agreement ([III.C.1-1](#)) outlining the services provided and setting expectations on timing and service level expectations.

There are a low numbers of requests for repairing computers and the College does not have instances where classes can’t be taught due to outdated software at all locations.

Input from faculty and staff is received via CTO meeting with the President’s Cabinet and other committees. During the course of the 2017-18 year, this body received feedback regarding the necessity of inquiring from faculty and staff their understanding and awareness of technology changes, implementation, and training. Over the course of the 2019-20 year, the College will develop and issue a technology specific survey for faculty and staff and begin the institutional effectiveness cycle for technology resources and support.

III.C.1 Action Plans			
Action	Responsible Parties	Timeline	Assessment
Establish a technology specific survey for faculty and staff to inform	YCCD Information Technology; WCC President’s Cabinet, DE Committee and	Fall 2019	A survey is administered and results assessed as part of the program

an institutional effectiveness cycle for technology resources and support.	Office of Institutional Research and Student Success.		review and institutional effectiveness cycle during the fall, beginning Fall 2019.
--	---	--	--

### III.C.1 Evidence

III.C.1-1 [IT Service Level Agreement](#)

III.C.1-2 [District Technology Committee Operating Agreement](#)

III.C.1-3 [District Technology Plan](#)

III.C.1-4 [CTO Job Description](#)

III.C.1-5 [District Technology Plan](#)

III.C.1-6 [IT Support Requests Portal Webpage](#)

III.C.1-7 [Administration of Justice Program Review](#)

III.C.1-8 [Sociology Program Review Suggested Schedule and Modalities](#)

III.C.1-9 [DE Student Surveys](#)

III.C.1-10 [CENIC](#)

III.C.1-11 [Cisco Meraki WiFi](#)

### III.C.2.

*The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

#### Evidence of Meeting the Standard

The District’s Chief Technology Officer (CTO), in collaboration with the College, is charged with establishing and maintaining a robust technical infrastructure utilizing established processes and procedures. College technologies are updated and replaced based on various needs, computer aging reports, board administrative procedures, Administrative Services Reviews, Student Services Reviews, and Academic Program Reviews in support of the College mission and goals ([III.C.2-4](#), [III.C.2-5](#), [III.C.2-6](#), [III.C.2-7](#)). The District Vision Statement #1 and #3 guide all technology planning and decision making:

- 1) Providing an innovative, world-class learning environment.
- 3) Developing and maintaining programs and facilities that best meet the needs of our students and communities.

The District’s Technology Plan is currently in draft form and is expected to be approved by the newly reformed District Technology Committee in Fall 2018. The plan outlines the District’s planning context, higher education trends, a common framework, Strategic Goals and Initiatives, and the District’s IT service delivery capabilities ([III.C.2-1](#)).

Utilizing the College’s EMP and local committee structure, documented in Standard III.D, College personnel make requests for additional technology resources in support of the College’s mission, operations, programs, and services via Program Review. Under this

process, the College's PIE Committee rates all the requests, vets them with the College Council, Academic Senate, and President's Cabinet, and forwards them to the President for final review and approval for funding decisions ([III.C.2-4](#), [III.C.2-5](#), [III.C.2-6](#)). Once approved, funding allocations are made for technology requests, and IT completes the purchases.

The District Technology Plan becomes the blueprint to address many key needs. Recognizing that the YCCD network is over 10 years old and that multiple network systems were reaching functional end of life, the IT department is implementing a new network infrastructure. Currently CENIC (Corporation for Education Network Initiatives in California) provides a 1 gigabyte (GB) connection to the District's main data center at Yuba College and the disaster recovery center located at Woodland Community College ([III.C.1-10](#)). This new infrastructure improvement will upgrade both facilities to the industry standard 10GB WAN connections with satellite campuses upgraded to 1GB connections. In preparation for the network upgrade the IT team is replacing the aging Palo Alto and Sonicwall firewalls with new Sonicwall firewalls. Essentially, the two main data centers will see a tenfold increase in network capacity and the satellite campuses will more than double in capacity.

The District is also replacing firewalls across the entire network and has implemented Cisco Meraki WiFi access points at Woodland Community College and Colusa County Campus and completed Phase III at Lake County Campus ([III.C.1-11](#)).

The Distance Education (DE) Committee plans for technology resources related to online education. In Fall 2016, an IEPI visiting team reviewed WCC with the sole purpose of evaluating DE. From that visit came a DE Plan that the DE Committee is currently using to establish goals implement action plans to foster a "Culture of Canvas" where faculty, staff, and students will use Canvas shells for instructional and operational communications. IT support is one of the integral pieces of this plan ([III.C.2-2](#)).

### **Analysis and Evaluation**

The College utilizes ongoing planning to update and replace technology and to ensure the adequacy of its quality and capacity. The planning process has resulted in the following initiatives ([III.C.2-3](#)):

- 1) Periodic desktop, laptop, and server refresh
- 2) College networking infrastructure improvements
- 3) Continuous server monitoring and system backup
- 4) Expansion of the College's wireless capacity
- 5) Business continuity improvements

### **III.C.2 Evidence**

III.C.2-1 [District Technology Plan](#)

III.C.2-2 [IEPI Plan](#)

III.C.2-3 [District Technology Plan](#)

III.C.2-4 [Chemistry Program Review 2016-2017](#)

III.C.2-5 [Instructional Equipment Requests 2016-2017](#)

III.C.2-6 [PIE Equipment Recommendations](#)

### III.C.2-7 [Computer Replacement Aging Report](#)

#### **III.C.3.**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

#### **Evidence of Meeting the Standard**

The College provides reliable, safe, and secure access to technology resources on the main campus, LCC, CCC, and online. Maintenance and refresh of hardware and software at all locations are reviewed by IT. All sites requiring login or accepting form data are secured with Secure Socket Layer (SSL) encryption.

An initiative driven by conversations by the Woodland College Safety Committee ([III.C.3-6](#)), a Wi-Fi Project targeted the upgrade of aging wireless access points to a modern standard 802.11ac system ([III.C.3-1](#), [III.C.3-2](#)). This was deemed a safety initiative as there is poor cellular phone coverage on many areas of the campus. By improving WiFi access across all areas of the district, the College increases the deliverability and access to messages being delivered through the recently implemented Catapult Emergency and Crisis Management mobile application ([III.C.3-3](#)).

District IT has drafted a Service Level Agreement (SLA) that outlines the scope, requirements, and availability of services provided ([III.C.3-4](#)). The District IT Department provides and supports the network infrastructure, including the file servers, and makes sure the core set of data and telecommunications services are available at all district locations. These include telephone service with local four digit dialing for internal district calls and voicemail, local microcomputer and network service, internet services, email service, and access to core administrative applications. The District IT staff are also responsible for the support and refresh of classroom specific computers and audio-visual equipment. Each system has Symantec Antivirus installed and administrative access to install software is locked down. In most instructional computer labs, Faronics Deep Freeze endpoint protection is also installed to make sure the system is restored to its original state when the computer is restarted.

The District's network has been engineered to be as decentralized as possible to ensure that an outage does not affect the entire College. Technology systems provide benefits of multiple data centers with reliability, network monitoring, firewall, centralized virus scanning, and backup procedures to all locations. All critical systems are backed up on a routine basis. The District's and College's data centers are locked and secured physically and digitally.

All classroom technology is configured and maintained by local IT. A centralized service desk structure is in place, which allows faculty and staff to request assistance for resolving issues that arise in the classroom ([III.C.3-5](#)).

The District utilizes many Microsoft systems and services; thus, many of the systems use the same authentication system, which eases access to systems and services.



Currently, the main servers notify IT when there is an outage. Bandwidth is monitored and was updated in Spring 2018. All of the above ensure that College networks are reliable.

### **Analysis and Evaluation**

The College assures that technology resources are reliably accessible, safe, and secure via various methods at all locations. The College and District work together to create solutions as needs arise to ensure reliability, safety, and security of technology resources.

### **III.C.3 Evidence**

III.C.3-1 [WCC Wifi Map](#)

III.C.3-2 [Colusa Wifi Map](#)

III.C.3-3 [Catapult Screenshot](#)

III.C.3-4 [Technology Service Level Agreement](#)

III.C.3-5 [IT Support Requests Portal Webpage](#)

III.C.3-6 [Email Regarding Catapult](#)

### **III.C.4.**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

### **Evidence of Meeting the Standard**

To accomplish the training needs of the College in support of its many complex applications and systems for faculty, staff, and students, the College provides the following technology training opportunities:

- Professional Development Opportunities offers a variety of technology workshops for faculty and staff ([III.C.4-1](#), [III.C.4-2](#), [III.C.4-3](#)).
- The College supports faculty and staff at technology and online conferences ([III.C.4-4](#)).
- Instructional Designer training and support for use of point to point equipment; and instructional emails to online faculty on acceptable standards of teaching ([III.C.4-5](#)).
- Training and support for faculty teaching online courses is offered through online training and Certifications. ([III.C.4-6](#), [III.C.4-7](#)).
- WCC DE Faculty Handbook available to all instructors ([III.C.4-7](#)).
- The Instructional Designer sends emails to DE faculty about use of technology.
- Training materials and vendor after hours support for both classroom and online instruction in Canvas LMS are available to the faculty on the DE webpage ([III.C.4-8](#)).
- DE Webpage provides resources for faculty ([III.C.4-9](#)).
- Training and support targeted to students via workshops offered by the Student Success Center and Library ([III.C.4-10](#)).

Surveys are sent to workshop participants after the workshop in order to evaluate the workshop as well as provide insight for further technology training needs ([III.C.4-11](#)). The Flex Committee also surveys all employees to help guide the development and offerings of professional development workshops supporting technology needs ([III.C.4-12](#)).

The local IT specialist supports the hardware and software on campus daily via the help desk. The Media Services unit of the District's IT provides on campus support to faculty and staff for audio-visual equipment and other media equipment related needs. Recent acceptance of the College into the statewide Online Education Initiative promises more resources will be made available to WCC faculty, staff, and administration to further improve operations.

### **Analysis and Evaluation**

District and College IT provides adequate training and direct support to all faculty, staff, students, and administrators in the effective use of technology and technology systems whether the need is related to an online or an on-campus course, support services, or institutional operations.

### **III.C.4 Evidence**

III.C.4-1 [PD Day Flex Scheduling with Technology Trainings](#)

III.C.4-2 [Canvas for Counselors and OER Workshop 2017](#)

III.C.4-3 [Jan 2018 Workshop Flyer](#)

III.C.4-4 [Online Teaching Conference Website](#)

III.C.4-5 [Substantive and Regular Contact Tip of the Week](#)

III.C.4-6 [Online Teaching Course](#)

III.C.4-7 [Online Professional Development Courses](#)

III.C.4-8 [DE Handbook](#)

III.C.4-9 [DE Webpage](#)

III.C.4-10 [Workshop Calendar](#)

III.C.4-11 [Sample Workshop Survey Results](#)

III.C.4-12 [Flex Committee Survey Results](#)

### **III.C.5.**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.*

### **Evidence of Meeting the Standard**

WCC, as part of the YCCD, has established policies, procedures, and practices that guide the appropriate use of technology in the teaching and learning process. Many of these policies have been recently updated. Improvements address guidelines for technology usage and tools, Section 508 compliance, and vendor contracts. YCCD board policies guiding appropriate use of technology include:

- Administrative Policy 3720: Computer and Network Usage ([III.C.5-1](#))
- Administrative Policy 3721: Electronic Tools for Communication ([III.C.5-2](#))
- Administrative Policy 6365: Accessibility of Information Technology ([III.C.5-3](#))

- Administrative Policy 6360: Contracts-Electronic Systems and Materials ([III.C.5-4](#))
- Administrative Policy 4105: Distance Education ([III.C.5-5](#))
- Student Code of Conduct ([III.C.5-6](#))

In addition to the administrative Policies, the DE Committee has developed the WCC DE Faculty Handbook (approved in 2015 and updated in 2016) which guides instructors in the development of rigorous online courses ([III.C.5-7](#)).

### **Analysis and Evaluation**

WCC, as a part of the YCCD, has Board Policies and Administrative Procedures that guide the appropriate use of technology in the teaching and learning process. Locally, WCC has developed a DE Handbook and adopted the OEI Rubric to guide instructors in the DE modality ([III.C.5-8](#)).

### **III.C.5 Evidence**

III.C.5-1 [AP 3720](#)

III.C.5-2 [AP 3721](#)

III.C.5-3 [AP 6365](#)

III.C.5-4 [AP 6360](#)

III.C.5-5 [AP 4105](#)

III.C.5-6 [Student Code of Conduct](#)

III.C.5-7 [DE Handbook](#)

III.C.5-8 [OEI Rubric](#)

## Standard III D - Financial Resources

### III.D.1.

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

#### Evidence of Meeting the Standard

District and College policies ([III.D.1-8](#)), practices, and procedures are planned and managed with integrity and in a manner that ensures financial stability, as evidenced by the financial efficiency and effectiveness that occurs at the program level. YCCD has maintained an unrestricted general fund reserve over the Board Policy minimum of 8% for the last five years and has maintained an average reserve of over 13% for the last four years. For FY 2016-17 the Board of Trustees adopted a budget with a 6% operating reserve, a 10% reserve for Retiree Health Benefits and a contingency reserve of over 1% ([III.D.1-12](#)). As demonstrated in the table below, the District has shown a trend that provides sufficient support and sustainability for learning programs and services.

<b>Fiscal Year</b>	<b>Begin Fund Balance</b>	<b>Revenue</b>	<b>Expenditures</b>	<b>Ending Balance</b>	<b>Expenses as a Percent of Gen Fund Balance</b>
2016-17	9,069,959	51,242,525	51,189,080	9,123,404	0.178
2015-16	5,303,992	55,607,267	51,841,300	9,069,959	0.175
2014-15	5,255,530	46,733,850	46,685,388	5,303,992	0.114
2013-14	5,500,588	45,611,397	45,856,455	5,255,530	0.115
2012-13	7,474,670	44,600,113	46,574,195	5,500,588	0.118

General fund budgets address fixed costs, rolling over each year while distribution of funding from State categorical initiatives are based on the “intent” of the initiative ([IV.D.3-8](#)).

District budget practices and procedures support and sustain student learning programs and services and improve institutional effectiveness, demonstrated by the manner in which College’s mission and goals drive its EMP ([III.D.1-1](#)). In turn, the EMP drives program development followed by unit and department level program and budget planning. Effective planning and budget development have enabled the College to sufficiently meet its staffing, facilities, and technology needs. The College continues to regularly assess how the distribution of resources support programs and services, ensuring financial stability ([III.C.1-5](#)). The Board of Trustees is apprised of financial and other planning activities through the WCC President’s report at monthly Board Meetings ([III.D.1-2](#)).

Resource allocation at the college level is undergirded by program review ([III.D.1-9](#)). Budget and program planning ensure spending is in alignment with approved program plans. Participatory governance processes, led by the Planning and Institutional Effectiveness Committee (PIE), ensure financial integrity to support student programs and improve institutional effectiveness ([IV.B.5-1](#), [IV.B.5-2](#)). Administrators are ultimately responsible for the integrity and financial stability of the budget and conduct quarterly reviews to ensure programs are operating within spending limits ([III.D.1-17](#)).

The realignment of the LCC to WCC has had the expected effect of creating various resource challenges ([III.D.1-5](#)). Nevertheless, the College has sufficient resources to support and sustain the programs offered at LCC. In addition to categorical funds re-allocated to WCC by the state, Lake County Campus also has access to Perkins funds, CTE funds, and Strong Workforce, as well as other resources through the College’s existing practices and procedures ([III.D.1-6](#), [III.D.1-18](#)). State categorical funds are allocated to the colleges through the District based on programmatic intent ([III.D.1-3](#), [III.D.1-4](#)). An example of this is the Strong Workforce funding which is distributed to the colleges based on the state’s three criteria and then applied regionally to determine the amount awarded to the colleges ([III.D.1-14](#)). The College has also secured grant funding for the execution of a middle college high school at the LCC, which by next year will be a self-sustaining initiative ([III.D.1-10](#)).

WCC has taken steps to ensure that the fiscal impact of the Lake County wildfires of 2015 through 2018 will not negatively affect the financial resources necessary to sustain and support student learning programs and services at LCC. The CCCCCO has granted an annual Full-time Equivalent Students (FTES) allowance for the applicable fiscal years of 2015/16, 2016/17, 2017/18, and 2018/19 to support 658.50 Credit FTES at LCC ([III.D.1-11](#)). This Credit FTES level will be used at the end of each applicable FY (Annual CCFS-320 Reporting Period for FY 2015-16, 2016-17, 2017-18, and 2018-19) to determine if an FTES allowance is needed based on a comparison to actual Credit FTES generated for that FY as reported in the Annual CCFS-320 Report for the Lake County Center. If actual Credit FTES is reported below the established 658.50 average Credit FTES level, the District will be formally granted an actual Credit FTES allowance.

**Analysis and Evaluation**

The College continues to maintain sufficient financial resources to support student learning and improve institutional effectiveness. General funds are supplemented by categorical funds, including TRIO, SSSP, Upward Bound, Strong Workforce, State Chancellor’s IEPI Grants, and Federal Grants to meet the annual needs of the College as expressed through program reviews and the EMP. The District’s resource allocation process ensures that fiscal needs of the College are sufficient to support the maintenance and enhancement of programs and services. The District and Colleges, however, continue to discuss measures to implement a final resource allocation model that will consider all funding sources coming into the District.

III.D.1 Action Plans				
Action	Responsible Parties	Timeline	Assessment	

Review and fully document budgetary processes.	District Chancellor's Office; DC3; WCC President's Cabinet	Spring 2019	The District utilizes a consistent resource allocation model to allocate both general and categorical funds.	
--	--	-------------	--	--

### III.D.1 Evidence

III.C.1-5 [YCCD Technology Plan](#)

III.D.1-1 [WCC EMP](#)

III.D.1-2 [Board Meeting](#)

III.D.1-3 [Chancellor's Cabinet minutes](#)

III.D.1-4 [DCAS minutes](#)

III.D.1-5 [Realignment Project Gantt Chart](#)

III.D.1-6 [District LCC Realignment allocation plan for categorical programs \(SSSP, EOPS, SE\)](#)

III.D.1-7 [Integrated Planning Model](#)

III.D.1-8 [District](#)

III.D.1-9 [Program Review Process](#)

III.D.1-10 [middle college high school](#)

III.D.1-11 [Letter of Stabilization](#)

III.D.1-12 [Budget Handbook 2017](#)

III.D.1-14 [Strong Workforce Allocation Agreement](#)

III.D.1-15 [LCC Assets](#)

III.D.1-17 [.01.11.18 PC Agenda showing quarterly review](#)

III.D.1-18 [WCC Categorical Program Participant Data 2015-2016 4-7-17](#)

IV.D.3-8 [DC3 Minutes on Resource Allocation](#)

IV.B.5-1 [PIE Equipment Recommendations to College Council](#)

IV.B.5-2 [PIE Facilities Recommendations to College Council](#)

### III.D.2.

*The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

### Evidence of Meeting the Standard

“Stewarding resources strategically to meet the diverse needs of our communities and region” is an integral element of the YCCD Board’s Vision Statement demonstrating a commitment to financial planning (IV.C.2-5). YCCD adheres to the established Board and Administrative procedures to ensure sound financial practices and financial stability reflecting this commitment in Chapter 6 – Business and Fiscal Affairs (III.D.2-10).

The District's Tentative and Adopted Budgets, financial audits, quarterly financial reports (CCFS-311Q), and annual financial reports (CCFS-311) are posted to the District's website after approval by the Board of Trustees ([III.D.2-6](#)). Financial reports are also available through the District's Colleague software so departments and colleges can review and monitor their department budgets. The District budget reports are widely disseminated, with presentations made to DC3 and the Board of Trustees ([III.D.2-8](#), [IV.D.2-14](#)). The District's Fiscal Services provide financial information on its website ([III.D. 2-6](#)) and through the District's communication system, Web Advisor ([III.D.2-7](#)).

The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Financial planning is reflected through program reviews and the EMP goals and action plans, which are consistent with the District's integrated planning framework ([III.D.2-1](#)). The planning process begins with program reviews that reflect the objectives of the District ([III.D.2-2](#), [III.D.2-3](#), [III.D.2-4](#)) and College ([III.D.2-1](#)) and are monitored by PIE. After deliberations grounded in program review, the PIE prioritizes funding requests which are vetted in the Academic Senate, College Council, and the President's Cabinet. PIE then makes recommendations for funding priorities and the investment of both one-time and on-going resources for staffing, facilities, equipment, and technology to the College President ([IV.B.1-13](#)).

Transparency among all constituent groups is ensured by assessments and reviews of the comprehensive college budget at Convocations attended by all stakeholders ([III.D.2-8](#), [IV.B.4-16](#)), during meetings of the President's Cabinet, as well as District-level committee meetings and communications ([III.D.2-11](#), [IV.B.5-12](#)).

### **Analysis and Evaluation**

The College implements processes and procedures to establish financial plans that are in concert with its mission and goals. Financial planning is integrated with and supports all institutional planning anchored by the College's EMP. The College and District ensures that information about its finances are widely disseminated on the District websites, through its Colleague system and at annual Convocations. The institution has policies and procedures to ensure sound financial practices and financial stability.

### **III.D.2 Evidence**

- III.D.2-1 [WCC EMP Executive Summary](#)
- III.D.2-2 [Facilities Master Plan](#)
- III.D.2-3 [DCAS Minutes](#)
- III.D.2-4 [DC3 Minutes](#)
- III.D.2-6 [Fiscal Services Website](#)
- III.D.2-7 [Web Advisor Financial Information](#)
- III.D.2-8 [Dr. White's Budget Presentation at Convocation](#)
- III.D.2-10 [Summary Chapter 6 YCCD Board Policies](#)
- III.D.2-11 [June 28, 2018 DC3 Newsletter DC3.pdf](#)
- IV.A.3-5 [YCCD Annual Integrated Planning Process](#)
- IV.B.1-13 [Program Review Prioritized List for President](#)
- IV.B.4-16 [2017 WCC Convocation](#)



IV.B.5-12 [PC Retreat for Budget Review](#)  
IV.C.2-5 [Values Board of Trustees - YCCD](#)  
IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)

### **III.D.3.**

*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.*

#### **Evidence of Meeting the Standard**

Fiscal Services has established clear guidelines and processes in Fiscal Management ([III.D.3-4](#)). The WCC departments and programs adhere to these guidelines in their annual operational budget development and assessment. Fiscal Services and College personnel prepare annual budgets and quarterly budget reports based on a number of resources:

- Revenue projections inform the development of budget ([III.D.10-1](#), [IV.D.2-6](#))
- The EMP and its supporting planning documents WCC EMP ([III.D.3-5](#))
- Prior year financial statements based on actual accounting transactions ([III.D.3-6](#))
- Information from the state about levels of and formulae for funding ([III.D.3-1](#), [III.D.3-3](#))
- Information provided by departments, administration, and the Board of Trustees ([IV.B.5-7](#))
- Recommendations from the College Council and the PIE ([IV.B.1-13](#))

These procedures are documented by the following:

- Budget Planning Calendar Strategic Planning Process ([III.D.3-7](#))
- College Council and PIE ([IV.B.5-4](#))
- Budget documents between departments and academic administrators
- Accounting department records
- Annual audits conducted by an external Certified Public Accounting firm YCCD Audit Report ([III.D.3-8](#))
- Board of Trustee meeting minutes November 2017 ([III.D.3-9](#))

All constituencies having appropriate opportunities to participate in the development of institutional plans and budgets through District (DC3, DCAS) and College (Senate, College Council, PIE) governance structures ([I.B.1-15](#), [III.D.3-9](#), [IV.D.3-8](#), [IV.B.5-1](#)).

#### **Analysis and Evaluation**

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 through the completion of annual program reviews that includes requests for budgetary appropriations.

#### **III.D.3 Evidence**

I.B.1-15 [Senate VP Report 4.27.2018](#)  
III.D.3-1 [CCCCO Fiscal Services](#)



- III.D.3-3 [Board Minutes](#)
- III.D.3-4 [Fiscal Management](#)
- III.D.3-5 [WCC EMP](#)
- III.D.3-6 [2016-2017 Annual Financial Budget Report](#)
- III.D.3-7 [Strategic Planning Process](#)
- III.D.3-8 [YCCD Audit Report](#)
- III.D.3-9 [2017-03-02 DCAS Minutes](#)
- IV.B.5-1 [PIE Equipment Recommendations to College Council](#)
- IV.B.5-4 [PIE Minutes 04.20.18](#)
- IV.B.5-7 [YCCD Combined Project List with MW edits](#)
- IV.D.2-6 [Variable Budget Scenarios \(Draft 2018-04-26\)](#)
- IV.D.3-8 [DCAS Minutes re Resource Allocation](#)

### **III.D.4.**

*Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.*

#### **Evidence of Meeting the Standard**

The budget development process for the year ahead begins in January ([III.D.4-3](#)). The YCCD budget development process reflects realistic assessment of financial resource availability ([IV.D.2-14](#)) and include the following planning assumptions for ongoing state revenues:

- District is expected to be funded at the 7,626 FTES level
- A COLA increase of 2.71% is provided
- No Enrollment Growth is projected. Statewide-1%.
- One-time Base Allocation Funding is contingent on Funding Formula (\$685K)
- Enrollment fee remains constant at \$46.00 per credit unit
- State mandated ongoing reimbursements and lottery income remain flat

One time assumptions include:

- A State apportionment deficit factor is not projected at this time
- State apportionment recalculations and prior year adjustments are not projected
- Flat Scheduled Maintenance and Instructional Equipment income

Local Revenue

- Interest income will be budgeted conservatively
- Non-resident enrollment fee will remain flat

The College submits a budget to District Services reflecting program and service development ([III.D.4-9](#), [III.D.4-10](#)). College and District budgets culminate in a projected tentative budget that is presented for review and approval to the Board of Trustees in June Board Minutes ([III.D.4-4](#)). The tentative budget is updated as the state finalizes its budget, final revenue and expenditures are recorded by the College for the previous fiscal year, and new funding is awarded through grants and contracts.

The College planning guides alternative sources of funding for ongoing operational costs, new program development, and capital improvement projects, exemplified by a recent USDA

Telecommunications Grant award aligned with the EMP distance education Action Plan ([III.D.4-8](#)). Other resource and partnership initiatives include a General Obligation Bond reauthorization, state and federal grants, WCC Foundation projects, Adult Education Block Grant, Stream Grant, and Perkins Grants ([III.D.4-5](#), [III.D.4-6](#), [III.D.4-7](#), [III.B.2-9](#)).

Dual enrollment partnerships with service area K-12 school districts are an example of how WCC intentionally plans for growth and student success initiatives ([II.A.6-7](#)). The Lake County Campus hosts a Workforce Innovation and Opportunity Act (WIOA) One-Stop location at the Lake Center. The College is currently negotiating a land sale agreement in partnership with Woodland Healthcare to further a future healthcare education program identified in the EMP by labor market data ([IV.C.5-12](#)).

### **Analysis and Evaluation**

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. The College's and District's annual financial profile is informed by appropriations from State resources and federal grants. Proper financial planning that is based on the YCCD Integrated Planning Process and the budget development timeline allow the College to realistically assess the availability of financial resources that are required to implement the College's mission and goals that are reflected in the EMP.

### **III.D.4 Evidence**

- II.A.6-7 [Dual Enrollment MOU](#)
- III.D.4-1 [YCCD Strategic Plan](#)
- III.D.4-2 [WCC EMP](#)
- III.D.4-3 [Strategic Planning](#)
- III.D.4-4 [Board Minutes](#)
- III.D.4-5 [Stream Grant](#)
- III.D.4-6 [CTE Transitions Report](#)
- III.D.4-7 [AEBG Final Plan](#)
- III.D.4-8 [Grants Activity June 2018](#)
- III.D.4-9 [2018-2019 FY Budget Sent to DO](#)
- III.D.4-10 [Budget Building Memo](#)
- IV.C.5-12 [Facilities Audit minutes 20171206](#)
- IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)

### **III.D.5.**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

### **Evidence of Meeting the Standard**

Board Policy 6300 guides YCCD financial integrity and responsible use of financial resources ([IV.C.1-7](#)). Regular YCCD Board of Trustees training addresses "fiscal, facilities planning

and oversight” ([IV.C.7-9](#)). The Chancellor establishes procedures to assure the District’s fiscal management is in accordance with Title 5 regulations, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The District Chief Business Officer, along with external auditors, regularly evaluates the institution’s financial management practices and uses the results to improve internal control systems ([IV.C.1-9](#)). The District is audited each year by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. The audit tests and evaluates internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy. The District has maintained an unqualified/unmodified audit although the 2013-14 audit revealed a material weakness in fiscal oversight that has been remedied ([III.D.5-2](#)). The District Fiscal Services Office provides an overview of the annual audit to the Board of Trustees ([III.D.5-1](#)).

The District utilizes the Colleague financial information system to record its financial and student data and provide a variety of financial reports to administration. Internal controls are an integral part of the software and are monitored by Fiscal Services and IT to ensure that appropriate control mechanisms are in place. Budget managers are appropriately trained as a means to improve to application of control systems ([III.D.6-5](#)).

### **Analysis and Evaluation**

The College and District have internal control structures and appropriate control mechanisms to ensure the financial integrity of the institution and responsible use of its financial resources. The College and District widely disseminates dependable and timely information for sound financial decision making. The College and District regularly evaluates its financial management practices and uses the results to improve internal control systems.

### **III.D.5 Evidence**

III.D.5-1 [Audit Report 2016-2017](#)

III.D.5-2 [2013-2014 Audit Report](#)

III.D.6-5 [Fiscal Services Training 2017](#)

IV.C.1-7 [BP 6300 Fiscal Management](#)

IV.C.1-9 [BOT Facilities Audit Committee Agenda](#)

IV.C.7-9 [Example New Trustee Orientation Session](#)

### **III.D.6.**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

#### **Evidence of Meeting the Standard**

External audits of the YCCD submitted to the Governing Board provides evidence of the accuracy and credibility of the use of financial resources to support student learning programs and services ([III.D.6-1](#), [III.D.6-6](#)). Annual audits include all funds of the District and are conducted by an independent certified public accounting firm BP 6400 Audits ([III.D.6-2](#)). The annual audit examines the District's financial records and statements to ensure compliance with Governmental Accounting Standards Board (GASB), Office of Management and Budget Circular A-128 and A-133; the California Community Colleges Contracted College Audit Manual (CDAM) FY 2017-2018 CDAM ([III.D.6-3](#)).

The District budget, along with monthly financial reports and cash flow analysis cash flow projections ([III.D.6-4](#), [III.D.10-1](#)), is provided to the Board Finance Committee. The Board has an interest in maintaining appropriate cash flow capacity in order to avoid a Tax and Revenue Anticipation Note (TRANs) requirement. Committee agendas also document the Committee's keen interest in student success ([IV.C.5-13](#)). The Chief Business Officer reviews all reports with the Board committee ([IV.D.2-14](#)).

Financial documents and audit reports are available by request to the College's Administrative Services Team and College managers, faculty, and staff. Managers, staff, and faculty are able to seek assistance from Fiscal Services at any time in order to enhance their knowledge of financial transactions. Fiscal Services offers training to new managers, ensuring that budget implementation has a high degree of credibility ([III.D.6-5](#)). College level governance committee activities also reflect appropriate allocation and use of financial resources to support student learning programs and services by prioritizing resource allocation requests aligned with the College Educational Master Plan ([IV.B.1-13](#), [IV.B.5-2](#)).

#### **Analysis and Evaluation**

Through adherence to its planning processes, the College ensures that financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. External annual audit reviews, an accessible Colleague system that allows managers to track budget expenditures, regular reports to the Board, and compliance with GASB standards are among processes and procedures that uphold the credibility and accuracy of the College's financial documents.

#### **III.D.6 Evidence**

III.D.6-1 [2015-2016 Audit Report](#)

III.D.6-2 [BP 6400 Audits](#)

III.D.6-3 [FY 2017-2018 CDAM](#)

III.D.6-4 [Cash Flow Projections](#)

III.D.6-5 [Fiscal Training](#)

- III.D.6-6 [2016-2017 Board Audit Report](#)
- IV.B.1-13 [Program Review Prioritized List for President 17\\_18](#)
- IV.B.5-2 [PIE Facilities Recommendations to College Council](#)
- IV.C.5-13 [Finance Committee Agenda Feb 28 2018](#)
- IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)

### **III.D.7.**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

#### **Evidence of Meeting the Standard**

As required by state and federal law, the YCCD conducts an annual external audit in compliance with State of California Title Five, Education Code and United States Office of Management and Budget's Circular A-133, which sets forth standards for obtaining consistency and uniformity among federal agencies for the audit of states, local governments, and non-profit organizations expending federal funding. The external audit process is comprehensive and one in which the District willingly engages ([III.D.7-2](#)).

YCCD engages an independent audit firm to conduct an annual audit of the District's financial records and internal controls. The audit is presented to the Board Audit Committee and the full Board before the December 31 deadline ([III.D.7-2](#)). The Board reviews all audit reports ([IV.A.7-6](#), [IV.C.5-12](#)). The 2013-14 audit revealed a material weakness in fiscal oversight that has been remedied ([III.D.5-2](#)) and the few findings in the 2015-16 and 2016-2017 Audit Reports ([III.D.7-1](#), [III.D.7-3](#)) were addressed appropriately and quickly.

To ensure the exceptions have been adequately addressed, auditors reexamine exception areas in the subsequent year's audit and include their current findings in the next year's audit report. There have been no repeat audit findings in the last five years.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately through the District's institution-wide media and public Board notification. The College is provided copies of the audit exceptions that are directly related to its operations and, with assistance from the district staff, WCC responds to any issues in a timely manner.

#### **Analysis and Evaluation**

The District makes timely and comprehensive responses to external audit findings which are communicated through annual audit reports and other appropriate media.

#### **III.D.7 Evidence**

- III.D.5-2 [2013-2014 Audit Report](#)
- III.D.7-1 [2015-16 Audit Report](#)
- III.D.7-2 [Final Audit](#)
- III.D.7-3 [2016-17 Audit Finding Response Plan](#)
- IV.A.7-6 [YCCD Annual Board Calendar](#)
- IV.C.5-12 [Facilities Audit minutes 20171206](#)

### **III.D.8.**

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

#### **Evidence of Meeting the Standard**

As part of the annual independent audit, the audit firm reviews and evaluates financial and internal controls in addition to expressing an opinion on the accuracy of the financial data. The Contracted District Audit Manual (CDAM) ([III.D.8-1](#)) dictates audit requirements.

The District regularly and systematically evaluates financial and internal control systems for validity and effectiveness and the results of this assessment are used for improvement of future budget development. For example, YCCD Fiscal Services recently reviewed and improved CalCard procedures ([III.D.8-3](#)). The external auditors also audit the District's internal control systems and point out any deficiencies. The Chief Business Officer reports that no material weaknesses were contained in the most recent audit compliance reports ([III.D.8-2](#)).

The WCC President's Cabinet meets quarterly to evaluate the validity and effectiveness of the budget controls, ensure appropriate expenditures, and validate expenditure rates within established budget parameters. The College makes adjustments throughout the year based on these quarterly budget meetings and results are used to drive future budget development ([III.D.1-17](#)).

#### **Analysis and Evaluation**

The District's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. The College administrative team receives regular training and meets quarterly to improve budgetary controls.

#### **III.D.8 Evidence**

[III.D.1-17 .01.11.18 PC Agenda showing quarterly review](#)

[III.D.8-1 Contracted District Audit Manual \(CDAM\)](#)

[III.D.8-2 2016-2017 Audit](#)

[III.D.8-3 CALcard training](#)

### **III.D.9.**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

#### **Evidence of Meeting the Standard**

The District has sufficient cash flow and reserves to maintain fiscal stability without the need for a Tax Revenue Anticipation Note (TRAN). Yuba County Treasurer allows the District to use the cash balances of all District funds at the county treasury so the District can meet their financial obligations in anticipation of tax revenues at calendar year end ([III.D.9-6](#), [III.D.9-7](#)). Risk management is realized through a self-insurance model for health and welfare benefits

(Tri County Insurance Group), property and liability and workers' compensation insurance (Northern California Community Colleges Self-Insurance Authority; State-Wide Association of Community Colleges [SWACC] and Schools Excess Liability Fund [SELF]) ([III.D.9-1](#)).

The Board Finance Committee is presented with a monthly cash summary of all funds and a cash flow projection for the General Fund to monitor the cash position of the District ([III.D.9-2](#)). The YCCD cash flow reports are presented to the Board every month to consider strategies for appropriate risk management and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences ([III.D.9-2](#)). The total reserves of the YCCD are evaluated as adequate to meet both short and long-term financial emergencies ([III.D.9-3](#)). The District's reserves appear on the annual 311 Report ([III.D.9-4](#)).

The District is a member of the Statewide Association of Community Colleges (SWACC), which is property and liability Joint Powers Authority ([III.B.1-13](#)). In addition to loss coverage, SWACC provides the District with programs and resources to mitigate loss exposure through loss control services, trainings, and risk transfer and therefore, has reserves to handle unexpected losses. Participation in a Joint Powers Authority (JPA) also spreads the impact of losses over time. The CBO confirms that the district is in full compliance of the 5% reserve requirements as mandated by the State of California ([III.D.9-5](#)).

### **Analysis and Evaluation**

The District has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management documented in Board Policies and Administrative Procedures. The District maintains a reserve greater than those required to meet financial emergencies and unforeseen occurrences.

### **III.D.9 Evidence**

III.D.9-1 [Financial Report](#)

III.D.9-2 [Finance Committee Minutes](#)

III.D.9-3 [BP 6305 Reserves](#)

III.D.9-4 [Report](#)

III.D.9-5 [Adopted Budget](#)

III.D.9-6 [AP 6320 Investments](#)

III.D.9-7 [BP 6320 Investments](#)

### **III.D.10.**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

### **Evidence of Meeting the Standard**

Intentional design and implementation of YCCD budgetary practices, such as monthly and quarterly financial review and submission to the Board of Trustees, provide oversight for financial aid, grants, externally funded programs, and foundations, as well as institutional investments and assets ([III.D.10-1](#)). Fiscal Services staff provide oversight to ensure internal controls are in place and being followed, as well as monitoring expenditures for



appropriateness and budget ([III.D.6-5](#)). External audits review both financial and internal controls and procedures to ensure that the District complies with all requirements ([III.D.10-2](#)). Any findings are addressed and corrected with the goal to eliminate future audit findings. Monthly reporting to the Board of Trustees keeps the Board informed ([III.D.10-3](#)).

Two trustees serve as liaisons to the District Foundation Board, providing effective and integrated oversight ([III.D.10-9](#)). The Foundation Board meets quarterly and receive revenue and expenditure reports from District Services staff and contracted fiscal management firms ([III.D.10-4](#), [III.D.10-10](#)).

All grants, externally funded programs, and contractual relationships must be approved and accepted by the Board of Trustees ([III.D.4-5](#)). Creation of budgets for grants and other externally funded projects and payment to contractors and vendors are dependent upon Board approval and evidence that the District's fiscal procedures have been followed. For example, no invoice is paid without a purchase order or contract in place, as well as certification that the goods or services have been delivered ([III.D.10-11](#)).

#### *Management of Financial Aid*

WCC adheres to all federal regulations required by Title IV of the Higher Education Act of 1965. WCC Financial Aid staff adhere to Title IV regulatory policies and changes, monitoring several resources. WCC Financial Aid program closely adheres to federal, state, and institutional policies, participates in regular audits, and reports institutional and state categorical expenditures twice per year ([III.D.10-12](#)). WCC staff attends industry conferences annually and utilizes industry standard regulatory resources, including IFAP website, to stay abreast of federal regulation impacting Federal Student Aid programs.

WCC adheres to state regulations to administer state-funded financial aid programs to its students. Either the California Student Aid Commission (CSAC) or the California Community College Chancellor's Office (CCCCO) regulates state-funded programs administered by WCC. WCC staff use a variety of resources, including Web Grants and CSAC, to keep up-to-date on state legislature governing financial aid programs ([III.D.10-12](#)).

Any process or compliance improvement is documented in a WCC policy and procedure manual ([III.D.10-16](#)). The Financial Aid Office participates in a district-wide compliance audit each fiscal year. This annual audit includes a review of financial aid policies and procedures as well as the current year student financial aid files to ensure compliance with all federal, state, and institutional policies. Going back as far as 2013-14 fiscal year, the WCC Financial Aid Office has received no significant findings during an annual compliance audit. Annual compliance audits are submitted to the USDE as part of Title IV, Higher Education Act compliance.

In addition to the District's annual fiscal year audit, the WCC Financial Aid Office is subject to program reviews at the request of the USDE, the CSAC, and the CCCCCO ([II.C.1-9](#)). The most recent program review conducted July 2012 by the CSAC, reviewed student samples from the 2010-2011 fiscal year. The response from CSAC's Program Review yielded one



finding requiring a policy and procedure update. This update to institutional policy and procedure was made timely and subsequently accepted by the CSAC as proper resolution.

As part of federal and state compliance, the WCC Financial Aid Office is required to submit expenditure reports at two annual intervals, fiscal year end for federal reporting and mid-year and fiscal year end for state reporting ([III.D.10-17](#)). To maintain Title IV compliance and participation in the Federal Campus-Based programs, WCC submits various data to the USDE via the Fiscal Operations Report and Application to Participate ([III.D.10-18](#)).

WCC submits financial aid program expenditure data when requested to do so by the CCCCO. The CCCCO generally requests data files once per semester to ensure state allocated funds are being paid to students timely and properly. Program expenditure data files are reported via the CCCCO online reporting system, Student Services Automated Reporting for Community Colleges (SSARCC) ([III.D.10-19](#)).

#### *Management of Externally Funded Programs, including Grants*

The District grants analyst works with the College representatives to complete grant applications and submit them to the YCCD Chancellor's Office for approval before the grant is submitted to the granting agency for review and approval. An example of this process is depicted by a recent successful United States Department of Agriculture grant submitted under this process ([III.D.10-15](#)). A process has also been developed by the Grants Office that outlines the steps for a typical grant application: 1) grant research; 2) awarding and receiving the grant; 3) oversight and management; and 4) sunset for the grant ([III.D.10-14](#)).

#### *Management of Auxiliary Organizations or Foundations*

The District uses Fund 71 accounts for student clubs and organizations to manage their funding and bookkeeping. Only allowable expenditures are approved for purchase, when the organization records in their meeting minutes that an allowable expenditure has been approved by the group's membership. The procedures are defined in a document that is provided to all student clubs ([III.D.10-6](#)). Funds to be distributed from Foundation accounts are submitted via a check request form for the specific foundation account to fiscal services along with supporting documentation. Checks are submitted to the vendor after the requisition is approved and fund availability has been verified ([III.D.10-7](#)).

#### *Management of Institutional Investments and Assets*

Financial assets are held by the Yuba County Treasurer per the Budget and Accounting Manual of the CCC system. All oversight and management of YCCD funds is maintained by the County Treasurer ([III.D.10-8](#)).

### **Analysis and Evaluation**

Well established YCCD policies and procedures document effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **III.D.10 Evidence**

II.C.1-9 [Financial Aid Program Review](#)

- III.D.4-5 [Stream Grant Plan, Budget, MOU](#)
- III.D.6-5 [Fiscal Services training 2017.06.27 \(1\)](#)
- III.D.10-1 [Cash Flow Statement December 2017](#)
- III.D.10-2 [2016-2017 Final Audit Report](#)
- III.D.10-3 [Board Minutes 11-9-2018](#)
- III.D.10-4 [Foundation Schwab accounts overview](#)
- III.D.10-5 [Fiscal Services Website](#)
- III.D.10-6 [Procedures for Bookkeeping for Clubs](#)
- III.D.10-7 [Requisition Form for Distribution of Club Funds](#)
- III.D.10-8 [Budget and Accounting Manual](#)
- III.D.10-9 [Minutes from the May 2nd Foundation Board Meeting](#)
- III.D.10-10 [Proposed Investment Payout 2016-2017](#)
- III.D.10-11 [Finance Committee warrant](#)
- III.D.10-12 [WCC Financial Aid Regulatory Resources](#)
- III.D.10-14 [Grants](#)
- III.D.10-15 [USDA Budget as example](#)
- III.D.10-16 [Student Financial Aid Policy and Procedures Manual](#)
- III.D.10-17 [CSAS Audit Findings Report](#)
- III.D.10-18 [1617 FISAP](#)
- III.D.10-19 [1617 SSARCC Financial Aid Expenditures](#)

### **III.D.11.**

*The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

#### **Evidence of Meeting the Standard**

YCCD's financial resources provide a reasonable expectation of both short-term and long-term financial solvency, as reported in the 2018 Annual Fiscal Report ([III.D.11-4](#)). The District's working capital (current assets minus current liabilities) helps determine if current financial resources are sufficient to meet current obligations.

As of June 30, 2016, the working capital was \$46,289,536; in the prior year, 2015, the working capital was \$11,802,925. A significant increase from the previous year indicates prudent fiscal planning to ensure assets meet current obligations. The District's solvency is also measured through the Current Ratio (current assets divided by current liabilities) and Quick Ratio (cash + short-term investments + accounts receivable divided by current liabilities), which measures the institution's ability to pay short- and long-term obligations, and the institution's ability to meet its short-term obligations with its most liquid assets, respectively. The 2016 current ratio was 4.26 and 4.22 in 2017. The 2016 Quick Ratio was 4.23 and 4.19 in 2017 ([III.D.11-5](#)).

The YCCD Fiscal Year 2017-2018 adopted budget called out four guiding principles addressing short and long term financial planning ([III.D.9-5](#)).

- Long-term debt assumptions
- Buying down of debt and how that alleviates the pressure on the budget
- Keeping the reserves high enough so there is not a need to borrow
- Build budget/annual planning with the costs to retire the debt associated with the current and future employee liability

The District’s 2018-2019 budgetary guiding principles provide evidence that the Board clearly identifies and plans for short and long-term fiscal solvency: “Resources are allocated to strategic priorities established by the Governing Board as well as Chancellor’s short-term goals (using the strategic planning process)”([III.D.11-1](#), [IV.D.2-14](#)). For example, beginning Fiscal Year 2016-17, the Board approved a 1% contingency reserve in the event projected revenues are reduced. This contingency was a result of revenue and expenditure assumptions are used to forecast planning scenarios, including the increased cost of pensions and health benefits ([III.D.11-2](#)).

Future YCCD obligations are addressed in Board Policy 6301, codifying short and long-term debt policy ([III.D.13-1](#)). Short-term debt may be issued to provide financing for the District’s operational cash flows in order to maintain a steady and even cash flow balance. Short-term debt may also be used to finance short-lived capital projects. For example, the District may undertake lease-purchase financing for equipment. The Policy identifies appropriate long-term debt when the debt is used to refinance outstanding debt in order to produce debt service savings or to realize the benefits of a debt restructuring. The recent successful Measure Q reauthorization is evidence of this long-term debt strategy ([III.B.2-9](#), [III.D.11-6](#), [III.D.13-1](#)). The reauthorization addresses short and long-term YCCD Facilities Master Plan objectives ([III.D.11-3](#)).

### **Analysis and Evaluation**

Recent District and College financial modeling and outcomes demonstrate how, when making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. Short-term financial planning is considered in the context of the College’s long-range financial priorities. When making short-term financial decisions to maintain the financial solvency of its colleges, the District looks at the multi-year impact of these decisions.

### **III.D.11 Evidence**

- III.B.2-9 [Bond Election Resolutions Measure Q](#)
- III.D.9-5 [Adopted Budget](#)
- III.D.11-1 [Board Minutes](#)
- III.D.11-2 [YCCD Actuarial Study](#)
- III.D.11-3 [Facilities Master Plan](#)
- III.D.11-4 [2018 ACCJC Annual Report](#)
- III.D.11-5 [YCCD Solvency Ratios](#)
- III.D.11-6 [YCCD Bond Refunding Dec 2017](#)
- IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)

### **III.D.12.**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

#### **Evidence of Meeting the Standard**

Future YCCD obligations are addressed in Board Policy 6301, codifying institutional long-term debt policy ([III.D.13-1](#)). The District's adopted budget allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee related obligations ([III.D.7-3](#)). An actuarial study is completed every two years as required by appropriate accounting standards ([III.D.12-1](#)). The next report will be done in July 2019.

A Retirement Board of Authority was established in 2014 to address the District's future obligations for retiree health costs ([III.D.12-2](#)). In addition, the Board of Trustees at its August 23, 2017 meeting approved and established a qualified irrevocable trust under GASB provisions, with the CalPERS, California Employers Retirement Benefits Trust (CERBT) to provide compliance services for the District's outstanding accrued liability for post-employment benefits. The Retirement Board of Authority (RBOA) addressed movement of OPEB reserves to the CalPERS CERBT Fund ([III.D.12-3](#), [III.D.12-4](#)). The District 2018-2019 Tentative Budget further addresses OPEB liability, targeting a commitment to develop future funding strategies ([IV.D.2-14](#)).

#### **Analysis and Evaluation**

The District continues to plan for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

#### **III.D.12 Evidence**

III.D.7-3 [2017 YCCD Audit Report](#)

III.D.12-1 [YCCD Actuarial Study](#)

III.D.12-2 [Retirement Board of Authority](#)

III.D.12-3 [Agreement and Election to Prefund OPEB through CalPERS](#)

III.D.12-4 [CalPERS CERBT Agreement Comments and Recommendations 2017.08.23](#)

IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)

### **III.D.13.**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

#### **Evidence of Meeting the Standard**

The District has two Qualified Energy Conservation (QEC) loans in the amount of \$14.9M, which are subsidized by the Federal government and PG&E, along with two California

Energy Commission (CEC) loans in the amount of \$1.4M. Both QEC and CEC debts are funded by the General Fund. Audited Balance Sheets contain future year debt instruments ([III.D.7-3](#), [III.D.13-2](#)). A District Supplemental Employee Retirement Plan (SERP) was paid off in 2015-16.

General Obligation (GO) bonds are financed through the levy of local property taxes as approved by voters. GO bonds do not represent an adverse impact on the financial stability of the District. Measure J bonds were refunded and saved voters \$5.2 M. Measure J, Series D bonds were issued in April 2016 in the amount of \$26.5M, and the voters approved Measure Q bonds November 2016 for \$33.5M ([III.D.11-6](#), [III.D.13-1](#)).

### **Analysis and Evaluation**

The District assesses and allocates resources for the repayment of any locally incurred debt instruments that may affect the financial condition of the institution, as demonstrated through audited reports.

### **III.D.13 Evidence**

III.D.7-3 [2017 YCCD Audit Report](#)

III.D.11-6 [YCCD Bond Refunding Dec 2017](#)

III.D.13-1 [Debt Service](#)

III.D.13-2 [Annual Budget Report](#)

### **III.D.14.**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

### **Evidence of Meeting the Standard**

All financial resources, including short- and long-term debt instruments and grants, are subject to the same fiscal oversight and policies as guided by BP 6300 and further described in III.D.10 ([III.D.3-4](#)). These ensure consistent implementation with the intended funding purpose. The District does not have any Certificates of Participation (COP's).

Bond and grant expenditures are monitored by the District to ensure the funds are used appropriately. District Fiscal Services support grant budget preparation and appropriate expenditures. Fiscal Services supports the managers with monitoring, reporting, and invoicing. The external audit provides the District assurance that expenditures are subject to internal controls and compliance ([III.D.14-2](#)). The continued success of the District in securing voter-approved General Obligation Bonds is a testament to the community's support for the District and their approval of how previously funded bond measures were implemented and used ([III.D.11-6](#), [III.D.14-1](#)).

District Foundation revenues and expenditures are independently audited, providing evidence of integrity with regards to funding intent and expenditures. The Foundation Board, supported by District Fiscal Services, reviews all quarterly reports ([III.D.14-3](#), [III.D.10-9](#), [III.D.14-4](#), [III.D.14-5](#)).

### **Analysis and Evaluation**

Yuba Community College District's financial oversight system helps to ensure that financial resources are used with integrity. Transparent financial planning and management processes is supported by existing the participatory governance and administrative structures. The District utilizes all of its financial resources, including short and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, to support the College's Mission, supporting goals, strategic initiatives, institutional learning outcomes, as well as institutional and program objectives.

#### **III.D.14 Evidence**

- III.D.11-6 [YCCD Bond Refunding Dec 2017](#)
- III.D.14-1 [FY 2017-2018 CDAM](#)
- III.D.14-2 [December 2017 Minutes](#)
- III.D.14-3 [2016-2017 YCCD Foundation Audit](#)
- III.D.14-4 [Foundation Account List with Balances](#)
- III.D.14-5 [Statement of Financial Position 2018 3rd Quarter](#)
- III.D.10-9 [Minutes from the May 2nd Foundation Board Meeting](#)

#### **III.D.15.**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

#### **Evidence of Meeting the Standard**

YCCD currently does not offer student loans ([III.D.15-2](#)). The institution does monitor and manage past students' loan default rates, revenue streams, and assets to ensure compliance with federal requirements, as evidenced by the US Dept. of Education approved Default Prevention Plan ([III.D.15-3](#)). The College has entered into an agreement for services with EdFinancial, a third-party servicer supported by the CCCCO, to assist the institution with default prevention efforts. EdFinancial's primary role is to contact delinquent student loan borrowers in an effort to further reduce the College's Cohort Default Rate ([III.D.15-4](#)). WCC's 2014 cohort default rate was 24.3%, while current federal guidelines require a default rate under 30% ([III.D.15-1](#), [III.D.10-20](#)).

### **Analysis and Evaluation**

The College has implemented a plan to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act.

#### **III.D.15 Evidence**

- III.D.10-20 [National Student Loan Data System](#)
- III.D.15-1 [Federal Student Aid Guidelines](#)
- III.D.15-2 [Minutes June 2013](#)
- III.D.15-3 [WCC Agreement 12 16 15 ltrhead version](#)
- III.D.15-4 [Ed Financial Agreement for Default Management](#)

### **III.D.16.**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

#### **Evidence of Meeting the Standard**

The District has clearly delineated policies and procedures to monitor the development and implementation of these contracts and maintain the integrity of the institution and the quality of its programs, services, and operations. These policies integrate California Education Code regarding the management of contractual agreements as appropriate and relevant ([III.D.16-2](#)). Board Policies outline the District's bidding practices, expenditure limits, lines of authority, signatory responsibilities, and other institutional protocols. In addition, the District has established operating procedures that further delineate Board Policies and guide the management of the College's contractual agreements ([III.D.16-3](#), [III.D.16-4](#), [III.D.16-5](#)).

All agreements, regardless of amount, are submitted to the Board of Trustees on a monthly basis for ratification. College presidents have authority to sign agreements up to \$10,000; the Chief Business Officer has authority up to \$50,000 and the Chancellor has authority up to \$100,000. Any agreements or contracts over \$100,000 must have Board of Trustees approval ([III.D.16-1](#)).

#### **Analysis and Evaluation**

District and College contractual agreements with external entities, including construction contracts, consultant contracts/professional services agreements, service contracts, lease purchase agreements, and grant contracts, are governed by a District Agreement for Services, ensuring program and service integrity.

#### **III.D.16 Evidence**

III.D.16-1 [Ratification Agenda 12/6/2017](#)

III.D.16-2 [Policy 6340](#)

III.D.16-3 [AP 6345](#)

III.D.16-4 [AP 6360 Electronic Systems](#)

III.D.16-5 [AP 6340 Bids and Contracts](#)





## Standard IV





## STANDARD IV:LEADERSHIP AND GOVERNANCE

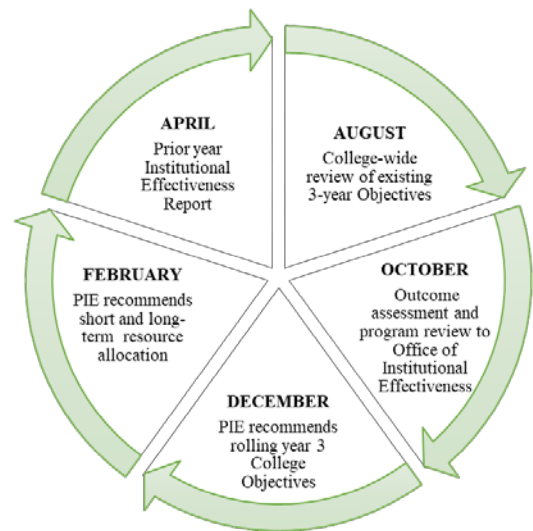
### Standard IV.A. Decision-Making Roles and Processes

#### IV.A.1.

*Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

#### Evidence of Meeting the Standard

The newly formed Woodland Community College Planning and Institutional Effectiveness Committee (PIE) is an example of innovation and excellence led by College leadership. The purpose of the PIE is to “oversee ongoing and systematic institutional processes and practices to inform decision-making, achieve objectives, and harness resources to optimize student success and institutional outcomes.” The PIE Committee includes all constituent group representatives – students, classified professionals, faculty, and administration – and oversees ongoing and systematic processes leading to institutional excellence. Committee members systematically review student learning outcomes, staffing plans, program review, and resource allocation recommendations, ensuring effective planning ([IV.A.1-1](#), [IV.A.3-7](#)).



The PIE Committee is one part of a new College-wide governance structure designed over the course of more than one year and implemented in spring 2018. College Council had first charged a small workgroup with producing a gap analysis of then existing governance committees ([IV.A.1-2](#), [IV.A.1-3](#), [IV.A.1-6](#)). In a joint effort between the Academic Senate and College Council, participants identified an unsustainable number of existing committees and proposed a more streamlined and efficient structure ([IV.A.1-7](#)). This innovative governance structure is appropriate for the College size and represents a significant practice improvement, coalescing several committees under the PIE direction ([IV.A.1-4](#), [IV.A.1-3](#), [IV.A.1-5](#)).

Planning and Institutional Effectiveness Committee outcomes intentionally align with the College Program Review cycle as well as District planning cycle ([IV.A.1-8](#)). The YCCD Board of Trustee Vision Statement highlights a commitment to innovation and institutional excellence: “Providing an innovative, world-class learning environment” ([IV.A.1-9](#)). The YCCD Governing Board’s Strategic Plan guides College policy improvement and encourages

innovation. Constituent group representatives play significant roles throughout each of the three Long-Range Planning, Annual Integrated Planning, and Assessment phases ([IV.A.3-5](#)).

### **Analysis and Evaluation**

The WCC Planning and Institutional Effectiveness Committee is comprised of students, faculty, classified staff, and administrators across the three College campuses. In both the past processes undertaken to create the PIE, the product of the Committee work today and in the future, the College demonstrates a commitment that encourages innovation leading to institutional excellence. A new governance structure, the associated creation of a Planning and Institutional Effectiveness Committee (PIE) aligned with District planning, further demonstrates how Woodland Community College leadership encourages practice and program improvement.

### **IV.A.1 Evidence**

- IV.A.1-1 [PIE Operating Agreement](#)
- IV.A.1-2 [Senate College Committee Analysis](#)
- IV.A.1-3 [Convocation Governance Presentation](#)
- IV.A.1-4 [College Council Committee Structure Notes](#)
- IV.A.1-5 [Governance Model](#)
- IV.A.1-6 [College Committee Meeting Analysis](#)
- IV.A.1-7 [College Council Minutes](#)
- IV.A.1-8 [WCC Planning Cycle](#)
- IV.A.1-9 [YCCD Strategic Plan](#)
- IV.A.3-5 [YCCD Planning Process](#)
- IV.A.3-7 [PIE Minutes](#)

### **IV.A.2.**

*The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

### **Evidence of Meeting the Standard**

Faculty, staff, students, and administrators may bring forward ideas and develop policy at the College-level through a variety of avenues. Committee Operating Agreements formalize standing positions for faculty, staff, students, and administrators ([IV.A.1-1](#)). Operating agreements for each appropriate governance committee (i.e. College Council) identify placeholders for Associated Student representatives ([IV.A.1-1](#)). Student representatives in each of these governance committees prepare and participate alongside faculty, staff, and administrative members. Like all WCC governance committees, PIE membership may solicit individuals having a particular skill set or expertise in order to bring forward ideas by assigning a workgroup or task force ([IV.A.1-4](#)).

College Student Services has developed and implemented leadership and governance training curricula, further improving student committee participation and effectiveness ([IV.A.2-8](#)). The WCC President also holds regular meetings with Associated Students of Woodland Community College (ASWCC) leadership ([IV.A.2-4](#)). Regularly scheduled “Pizza with the President” forums provide a venue for broad student input directly to the College President, resulting in new and improved technology and facilities ([IV.A.2-5](#), [IV.A.2-14](#)).

Board Policy 2510 undergirds the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. In executing their authority, the YCCD Board of Trustees ensures appropriate participation by students, staff, and faculty and guides WCC decision-making ([IV.A.2-1](#)). Board Policy 2015 affirms that student trustees serve as full members of the Board at meetings. The student trustees are entitled to participate in discussion of issues and receive all materials presented to members of the Board, except for closed session. Board Policy 2351: Reports to the Board, affords Student Trustees and College Associated Student Presidents the opportunity a report at each regularly scheduled YCCD Board meeting. Similarly, classified staff are provided opportunities to participate in matters affecting that particular constituent group ([IV.A.2-6](#)).

The Board or its designees, as described in BP 2510, consult collegially with the Academic Senates of the District, as duly constituted with respect to academic and professional matters, as defined by law. The YCCD Board has affirmed that it will rely primarily upon the advice and judgment of the Academic Senates with regards to curriculum, degree and certificate requirements, and grading policies. Board Policy 2510 also documents the Academic Senate’s obligation to reach mutual agreement with the Board or its designees on other matters. The District Consultative Committee (DC3) and District and College Academic Senate (DCAS) committees both provide regularly scheduled input opportunities for appropriate constituent group representatives ([IV.A.2-9](#), [IV.A.2-10](#), [IV.A.2-11](#), [IV.A.1-1](#)). The District Services Handbook describes YCCD governance committees and participatory decision-making procedures ([IV.A.2-2](#)). Yuba Community College District Trustee protocols codify the Academic Senate’s role during Board meetings and monthly YCCD Chancellor Reports to the Board note regular meetings with Academic Senate leadership and District governance committees ([IV.A.2-3](#), [IV.A.2-7](#)).

### **Analysis and Evaluation**

Guided by District Board Policy 2510: Participation in Local Decision-making, and supported through existing District and College governance procedures, constituent group representative roles are well defined. Board Policy, as well as District-wide committee charters and meeting procedures, define collaborative decision-making procedures. The College recently revised governance committee structures to increase effectiveness and constituent participation.

The College has undergone a significant analysis of past committee purposes and integration, and has since adopted a new governance structure to improve decision-making. College-level policy and procedures, exemplified by committee Operating Agreements student representative placeholders, provide formal participation opportunities. The College intentionally designed Operating Agreement language that allows existing committees to expand beyond stated compositions to include workgroup or task force participants.

## **IV.A.2 Evidence**

- IV.A.1-1 [Planning and Institutional Effectiveness \(PIE\) Operating Agreement](#)
- IV.A.1-4 [College Council Committee Structure Notes](#)
- IV.A.2-1 [BP 2510: Participation in Decision-Making](#)
- IV.A.2-2 [YCCD Handbook](#)
- IV.A.2-3 [Chancellor's News](#)
- IV.A.2-4 [Musings Noting ASWCC Communications](#)
- IV.A.2-5 [Pizza with President Notes](#)
- IV.A.2-6 [BP 2351: The District and The Board of Trustees](#)
- IV.A.2-7 [Board Protocols](#)
- IV.A.2-8 [ASWCC Student Leadership Training](#)
- IV.A.2-9 [DC3 Charter](#)
- IV.A.2-10 [DCAS Charter](#)
- IV.A.2-11 [YCCD Participatory Decision-Making](#)
- IV.A.2-14 [Pizza with the President](#)

## **IV.A.3.**

*Administrators and faculty, through policy and procedures, 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.*

### **Evidence of Meeting the Standard**

College participatory governance procedures follow Board Policy 2510: Participation in Local Decision-Making and are described in the WCC's Organizational and Governance Guide ([IV.A.2-1](#), [IV.A.3-8](#)). College Council members identified best practices for content and format, reviewing system-wide examples before deciding upon the critical elements of an exemplary Organizational and Governance Guide ([IV.A.3-3](#), [IV.A.3-4](#)). Local policies captured in the guide include organizational charts, an administrative functional map, committee Operating Agreements, a decision-making model, effective meeting practices, communications strategies, and the like.

Woodland Community College's Planning and Institutional Effectiveness Committee (PIE) faculty and administrative participants, along with classified and students, exercise a substantial voice in College planning and budgeting processes ([IV.A.1-1](#)). Committee members oversee a 3-year College planning cycle aligned with program review ([IV.A.1-8](#)). Annual Actions Plans inform integrated staffing, technology, and facility management planning as well as resource allocation ([IV.A.3-6](#), [IV.A.3-7](#)). Faculty-driven student outcome assessments and program reviews aligned with these objectives inform the annual December creation of rolling third-year College Objectives. As described in the College Educational Master Plan, each academic year-end is marked by an April review and distribution of the prior year's Institutional Effectiveness Report focused on College Objectives as an accountability framework ([IV.A.3-2](#)).

The YCCD Annual Integrated Planning Process Framework depicts various levels for faculty and administrative input into District planning assumptions and College institutional effectiveness review ([IV.A.3-4](#)). Faculty and administrative representatives play significant

roles throughout YCCD Long-Range Planning, Annual Integrated Planning, and Assessment phases ([IV.A.3-5](#)). The primary means by which faculty and administrators play these roles are through District-level governance committees: District Consultative Council (DC3) and District/College Academic Senate (DCAS) ([IV.A.2-2](#), [IV.A.2-9](#), [IV.A.2-10](#)). Board Policy 2510 ensures that appropriate members of the District participate in the development of recommended policies for Board action and administrative procedures for Chancellor action, under which the District is governed and administered ([IV.A.2-1](#)).

The Board authorizes the Chancellor to consult collegially with the Academic Senate through the WCC President with respect to academic and professional matters ([IV.A.2-12](#)). College Academic Senate Constitution and Bylaws specify the Senate as representative of the faculty to the administration and governing board of in matters concerning academic and professional issues. The Senate has a duty to participate in the formation and revision of District policies and procedures in all matters of an academic and professional nature ([IV.A.3-9](#)).

### **Analysis and Evaluation**

Grounded in Board Policy 2510: Participation in Decision-Making, defines WCC faculty and administrative planning and resource allocation roles within established governance structures. The College Organizational and Governance Guide and District Services Handbook codify faculty and administrative roles as they relate to areas of responsibilities and expertise. Faculty and administrators exercise a significant voice in institutional policies, planning, and budget through the College level Planning and Institutional Effectiveness Committee (PIE) as well as the District level Consultation Council (DC3) and District/College/Academic Senate Leadership Group (DCAS).

### **I.V.A.3 Evidence**

- IV.A.1-1 [Planning and Institutional Effectiveness \(PIE\) Operating Agreement](#)
- IV.A.1-8 [WCC Planning Cycle](#)
- IV.A.2-1 [BP 2510: Participation in Local Decision-Making](#)
- IV.A.2-2 [YCCD Handbook](#)
- IV.A.2-9 [DC3 Charter](#)
- IV.A.2-10 [DCAS Charter](#)
- IV.A.2-12 [District Handbook 2014-2015](#)
- IV.A.3-1 [BP 2436: Delegation of Authority to Chancellor](#)
- IV.A.3-2 [WCC Educational Master Plan](#)
- IV.A.3-3 [College Council Meeting Agenda 11.03.17](#)
- IV.A.3-4 [YCCD Integrated Planning Framework](#)
- IV.A.3-5 [YCCD Annual Integrated Planning Process](#)
- IV.A.3-6 [Draft WCC Integrated College Plan](#)
- IV.A.3-7 [PIE Minutes](#)
- IV.A.3-8 [WCC Organizational and Governance Guide](#)
- IV.A.3-9 [WCC Academic Senate Constitution and Bylaws](#)

#### **IV.A.4.**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

#### **Evidence of Meeting the Standard**

The WCC Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum of the College. The committee is responsible for reviewing and recommending for approval course proposals, general education/associate degree requirements, and course prerequisites. The committee plays a leadership role in recommending the future direction of the educational program and curricula offerings of Woodland Community College. Membership is designed to ensure representation across Woodland Community College and its campuses ([IV.A.4-1](#)).

The WCC Student Success Committee is charged with evaluating and improving student learning programs and services. The Committee reports jointly to the Academic Senate and College Council. The Student Success Committee is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement, and transfer opportunities for WCC students. The committee oversees the following: 1. Academic Standards, 2. Basic Skills Initiative, 3. Enrollment Management, 4. Student Success and Support Program, 5. Student Equity, and 6. other areas as appropriate ([IV.A.4-6](#)).

The YCCD Board has affirmed in BP 2510 that it will rely primarily upon the advice and judgment of the Academic Senates with regard to curriculum, degree and certificate requirements, and grading policies. Board Policy 2510 also documents that the Academic Senates shall have the obligation to reach mutual agreement with the Board or its designees for the following matters: educational / program development standards or policies regarding student preparation and success ([IV.A.2-1](#)).

The District and College Academic Senate (DCAS) committee provides regularly scheduled input opportunities for administrative and Senate leaders to recommend policies and procedures affecting educational matters ([IV.A.2-9](#), [IV.A.2-10](#), [IV.A.2-11](#)). The District, College, and Academic Senate Leadership Group (DCAS) serves as the forum for addressing those academic and professional matters, as outlined in Board Policy 2510, Participation in Local Decision Making. DCAS does not address topics specific to one college. Leadership from the District, Yuba College and its Academic Senate, and Woodland Community College and its Academic Senate meet at least once each month during the academic year for this coordinating function.

#### **Analysis and Evaluation**

College and District level policies and procedures define responsibilities for recommendations about curriculum and student learning programs and services. Board policies frame well-defined District and College committees and their purposes. College and District-level



committees meet regularly and provide the necessary structures for faculty and administrator dialogue.

#### **IV.A.4 Evidence**

IV.A.2-1 [BP 2510 Participation in Local Decision-Making](#)

IV.A.4-1 [WCC Curriculum Committee Purpose Statement](#)

IV.A.4-2 [Lake County Campus Realignment Plan](#)

IV.A.2-9 [DC3 Charter](#)

IV.A.2-10 [DCAS Charter](#)

IV.A.2-11 [District Participatory Decision-Making Structure](#)

IV.A.4-6 [WCC Student Success Committee Operating Agreement](#)

#### **IV.A.5.**

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

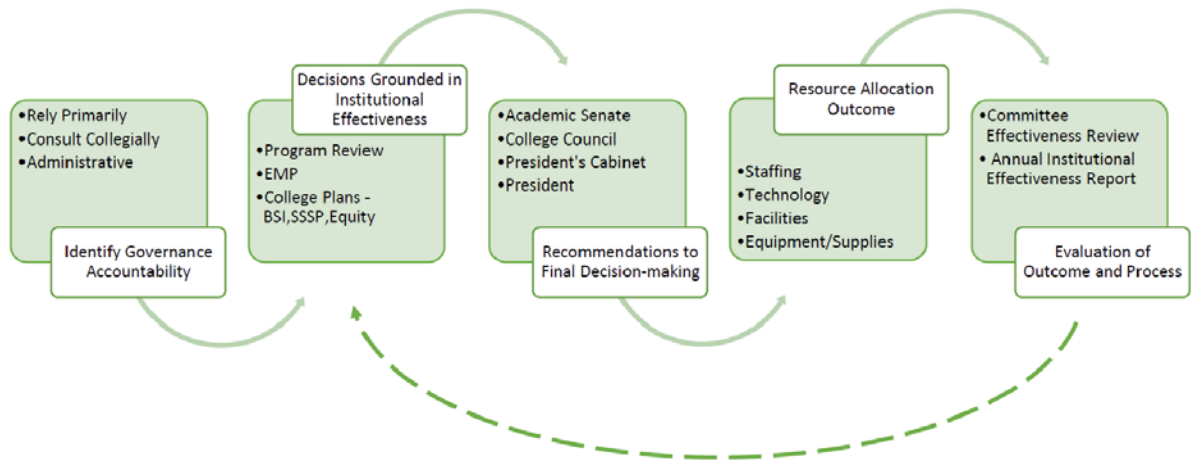
#### **Evidence of Meeting the Standard**

The WCC Organizational and Governance Guide include committee Operating Agreements and decision-making processes ([IV.A.3-8](#)). Committee operating agreements, like that of College Council, consider the value of relevant student, staff, faculty, and administrative perspectives across the Institution's three sites ([IV.A.5-10](#)). Appropriate constituent groups are encouraged to participate in the College decision-making process through representation in College Council, Planning and Institutional Effectiveness, Student Success, and other committees, subcommittees, workgroups, or task forces ([IV.A.1-1](#), [IV.A.1-12](#), [IV.A.5-3](#)).

A newly formed Student Services Council identifies multiple standing positions for classified supervisors and staff; as classified staff make up a significant percentage of Student Services personnel, their expertise is critical in developing institutional plans and policies within that particular arena ([IV.A.5-2](#)). The Associated Students of Woodland Community College, too, enjoy significant representation in College decision-making processes, as evidenced by standing positions in governance bodies such as College Council, Student Success Committee, and Safety Committee ([IV.A.1-1](#), [IV.A.5-3](#), [IV.A.5-5](#)). Student Trustees participate in Board discussions and each receive materials packets, absent closed session items ([IV.A.2-1](#), [IV.A.5-11](#)).

The Academic Senate and College Council undertook a governance committee analysis and redesign over the past two years. The outcome output of this evaluation was the formation of WCC's Planning and Institutional Effectiveness (PIE) Committee, which is integral to timely action on institutional plans. A new committee meeting calendar improves workflow and dialogue across the College ([IV.A.5-12](#), [IV.A.5-13](#), [IV.A.5-14](#)). Annual Action Plans are prioritized based on revenue assumptions during February and March. A late spring and early assessment phase completes the YCCD planning processes ([IV.A.3-2](#)).

Ensuring relevant perspectives begins at WCC with identifying appropriate governance accountability. Institutional effectiveness demands alignment with College plans for those who make recommendations to final decision-makers. Timely action includes resource allocation outcomes as well as evaluation ([IV.A.3-2](#), [IV.A.3-8](#)).



Yuba Community College District, through its system of board and institutional governance, codified in Board Policies 2510: Participation in Local Decision-Making, ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations ([IV.A.2-1](#)). In accordance with Board Policy 2510, broad participation in decision-making occurs through College and District committees and councils ensuring faculty, staff, and students have the opportunity to provide meaningful input on various policy and operational matters. Decision-makers generally seek consensus on recommendations to the Chancellor, College President, or to the Governing Board as appropriate. District/College, Academic Senate (DCAS) member committee effectiveness responses, for example, found the level of participatory decision-making to be positive ([IV.A.5-6](#)). In addition, Title 5 states that colleges are to rely on the recommendations of their academic senates on the development of academic and professional matters ([IV.A.5-15](#)).

As stated within the District Services Handbook, it is incumbent upon these District constituent groups, committees, and councils to ensure that representation is fair and inclusive. The Multi-College District Participatory Decision-Making Structure graphic below summarizes YCCD decision-making ([IV.A.5-1](#)). A purposeful District calendar supports this dialogue ([IV.A.6-8](#)). The same principle applies to College committees and councils, as evidenced by College Committee Operating Agreement norms, composition, and procedures ([IV.A.1-1](#)). Participatory decision-making occurs via the YCCD District Consultation and Coordination Council (DC3), a College Council at each college, a site council for approved educational centers, and a variety of cross-functional committees that serve the District. Additionally, project teams may be established to accomplish major District and/or College projects through the participatory decision-making process ([IV.A.2-1](#)).



## **Analysis and Evaluation**

District and College structures ensure the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. Woodland Community College has undergone a significant analysis and improvement over recent years, improving institutional effectiveness.

### **IV.A.5 Evidence**

- IV.A.1-12 [09.01.17 IEC draft Operating Agreement](#)
- IV.A.2-1 [BP 2510: Participation in Local Decision-Making](#)
- IV.A.3-2 [WCC Educational Master Plan](#)
- IV.A.3-8 [WCC Organizational and Governance Guide](#)
- IV.A.5-2 [Student Services Council Operating Agreement FINAL 11-1-16](#)
- IV.A.5-5 [Safety Committee Operating Agreement](#)
- IV.A.5-10 [College Council Operating Agreement](#)
- IV.A.5-11 [BP 2015: Student Member](#)
- IV.A.5-12 [WCC Committee Meeting Calendar](#)
- IV.A.5-13 [WCC Committee Analysis Summary](#)
- IV.A.5-14 [College Council Notes 05.05.17 re: Committee Calendar](#)
- IV.A.5-15 [Title 5, Article 2, Section 53200](#)
- IV.A.6-8 [YCCD Chancellor's Office Calendar](#)

### **IV.A.6.**

*The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

### **Evidence of Meeting the Standard**

The Organizational and Governance Guide College describes a decision-making framework, as well as the organizational paths for communication ([IV.A.3-8](#)). The College archives committee agendas and minutes on the institution's web site ([IV.A.6-16](#)). College Council minutes, for example, describe decisions made, such as WCC's plans to implement the Guided Pathways initiative ([IV.A.6-11](#), [IV.A.6-18](#)). College Council members and guests are obligated to contribute to these final recommendations as well as distribute to their respective constituent groups. Weekly WCC Academic Senate and College administrative leadership meetings also result in recommendations or decisions that are widely communicated through WCC's Senate as well as minutes and the President's weekly Musings email ([IV.A.6-9](#), [IV.A.6-10](#)).

Regularly scheduled "Pizza with the President" open forums provide a venue for broad student input directly to the College President and conversely provide the President an opportunity to share decisions made directly to students ([IV.A.2-5](#)). The President communicates critical information and decisions to students and employees through the WCC Oohlala mobile application ([IV.A.6-12](#)). The WCC President's Office also communicates essential information to the College employee base and students via email and social media ([IV.A.6-12](#), [IV.A.6-13](#)). The President makes a formal presentation to all College employees

at each convocation and other large and small group settings over the course of each academic year ([IV.A.6-14](#), [IV.A.6-15](#)).

Yuba Community College District Office staff post meeting agendas, minutes, and supporting documents ([IV.A.6-1](#)). The Multi-College District Participatory Decision-Making Structure graphic makes clear District level decision-making to internal constituents ([IV.A.5-1](#)). Board Policy 2510 describes to faculty, staff, and students expectations for decision-making participation ([IV.A.2-1](#)). The District Consultative Council (DC3) Newsletter is one of many examples of how YCCD communicates decisions across the District. The Newsletter is a product of an annual DC3 Effectiveness Review process and evidence of process improvement ([IV.A.6-3](#)). All District employees receive the DC3 Newsletter monthly from the Chancellor's Office via email ([IV.A.6-4](#)). The Newsletter provides a Chancellor's Report, Cabinet Updates, DC3 activity summaries, as well as reports from the various District Service staffs ([IV.A.6-5](#)).

The Chancellor also communicates with the employee base via email as well as face-to-face "Coffee with the Chancellor" sessions at each of the campuses ([IV.A.6-6](#), [IV.A.6-7](#)). The Academic Senate President captures discussions and decisions made at a variety of meetings with District personnel, including District/College/Academic Senate Leadership Group (DCAS), and regularly scheduled meetings with the Chancellor and Vice Chancellor of Educational Planning ([IV.A.6-8](#)).

### **Analysis and Evaluation**

Yuba Community College District and Woodland Community College use a variety of means to communicate decision-making processes and the decision outcomes. The Multi-College District Participatory Decision-Making Structure frames decision-making within the District. The District-wide and College committee chairs post agendas and minutes on appropriate web pages. College email, web postings, and social media notifications inform students and employees. Formal constituent representative meetings, such as those with weekly Academic Senate leaders and informal "Pizza with the President," provide regular and effective communications.

### **IV.A.6 Evidence**

IV.A.2-1 [BP 2510: Participation in Local Decision-making](#)

IV.A.2-5 [Pizza with President Notes](#)

IV.A.3-8 [WCC Organizational and Governance Guide](#)

IV.A.5-1 [YCCD Decision-making Structure](#)

IV.A.6-1 [YCCD Committees](#)

IV.A.6-3 [DC3 Newsletter Summary](#)

IV.A.6-4 [DC3 Newsletter email](#)

IV.A.6-5 [DC3 Newsletter](#)

IV.A.6-6 [Example Chancellor email](#)

IV.A.6-7 [Coffee with the Chancellor](#)

IV.A.6-8 [YCCD Chancellor's Office Calendar](#)

IV.A.6-9 [Example WCC President's Report](#)

IV.A.6-10 [Example Musing](#)

- IV.A.6-11 [College Council Notes](#)
- IV.A.6-12 [Example President's Oolala Post](#)
- IV.A.6-13 [Example President's Email](#)
- IV.A.6-14 [WCC Convocation](#)
- IV.A.6-15 [Example President Scheduling Criteria Committee Presentation](#)
- IV.A.6-16 [Website Committee Agenda and Minutes Example](#)
- IV.A.6-17 [WCC Resources Web Page](#)
- IV.A.6-18 [Final Pathways Workplan Submitted March 2018](#)

#### **IV.A.7.**

*Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

#### **Evidence of Meeting the Standard**

Appropriate College governance bodies review Committee Effectiveness Review survey responses from the prior year in August and September ([IV.A.7-2](#)). A part of the College-wide committee evaluation and eventual redesign, College Council and the Academic Senate prioritized a need to strengthen a long-standing annual committee assessment cycle ([IV.A.7-3](#)). College Council and Academic Senate priorities included the following broad objectives ([IV.A.7-4](#)):

- Complete existing College Committee “inventory” using Operating Agreements submitted;
- Assess “efficiencies” in terms of total constituent seats required;
- Apply existing seats count to proposed redesign to identified perceived “efficiencies”;
- Evaluate time/place constraints to new model to seek “efficiencies”;
- Draft new Operating Agreements to reflect any membership and time/place “efficiencies”;
- Develop and implement committee assessment – survey and otherwise;
- Consider spring roll-out for 2017-2018 implementation.

The College Office of Institutional Effectiveness now administers the annual WCC Committee Effectiveness Review in April and distributes a summary report in the following August ([IV.A.7-12](#), [IV.A.7-15](#)). College Council and the Academic Senate review summary reports in the month of October, mirroring the existing College-level Program Review and Action Plan assessment cycle ([IV.B.1-13](#)). The College Institutional Effectiveness Office, as well as the respective committees, uses Committee Effectiveness Survey results as the basis for improvement posted on the web page ([IV.A.7-13](#)).

President's Cabinet Administrative Unit Learning Outcomes include the operations of the President's Office, the Vice President's Office, and all Deans at the College level and are stored in the College Tracdat platform ([IV.A.7-8](#), [IV.A.7-9](#)). The Planning and Institutional

Effectiveness Committee examine and vet Institutional Learning Outcomes, staffing plans, Program Review, and resource allocation recommendations ([IV.A.3-7](#), [IVA.7-14](#)).

Board Policy 3225: Institutional Effectiveness and Administrative Procedure 3255: Institutional Effectiveness documents the District's commitment to the Institutional Effectiveness Model ([IV.A.7-10](#), [IV.A.7-11](#)). Yuba Community College District leadership roles, governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness ([IV.A.5-6](#), [IV.A.7-1](#)). Trustees undergo an annual self-evaluation as documented in the posted Annual Board Calendar ([IV.A.7-6](#), [IV.A.7-7](#)). August and/or September Board meetings align the Chancellor's performance criteria with outcomes from the Board's self-evaluation. An annual District Committee Effectiveness Review cycle commences each August through September ([IV.A.3-6](#)). Five overarching themes frame Survey Monkey categorizes:

- Process
- Prioritization
- Participation
- Communication
- Evaluation

Committee survey responses from the prior year inform process improvements in the early fall, an eventual product of which was the monthly DC3 Newsletter ([IV.A.6-4](#)). The Newsletter is a notable improvement derived from the annual DC3 Effectiveness Review process ([IV.A.6-3](#)).

### **Analysis and Evaluation**

Board Policy 3225: Institutional Effectiveness and Administrative Procedure 3255: Institutional Effectiveness ensures the District commitment to the IE Model. The District and College regularly evaluate level leadership roles as well as governance practices and policies. These outcomes are communicated across the institution. Board self-evaluation outcomes drive the Chancellor's evaluation criteria. District and College committee effectiveness reviews inform process and policy improvements. The institution widely communicates the results of these evaluations through electronic and printed media.

### **IV.A.7 Evidence**

IV.A.3-6 [YCCD Planning Processes](#)

IV.A.3-7 [PIE Minutes](#)

IV.A.5-6 [DCAS Committee Effectiveness Review](#)

IV.A.6-3 [DC3 Newsletter Summary](#)

IV.A.6-4 [DC3 Newsletter email](#)

IV.A.7-1 [DC3 Committee Effectiveness Review](#)

IV.A.7-2 [WCC Committee Effectiveness Survey](#)

IV.A.7-3 [College Council Agenda 02.02.18](#)

IV.A.7-4 [College Council Agenda 03.17.17](#)

IV.A.7-6 [YCCD Annual Board Calendar](#)

IV.A.7-7 [YCCD Board Development Session](#)

IV.A.7-8 [WCC Administrative Learning Outcomes](#)

- IV.A.7-9 [Administrative Unit Program Review](#)
- IV.A.7-10 [BP 3225: Institutional Effectiveness](#)
- IV.A.7-11 [AP 3255: Institutional Effectiveness](#)
- IV.A.7-12 [WCC Committee Effectiveness Survey](#)
- IV.A.7-13 [Screenshot new IR web page](#)
- IVA.7-14 [The-SLO-Lane-Issue-6](#)
- IVA.7-15 [Committee Effectiveness Review](#)
- IV.B.1-13 [Program Review Prioritized List for President 17\\_18](#)

## Standard IV.B. Chief Executive Officer

### IV.B.1.

*The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

#### **Evidence of Meeting the Standard**

As a Society for University and College Planning Institute (SCUP) graduate and Wheelhouse Center for Community College Leadership and Research Fellow, the WCC president is familiar with data and institutional performance analyses ([IV.B.1-6](#), [IV.B.1-7](#)). The president communicates the importance of a culture of evidence and a focus on student learning at Senate meetings, emails, summits, and other College convenings ([IV.B.1-8](#), [IV.B.1-9](#), [IV.B.1-10](#)).

Within the first months of his tenure, the president led a WCC Resource Mapping inventory as well as College-wide role playing exercise introducing the Completion by Design framework ([IV.B.1-1](#), [IV.B.1-11](#)). The president advanced and implemented the first WCC Office of Institutional Effectiveness and a College Data Inquiry Group ([IV.B.1-2](#), [IV.B.1-3](#), [IV.B.1-4](#)). As College Council co-chair and in collaboration with the Academic Senate, the president introduced a committee redesign resulting in the creation of the College's Planning and Institutional Effectiveness (PIE) Committee ([IV.A.1-1](#), [IV.A.1-4](#), [IV.A.1-6](#)).

Led by the College president and Dean of Institutional Effectiveness, WCC has mechanisms in place to link institutional research to College planning processes and resource allocation ([IV.B.1-14](#), [IV.B.1-15](#)). The dean reports directly to the WCC Vice President, meets regularly with the College president and is a standing President's Cabinet member ([IV.B.1-12](#), [IV.B.1-13](#)). The Dean of Institutional Effectiveness also sits as a standing member of College Council, co-chaired by the president ([IV.A.5-10](#)).

The YCCD Chancellor provides effective District leadership through a variety of policies and procedures. Yuba Community College District AP 7122: Hiring the College President, addresses a requirement for WCC's president to promote "overall college effectiveness". Board Policy 3250: Institutional Planning, charges the Chancellor with the implementation of "a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the colleges' communities and is supported by institutional effectiveness research" ([IV.B.1-16](#), [IV.B.1-17](#)). Board Policy 7110: Delegation of Authority, Human Resources and the associated Administrative Procedure authorize District personnel "to recommend employment, develop job responsibilities, and perform other personnel actions" ([IV.B.1-18](#), [IV.B.1-19](#)). The Chancellor created a District-level Institutional Effectiveness Office to further provide planning leadership ([IV.B.1-17](#)).

## **Analysis and Evaluation**

District and College CEOs provide effective leadership to the institution in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The College CEO demonstrates familiarity with and communicates student performance data to improve institutional performance.

### **IV.B.1 Evidence**

- IV.A.1-1 [PIE Operating Agreement](#)
- IV.A.1-4 [College Council Committee Structure Notes](#)
- IV.A.5-10 [College Council Operating Agreement](#)
- IV.A.1-6 [College Committee Meeting Analysis](#)
- IV.B.1-1 [WCC Resource Mapping](#)
- IV.B.1-2 [Dean of Student Success and Institutional Effectiveness Posting](#)
- IV.B.1-3 [Musings 15.10.16](#)
- IV.B.1-4 [03.03.17 DIG Agenda](#)
- IV.B.1-5 [AP 7122: Hiring the College President](#)
- IV.B.1-6 [WCC President Bio](#)
- IV.B.1-7 [Wheelhouse Institute Cohort](#)
- IV.B.1-8 [DIG Leaders Charge](#)
- IV.B.1-9 [Senate Notes 15.11.24 BRIC Model](#)
- IV.B.1-10 [Senate Notes 15.12.01 BRIC Model](#)
- IV.B.1-11 [CBD Activity](#)
- IV.B.1-12 [04.30.18 President's Cabinet Agenda](#)
- IV.B.1-13 [Program Review Prioritized List for President 17 18](#)
- IV.B.1-14 [Revised 1.18.18 Office of Institutional Effectiveness](#)
- IV.B.1-15 [Revised 1.18.18 Programmatic Org Chart](#)
- IV.B.1-16 [BP 3250: Institutional Planning](#)
- IV.B.1-17 [YCCD Organizational Chart](#)
- IV.B.1-18 [BP 7110: HR](#)
- IV.B.1-19 [AP 7110: HR](#)

### **IV.B.2.**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### **Evidence of Meeting the Standard**

The WCC President delegates authority to College-level administrators and others consistent with their responsibilities as appropriate through several structures and processes ([IV.B.1-15](#)). As College program and service portfolio and complexities increased, the president proffered new administrative positions reflecting the institution's Institutional Effectiveness, Career Technical Education, and Student Services development ([IV.B.2-1](#), [IV.B.2-2](#)). The president led the District-wide Lake County Campus Realignment project, which included the development of a Guide to Identifying Exceptional Dean Candidates using qualities recommended by the Aspen Institute ([IV.A.4-2](#), [IV.B.2-4](#), [IV.B.2-5](#)). The President's Cabinet



meets weekly and includes the CEO, the Executive Vice President and the five College Deans, providing guidance to administrators consistent with their authority ([IV.B.2-3](#)).

Board Policy 7150: Evaluation, authorizes the Chancellor or designee to develop an evaluation tool for each employee category ([IV.B.2-6](#)). All YCCD Vice Presidents and Deans evaluations include an overall performance of job duties, leadership skills, human relations, communication, and personal qualities against identified Aspen characteristics ([III.A.3-1](#), [IV.B.2-9](#), [IV.B.1-2](#)). Each management evaluation includes recommendations for improvement and informs CEO decisions to provide managers with professional development opportunities ([IV.B.2-7](#), [IV.B.2-8](#), and [IV.B.2-11](#)).

### **Analysis and Evaluation**

Board Policy and evaluation practices ensure the president delegates authority and evaluates administrative performance. College growth and the Lake County Campus Realignment project demonstrate how the CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's growing purposes, size, and complexity.

### **IV.B.2 Evidence**

- III.A.3-1 [Management Evaluation Document](#)
- IV.A.4-2 [Lake County Campus Realignment Plan](#)
- IV.B.1-15 [Revised 1.18.18 Programmatic Org Chart](#)
- IV.B.2-1 [03.06.17 Decision-making memo](#)
- IV.B.2-2 [Dean Concept Map](#)
- IV.B.2-3 [05.02.18 Functional Map](#)
- IV.B.2-4 [Exceptional Executive Dean Guide](#)
- IV.B.2-5 [Aspen Crisis and Opportunity](#)
- IV.B.2-6 [BP 7150: Evaluation](#)
- IV.B.2-7 [Asilomar PD for Deans](#)
- IV.B.2-8 [ACCCA Professional Development](#)
- IV.B.2-9 [Dean of CTE Job Flyer with Aspen Qualities](#)
- IV.B.1-2 [Dean of Student Success with Aspen Qualities](#)
- IV.B.2-11 [Asilomar Annette Lee PD email](#)

### **IV.B.3.**

*Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*



- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

### **Evidence of Meeting the Standard**

The College president’s improvement focus is guided by Board Policy 3225: Institutional Effectiveness and Administrative Procedure 3255: Institutional Effectiveness ([IV.A.7-10](#), [IV.A.7-11](#)). Early in his tenure, the president guided the College through a “table top” planning summit focused on a messaging architecture and served the dual purpose of identifying a College brand as well as serving as a visioning exercise ([IV.B.3-7](#), [IV.B.3-8](#)). The College Communication and Technology Committee then made recommendations to College Council as to how the institution might better leverage the new vision and brand ([IV.B.3-9](#)).

The president guides College-wide conversations in College Council and a variety of Educational Master Planning activities to ensure evaluation and planning rely on high quality Labor Market research and external scans ([IV.B.3-10](#), [IV.B.3-11](#), [IV.B.3-12](#), [IV.B.3-13](#), [IV.B.3-14](#), [IV.B.3-15](#)). In consultation with appropriate constituent representatives in WCC’s Planning and Institutional Effectiveness Committee (PIE) and College Council, the president reviews progress towards institution set standards for student achievement ([IV.B.3-1](#), [IV.B.3-2](#), [IV.B.3-3](#), [IV.B.3-21](#)). The president also guides the College through new integrated planning and decision-making practices as College Council co-chair and President’s Cabinet chair ensuring allocation of resources supporting achievement and learning ([IV.B.3-4](#), [IV.B.3-5](#), [IV.B.3-6](#)).

The College CEO communicates institutional values, institution-set standards, and overall direction through Board President’s Reports, weekly College Musings newsletters, presentations, emails, and community press releases ([IV.B.3-16](#), [IV.B.3-17](#), [IV.B.3-18](#), [IV.B.3-19](#)). The president shares accountability measures, “SMARTR” Action Plans, and Objectives with internal and external stakeholders ([IV.A.3-2](#), [IV.B.3-20](#)).

### **Analysis and Evaluation**

Led by the College president, established WCC policies and procedures support teaching and student learning. Board Policies ensure institutional effectiveness and the president guides College-level improvements. The College aligns planning and resource allocation with ACCJC Institution Set Standards and YCCD Board student achievement measures.

### **IV.B.3 Evidence**

IV.A.7-10 [BP 3225 Institutional Effectiveness](#)

IV.A.7-11 [AP 3255 Institutional Effectiveness](#)

IV.A.3-2 [WCC Educational Master Plan](#)

IV.B.3-1 [ACCJC Institution Set Standards \(2017 ACCJC Annual Report\)](#)

IV.B.3-2 [PIE Minutes 4.20.2018](#)

IV.B.3-3 [PIE Agenda 5.18.2018](#)

IV.B.3-4 [04.27.18 Musings](#)

IV.B.3-5 [05.04.18 College Council Agenda](#)

IV.B.3-6 [04.23.18 draft Decision-making Framework](#)

- IV.B.3-7 [Branding Table Exercise Summary](#)
- IV.B.3-8 [WCC Branding Overview Survey](#)
- IV.B.3-9 [WCC Branding Recommendations Report](#)
- IV.B.3-10 [WCC Colusa Industry Clusters](#)
- IV.B.3-11 [WCC LCC Industry Cluster Report](#)
- IV.B.3-12 [Yolo Report](#)
- IV.B.3-13 [WCC Raw Information External Scan](#)
- IV.B.3-14 [LCC Student Success 2016 Scan](#)
- IV.B.3-15 [CCC Educational Master Planning Summit Notes](#)
- IV.B.3-16 [WCC President Report](#)
- IV.B.3-17 [01.11.18 WCC State of the College Report](#)
- IV.B.3-18 [08.27.16 Musings](#)
- IV.B.3-19 [04.06.18 Press Release](#)
- IV.B.3-20 [03.06.16 Musings](#)
- IV.B.3-21 [DIG Data Definition Summary 07.31.17](#)

#### **IV.B.4.**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

#### **Evidence of Meeting the Standard**

Administrative Procedure 7151: Evaluation of the College President, cites Accreditation Standard IV.B.1. “The Chancellor delegates to the College President responsibility and authority to implement and administer District and System policies and holds the President responsible for the operation of the colleges” (IV.B.4-1). College CEO responsibilities include ensuring the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies.

The CEO is a former Accreditation Liaison Officer (ALO) and has chaired various ACCJC visiting teams (IV.B.4-8, IV.B.4-9). The CEO provides leadership for accreditation as a standing member of the College Accreditation Steering Committee (ASC), contributing with templates, exemplars, and report outs from the Commission (IV.B.4-2, IV.B.4-4, IV.B.4-5, IV.B.4-6). As College Council co-chair, the president introduced governance committee Operating Agreement templates describing how individual committee’s purpose meets accreditation Standards (IVA.1-1, IV.A.4-6, IV.B.4-7).

Faculty, staff, and administrators assure compliance with accreditation requirements by first understanding their role as governance committee chairs and members (IV.B.4-13, IV.B.4-14). The ASC is a standing College committee meets year-round and provides an accreditation related professional development opportunity for interested parties (IV.B.4-3, IV.B.4-17, IV.B.4-18, IV.B.4-19). The CEO and his administrative team ensure others on campus understand accreditation intent, communicating through student trainings and College

presentations ([IV.B.4-15](#), [IV.B.4-16](#)). The president sends weekly Musings communications, oftentimes drawing attention to accreditation issues ([IV.B.4-10](#), [IV.B.4-11](#), [IV.B.4-12](#)).

### **Analysis and Evaluation**

Board Policy holds the CEO accountable for leadership ensuring the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all time. The College, led by the president, has developed and implemented procedures assuring greater accreditation understanding and compliance. College presentations and communications further assure accreditation requirement compliance among stakeholders.

### **IV.B.4 Evidence**

IV.A.1-1 [PIE Operating Agreement](#)

IV.A.4-6 [WCC Student Success Committee Operating Agreement](#)

IV.B.4-1 [AP 7151 Evaluation of College President](#)

IV.B.4-2 [04.12.18 ASC email](#)

IV.B.4-3 [05.06.16 Accreditation Steering Committee Operating Agreement](#)

IV.B.4-4 [ASC 9.28.17 Minutes](#)

IV.B.4-5 [ASC 1.25.18 Minutes](#)

IV.B.4-6 [02.21.17 Accreditation Newsletter](#)

IV.B.4-7 [09.23.16 Final Operating Agreement Template](#)

IV.B.4-8 [Team Roster](#)

IV.B.4-9 [Shasta Team Roster](#)

IV.B.4-10 [10.13.17 Musings](#)

IV.B.4-11 [12.01.17 Musings](#)

IV.B.4-12 [04.28.17 Musings](#)

IV.B.4-13 [Student Learning Outcomes Committee - Welcome to Woodland](#)

IV.B.4-14 [WCC Committee Chair Best PracticesJ](#)

IV.B.4-15 [ASWCC Leadership Training](#)

IV.B.4-16 [2017 WCC Convocation version 08.08.17](#)

IV.B.4-17 [Accreditation Institute ISER Notes](#)

IV.B.4-18 [Accreditation Institute Notes Howerton](#)

IV.B.4-19 [Accreditation Institute Notes](#)

### **IV.B.5.**

*The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

### **Evidence of Meeting the Standard**

The College CEO evaluates budget expenditures consistent with institutional mission as accorded in Administrative Procedure 7151: Evaluation of the College President. Board Policy 7151: “The Chancellor delegates to the College President responsibility and authority to implement and administer District and System policies and holds the President responsible for the operation of the colleges” ([IV.B.4-1](#)). The Yuba Community College Board Priorities for the Chancellor include “Complete transition to a Multi-college District including financial separation of colleges and increased accountability” ([IV.B.5-8](#)). The president holds College

administrators accountable for effective budget and expenditure controls through Cabinet-level quarterly unit reviews ([IV.B.5-11](#), [IV.B.5-12](#)). Annual WCC Action Plans, documented in the College Educational Master Plan, includes funding sources and are prioritized based on revenue assumptions during February and March ([IVA.3-2](#)).

The CEO also serves as a PIE resource and co-chairs College Council. The president is thus present for all stakeholder deliberations regarding mission and policy alignment with recommended budget expenditures ([IV.B.5-4](#), [IV.B.5-14](#), [IV.B.5-15](#)). Grounded in Program Review requests, the College Planning and Institutional Effectiveness Committee (PIE) reviews and prioritizes expenditure recommendations for Senate and College Council approval or reconsideration ([IV.B.5-1](#), [IV.B.5-2](#), [IV.B.5-3](#), [IV.B.5-5](#), [IV.B.5-6](#)). The CEO considers all recommendations before moving prioritized expenditure lists to Chancellor's Cabinet, consistent with District policies ([IV.B.3-6](#), [IV.B.5-7](#), [IV.B.5-13](#)). Recent Student Success Committee Guided Pathway and scheduled maintenance budget recommendations demonstrate the CEO's implementation of institutional practices consistent with College mission and policies ([IV.B.5-9](#), [IV.B.5-10](#), [IV.B.5-13](#), [IV.A.6-18](#)).

### **Analysis and Evaluation**

The College president assures budget and expenditures consistent with statutes and regulations through a variety of systematic practices. The Educational Master Plan identifies annual Action Plans and possible funding streams. A local Planning and Institutional Effectiveness Committee (PIE) makes resource allocation recommendations to College Council and Senate before forwarding to the President's Office. District Administrative Procedures aligned with the Board's Chancellor evaluation criteria authorize the CEO to implement these effective institutional practices.

### **IV.B.5 Evidence**

IV.A.3-2 [WCC Educational Master Plan](#)

IV.A.6-18 [Final Pathways Workplan Submitted March 2018](#)

IV.B.3-6 [04.23.18 draft Decision-making Framework](#)

IV.B.5-1 [PIE Equipment Recommendations to College Council](#)

IV.B.5-2 [PIE Facilities Recommendations to College Council](#)

IV.B.5-3 [PIE Approval Form](#)

IV.B.5-4 [PIE Minutes 04.20.18](#)

IV.B.5-5 [Communication Studies Program Review](#)

IV.B.5-6 [Sociology Program Review](#)

IV.B.5-7 [YCCD Combined Project List with MW edits](#)

IV.B.5-8 [2017-18 Evaluation Criteria, Chancellor](#)

IV.B.5-9 [Student Success Committee Minutes 3-9-18](#)

IV.B.5-10 [Guided Pathway Budget and Task Force Recommendations](#)

IV.B.5-11 [01.29.18 PC Budget Review Summary](#)

IV.B.5-12 [01.10.18 PC Retreat for Budget Review](#)

IV.B.5-13 [WCC Scheduled Maintenance Funding List fy 16 and 17](#)

IV.B.5-14 [05.18.18 PIE Facilities Recommendations](#)

IV.B.5-15 [05.18.18 PIE Equipment Recommendations](#)

## **IV.B.6.**

*The CEO works and communicates effectively with the communities served by the institution.*

### **Evidence of Meeting the Standard**

The College president communicates effectively with the three communities WCC serves through a variety of means. The CEO shares weekly Musings and monthly President's Reports with community Foundation leaders ([IV.B.6-1](#)). Occasional press releases further communicate College direction to the community at large ([IV.B.6-2](#), [IV.B.6-3](#), [IV.B.6-4](#)). The President's Office manages a significant Mailchimp distribution list of City and County thought leaders who receive regular electronic communiques ([IV.B.6-5](#), [IV.B.6-6](#)).

The CEO is a standing member of the Yolo County "3x2x2" community leadership group, P-20 Educational Collaborative, Chamber Board of Directors, and Rotary Board of Directors ([IV.B.6-7](#), [IV.B.6-8](#), [IV.B.6-9](#), [IV.B.6-10](#)). The CEO is regularly invited to and attends a variety of community luncheons, "State of the City", legislative forums, and the like ([IV.B.6-21](#)). The president also hosts planning and informational summits as well as presents to various service clubs and community groups throughout the year ([IV.B.6-12](#), [IV.B.6-13](#), [IV.B.6-14](#), [IV.B.6-15](#)). The Woodland, Lake, and Colusa campuses of Woodland Community College are often mentioned in local newspapers and electronic media, evidence of transparent and collaborative community relations ([IV.B.6-17](#), [IV.B.6-18](#), [IV.B.6-19](#)).

The president also initiates a variety of activities that heighten the College profile within the community ([IV.B.6-16](#), [IV.B.6-25](#), [IV.B.6-26](#)). The CEO serves on the Woodland Community College Foundation ([IV.B.6-22](#)). The Foundation sponsors an annual Founders Day Dinner and various community events ([IV.B.6-23](#), [IV.B.6-24](#)). In so doing, the College benefits from the energy, outreach, and advocacy offered by working Foundation Board members.

### **Analysis and Evaluation**

The College president works and communicates effectively with the communities served by the institution as a local leader. The CEO heightens the College profile through use of electronic and printed media. Foundation and College events provide further opportunities for College faculty and staff to work with the communities it serves.

### **IV.B.6 Evidence**

IV.B.6-1 [Musings and President's Report email to All and Community Foundation 04.13.18](#)

IV.B.6-2 [10.02.17 Press Release Open House](#)

IV.B.6-3 [09.07.16 Press Release Chicano Studies](#)

IV.B.6-4 [03.31.18 Op Ed](#)

IV.B.6-5 [Mailchimp Volume 3 Founders Day](#)

IV.B.6-6 [Mailchimp Spring 2018 WCC Community Report](#)

IV.B.6-7 [3x2x2 Agenda 04.11.18](#)

IV.B.6-8 [2018-03 WSRC BOD Minutes](#)

IV.B.6-9 [Woodland Chamber agenda and minutes](#)

IV.B.6-10 [P-20 Collaborative Meeting 2017](#)

IV.B.6-11 [Colusa Summit Business and Education](#)

- IV.B.6-12 [SEEDYoloTalkFinal15.12.01](#)
- IV.B.6-13 [10.10.17\\_YCFB Presentation](#)
- IV.B.6-14 [Workforce Technology Forum at WCC, December 5, 2017](#)
- IV.B.6-15 [Yolo Tech Forum Speaker Points](#)
- IV.B.6-16 [Woodland 'Research and Tech Park' advancing](#)
- IV.B.6-17 [Woodland Community College welcomed kindergarten students](#)
- IV.B.6-18 [Lake Culinary club hosts Future Chefs Competition](#)
- IV.B.6-19 [Lake Native American Empowerment Day](#)
- IV.B.6-20 [First-time students may not pay fees at Woodland Community College](#)
- IV.B.6-21 [April 2018 State of the City Invitation](#)
- IV.B.6-22 [05.24.18 WCC Foundation agenda](#)
- IV.B.6-23 [2018 Founders Day Chamberlain](#)
- IV.B.6-24 [WCC Open House Save the Date](#)
- IV.B.6-25 [Woodland Edible Garden](#)
- IV.B.6-26 [Woodland Children Celebrate Reading](#)



## Standard IV.C. Governing Board

### IV.C.1.

*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

#### **Evidence of Meeting the Standard**

As codified in Board Policy 2200: Board Duties and Responsibilities, the YCCD Governing Board has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution ([IV.C.1-1](#)). Board Policy 2410: Board Policies and Administrative Procedures describes policy amendment, adoption, or revision as well as delegation of authority to the Chancellor ([IV.C.7-6](#)). Board Policy 2015 affirms that two student trustees serve as full members of the Board at meetings. The student trustees are entitled to participate in discussion of issues and receive all materials presented to members of the Board, except for closed session ([IV.A.5-11](#)). Continued Improvement of Protocols Related to the Governing Board demonstrates authority and commitment to academic quality, asking the critical question for each Board meeting item “How does this action achieve District/College Mission, Vision, and Values and Support Student Learning?” ([IV.A. 2-7](#), [IV.C.1-4](#)). The Board Vision commits YCCD to “stewarding resources strategically to meet the diverse needs of our communities and region” ([IV.C.1-8](#)). As a result, the YCCD Board is keenly focused on Guided Pathways as a framework promising student learning and program effectiveness improvement ([IV.C.1-5](#), [IV.C.1-6](#)).

The Board has authority over and responsibility for the financial stability of the institution, as prescribed by statute in Education Code Section 84040(c) and Title 5 Section 58311. Board Policy 6300: Fiscal Management, requires the District to maintain adequate internal controls, fiscal objectives, procedures, and constraints ([IV.C.1-7](#)). Board Policy 6250: Budget Management, requires the YCCD budget to be managed in accordance with Title 5 and the CCC Budget and Accounting Manual with unrestricted general reserves to be no less than 8% ([IV.C.1-8](#)). A prudent reserve is defined by the CCCCCO as 5%. Standing YCCD Board Finance and Facilities/Audit Committees, established through Board Policy 2220: Committees of the Board, broadly oversee the District's fiscal and physical assets and serve to advise the greater Board ([IV.C.1-8](#), [IV.C.1-9](#), [IV.C.1-10](#)). Through these structures, the Board's successful Measure Q reauthorization of over \$33 million. A successful November 2016 Measure Q saved local taxpayers over \$40 million by reducing borrowing costs through the use of short-term loans at low interest rates ([III.D.11-6](#), [IV.C.1-12](#)).

#### **Analysis and Evaluation**

Yuba Community College District Board Policies and practices demonstrate that the board has authority and responsibility to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Improvement protocols implement the Board’s Vision Statement supporting student learning. Standing Board Committees provide broad oversight of District financial and physical assets.

#### **IV.C.1 Evidence**

IV.A.5-11 [BP 2015: Student Member](#)

IV.A.2-7 [Board Protocols](#)

IV.C.1-1 [BP 2200 Board Duties and Responsibilities](#)

IV.C.7-6 [BP 2410 Board Policies and Administrative Procedures](#)

IV.C.1-4 [BOT Student Success Agenda ESL May 2018](#)

IV.C.1-5 [WCC Guided Pathways Presentation to BOT](#)

IV.C.1-6 [Chancellor Guided Pathways Presentation](#)

IV.C.1-7 [BP 6300 Fiscal Management](#)

IV.C.1-8 [BP 2220 Committees of the Board](#)

IV.C.1-9 [BOT Facilities Audit Committee Agenda](#)

IV.C.1-10 [BOT Finance Committee Agenda](#)

III.D.11-6 [YCCD Bond Refunding](#)

IV.C.1-12 [BOT Major Accomplishments 16-17](#)

#### **IV.C.2.**

*The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

#### **Evidence of Meeting the Standard**

To a person, each member is committed to the mission of the District, as demonstrated by adopted YCCD Board of Trustee Values ([IV.C.2-5](#)):

- Knowledge
- Stewardship
- Culture
- Honesty
- Respect/Mutual Trust
- Student Success
- Openness
- Courage

Board minutes demonstrate that members have various backgrounds and perspectives, and all contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision ([IV.C.2-1](#), [IV.C.2-2](#)).

Board Policy 2715: Code of Ethics/Standards of Practice commits each member to “Serve as a steward of the resources and facilities available to the District, and to be a part of the team which seeks to meet student needs, extend their opportunities, and enhance the quality of education they are offered.” The policy recognizes that individual Board Members shall not make statements which may indicate they are speaking for the entire Board, and that a Board member has no legal authority as an individual ([IV.C.2-3](#)). The Board appropriately acts as a



collective, as determined in Board Policy 2720: Communications among Board Members ([IV.C.2-4](#)). Board Policy 2433: Spokesperson for the District and the associated Administrative Policy 2433: Media Protocols, authorize the Chancellor to serve as the singular official spokesperson for the District and to speak on behalf of the employees of the District ([IV.C.2-6](#), [IV.C.2-7](#)). Confirmation is found in its own self-assessment, “The board is united and always acts as one; if we have a disagreement, we work it out in a professional manner” ([IV.C.2-8](#)).

### Analysis and Evaluation

Yuba Community College Board Policies and voting behaviors captured in meeting minutes demonstrate a commitment to acting as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

### IV.C.2 Evidence

IV.C.2-1 [BOT Minutes June 2017](#)

IV.C.2-2 [BOT Minutes April 2018](#)

IV.C.2-3 [BP 2715 Code of Ethics/Standards of Practice](#)

IV.C.2-4 [BP 2720 Communications Among Board Members](#)

IV.C.2-5 [Values Board of Trustees - YCCD](#)

IV.C.2-6 [BP 2433 Spokesperson](#)

IV.C.2-7 [AP 2434 Media Protocols](#)

IV.C.2-8 [YCCD Board Self-Assessment Survey Report 2016](#)

### IV.C.3.

*The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

#### **Evidence of Meeting the Standard**

The District Board of Trustees adheres to policies for selecting and evaluating the District Chancellor. The Board follows Title 5 of the California Code of Regulations ([IV.C.3-1](#)), the California Education Code ([IV.C.3-2](#)), Board Policy 2431 Chancellor Selections ([IV.C.3-3](#)), and Board Policy 2432 Chancellor Succession ([IV.C.3-4](#)) in the selection of the Chancellor. The Chancellor follows a selection and evaluation process for hiring the College Presidents in Administrative Procedure 7122 ([IV.C.3-5](#)) and Board Policy 2440 ([IV.C.3-6](#)).

The Board establishes annual evaluation criteria for the Chancellor as established in BP 2435: Evaluation of the Chancellor ([IV.C.3-8](#), [IV.C.3-10](#), [IV.C.3-13](#)). College presidents provide a self-reflection and are then evaluated each spring by the Chancellor ([IV.C.3-12](#)).

Administrative Procedure 7151: Evaluation of the College President, describes how each president’s goals are then evaluated, in part, for alignment with Board-established goals for the Chancellor. “The College President’s goals should conform to the College Educational Master Plan and to the Chancellor’s Board-assigned goals as well as the evaluation criteria (General Responsibilities and Characteristics) established each year by the Board for the Chancellor” ([IV.C.3-6](#), [IV.C.3-9](#), [IV.C.3-11](#)).

## **Analysis and Evaluation**

The District has a clearly defined policy for selection of the Chancellor of the District and the Colleges. The Board of Trustees has authority over the responsibility in the selection and evaluation of the chancellor following a set selection and evaluation process. The Chancellor is responsible for selecting and evaluating those who directly report to him. With the assistance of Human Resources, the Chancellor and Board have followed selection and evaluation requirement for its senior administrators.

### **IV.C.3 Evidence**

IV.C.3-1 [Title 5](#)

IV.C.3-2 [CA Ed Code](#)

IV.C.3-3 [BP 2431 Chancellor Selection](#)

IV.C.3-4 [BP 2432 Chancellor Succession](#)

IV.C.3-5 [AP 7122 Hiring the College President](#)

IV.C.3-6 [BP 2440 Selection and Evaluation of College Presidents](#)

IV.C.3-8 [20171028 Chancellor Evaluation Criteria](#)

IV.C.3-9 [AP7151 Evaluation of the College President](#)

IV.C.3-10 [BP 2435 Evaluation of the Chancellor](#)

IV.C.3-11 [Richter Evaluation Directions](#)

IV.C.3-12 [Self Evaluation Template](#)

IV.C.3-13 [Chancellor Performance Evaluation Form 2016-2017](#)

### **IV.C.4.**

*The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

### **Evidence of Meeting the Standard**

Board Policy 2200: Board Duties and Responsibilities, articulates commitments to “represent the public interest” as codified in Education Code Section 70902 ([IV.C.4-5](#)). The Yuba Community College District Board of Trustees Vision Statement reflects a commitment to the public interest through the Institution’s educational quality. The vision of the Yuba Community College District Board of Trustees is to ensure student success by:

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region. ([IV.A.1-9](#))

Public input on the quality of education and college operations is conducted through open session comments at Board meetings and through the Boards adherence to open meeting laws ([IV.C.1-4](#), [IV.C.4-6](#)). Members of the public have the opportunity to express their perspectives during the public comment section of each Board meeting ([IV.C.4-3](#)).

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, asking questions, and requesting additional information as needed. The Board adopted and complies with the ethics policy ([IV.C.4-4](#), [IV.C.4-5](#)).

### **Analysis and Evaluation**

The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board members are elected from various communities within the geographic limits of the District. Public elections ensure the constituencies' interests in quality education are represented. The public is notified of Board meetings via regular posting of calendars, agendas, etc., including meeting location and times on the District BoardDocs.

Every open meeting that the board conducts, including Regular Board Meetings, Committee Meetings, and Retreats and Development Sessions, include a section where there is an opportunity for public comment.

### **IV.C.4 Evidence**

IV.A.1-9 [YCCD Strategic Plan](#)

IV.C.1-4 [BOT Student Success Agenda ESL May 2018](#)

IV.C.4-1 [AP 2105 Election of Student Member\(s\)](#)

IV.C.4-2 [BP 2105 Election of Student Members](#)

IV.C.4-3 [AP 2345 Public Participation at Board Meetings](#)

IV.C.4-4 [AP 2360 Minutes](#)

IV.C.4-5 [BP 2200 Board Duties and Responsibilities](#)

IV.C.4-6 [2018 Board Meeting Dates](#)

### **IV.C.5.**

*The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

### **Evidence of Meeting the Standard**

Board Policy 2200: Board Duties and Responsibilities, commits the Board to fulfilling its duty to “establish policies that define institutional mission” ([IV.C.4-5](#), [IV.C.5-4](#)). The Board’s Strategic Plan and annual review of ACCJC College Reports demonstrate a commitment to the quality, integrity, and improvement of student learning programs and services ([IV.A.1-9](#), [IV.C.5-5](#), [IV.C.5-6](#) ). All Board Policies are vetted through the Board of Trustees Policy Committee; policies that are the purview of the Academic Senate are reviewed and revised in

the District College Academic Senate (DCAS) meetings ([IV.C.5-7](#), [IV.C.5-8](#), [IV.C.5-9](#), [IV.C.5-15](#)).

Board Policy 2200: Board Duties and Responsibilities, also calls out the Board’s commitment to “ethical and legal standards for college operations” ([IV.C.4-5](#)). The Board also regularly receives advice of the Chancellor and counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters ([IV.C.5-1](#), [IV.C.5-2](#)).

The Board’s standing Finance and Facilities/Audit committees are charged with reviewing fiscal matters for the District including the annually independently prepared external audit, the District’s tentative and adopted budget and compliance with state and federal regulations ([IV.C.5-10](#), [IV.C.5-11](#), [IV.C.5-12](#), [IV.C.5-13](#)). The Board maintains sufficient cash reserves and adequate reserves to address long and short-term obligations. Board Policy 6250: Budget Management, requires the YCCD budget to be administered in accordance with Title 5 and the CCC Budget and Accounting Manual with unrestricted general reserves to be no less than 8% ([IV.C.1-8](#), [IV.C.5-14](#)). Board Policy 6300 Fiscal Management, assures sound fiscal management including adequate internal controls, accurate, timely, and reliable fiscal information ([IV.C.5-3](#)).

### **Analysis and Evaluation**

The Board establishes and regularly updates policies consistent with the mission. All Board policies are reviewed through the District participatory governance structures. Actions of the Board are final. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, and sound fiscal practices.

### **IV.C.5 Evidence**

- IV.A.1-9 [YCCD Strategic Plan](#)
- IV.C.4-5 [BP 2200 Board Duties and Responsibilities](#)
- IV.C.5-1 [Closed Session Board Trng & Devel Session Minutes](#)
- IV.C.5-2 [BP 2315 Closed Sessions](#)
- IV.C.5-3 [BP 6300 Fiscal Management](#)
- IV.C.5-4 [BP 1200 District Mission](#)
- IV.C.5-5 [April 12, 2018 BOT Annual Report Review](#)
- IV.C.5-6 [April 13, 2017 BOT Annual Report Review](#)
- IV.C.5-7 [BOT Policy Minutes 2017810](#)
- IV.C.5-8 [2017-09-07 DCAS Minutes](#)
- IV.C.5-9 [2018-04-19 DCAS Minutes](#)
- IV.C.5-10 [Finance Committee Meeting Dates 2018 - V2](#)
- IV.C.5-11 [Facilities Audit Committee Meeting Dates 2018](#)
- IV.C.5-12 [Facilities Audit minutes 20171206](#)
- IV.C.5-13 [Finance Committee Agenda Feb 28 2018](#)
- IV.C.5-14 [BP 6250, Budget Management Revised May 10 2018](#)
- IV.C.5-15 [Board Policy Committee Education and Orientation](#)

## **IV.C.6.**

*The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

### **Evidence of Meeting the Standard**

The Board of Trustees' policies pertaining to Board composition, responsibilities, and procedures is published in the Boards' e-governance site, BoardDocs. The policies are also linked from the District webpage. The Board's webpage and BoardDocs page contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, along with the meeting schedule, agenda, minutes and reports.

The following Board policies address membership, responsibilities, and operating procedures:

- BP 2010 Board Membership ([IV.C.6-1](#))
- BP 2015 Student Member ([IV.C.6-2](#))
- BP 2100 Board Elections ([IV.C.6-3](#))
- BP 2105 Election of Student Members ([IV.C.6-4](#))
- BP 2200 Board Duties and Responsibilities ([IV.C.6-5](#))
- BP 2210 Officers ([IV.C.6-6](#))
- BP 2220 Committees of the Board ([IV.C.6-7](#))
- BP 2305 Annual Organizational Meeting ([IV.C.6-12](#))
- BP 2310 Regular Meetings of the Board ([IV.C.6-8](#))
- BP 2315 Closed Session Meetings ([IV.C.6-9](#))
- BP 2320 Special and Emergency Meetings ([IV.C.6-10](#))

### **Analysis and Evaluation**

The District publishes and maintains a Board of Trustees webpage and a page in BoardDocs that contains a description of the composition of the Board, guidance for communicating with the Board, Board Policies, Board Goals, in addition to the Board meeting schedule, agendas, minutes, and reports ([IV.C.6-11](#)).

### **IV.C.6 Evidence**

- IV.C.6-1 [BP 2010 Board Membership](#)
- IV.C.6-2 [BP 2015 Student Member](#)
- IV.C.6-3 [BP 2100 Board Elections](#)
- IV.C.6-4 [BP 2105 Election of Student Members](#)
- IV.C.6-5 [BP 2200 Board Duties and Responsibilities](#)
- IV.C.6-6 [BP 2210 Officers](#)
- IV.C.6-7 [BP 2220 Committees of the Board](#)
- IV.C.6-8 [BP 2310 Regular Meetings of the Board](#)
- IV.C.6-9 [BP 2315 Closed Session Meetings](#)
- IV.C.6-10 [BP 2320 Special and Emergency Meetings](#)
- IV.C.6-11 [Board of Trustees website](#)
- IV.C.6-12 [BP 2305 Annual Organizational Meeting](#)

#### **IV.C.7.**

*The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

#### **Evidence of Meeting the Standard**

Yuba Community College Board of Trustees actions are consistent with its policies. All new Board members, including Student Trustees, participate in a comprehensive orientation with the Chancellor. Board members also attend and complete the statewide Trustee training to ensure a thorough understanding of their roles as Trustees as well as an understanding of the Board's policies and procedures. The Governing Board requires a comprehensive review of Board policies every five years ([IV.C.7-1](#), [IV.C.7-2](#)).

The Board of Trustees participate in Training/Development Session, two Board Retreats, and a Planning and Development Session each year ([IV.C.7-3](#)). New Board members undergo an exemplary orientation process, recognized by many California Community College Districts ([IV.C.7-8](#), [IV.C.7-9](#), [IV.C.7-10](#)). Minutes and formal Board Reports reflecting Board action are published after each meeting ([IV.C.7-4](#)). A requested January Board Strategic Planning session and Guided Pathway presentation are two of many examples of how YCCD Board of Trustee actions reflect policy and fulfill the District mission ([IV.C.7-11](#), [IV.C.7-12](#)).

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's Mission. The Board Policy Committee meets on a regular basis to review and approve policies to ensure that they align with state and federal law as well as District processes ([IV.C.7-5](#)). "The Chancellor will conduct a comprehensive review of all Board Policies every five years and will provide a report to inform the Governing Board that the review was conducted and apprise it of any needed revisions or updates to Board Policies," as codified in BP 2410 Board Policies and Administrative Procedures ([IV.C.7-13](#), [IV.C.7-14](#)). The District is a member of the CCLC Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year ([IV.C.7-15](#)).

#### **Analysis and Evaluation**

New Board members and new student trustees participate in a comprehensive orientation, as well as attend statewide Trustee training, to ensure a thorough understanding of their role as Trustees. All Board members participate in a regularly scheduled training cycle. Board policies are regularly reviewed by the Board's Policy Committee and the Board as a whole. All Board Policies and administrative procedures undergo a comprehensive review every five years to ensure their accuracy.

#### **IV.C.7 Evidence**

IV.C.7-1 [BP 2740 Board Education](#)

IV.C.7-2 [BP 2410 Board Policies and Administrative Procedures](#)

IV.C.7-3 [BP 2310 Regular Meetings of the Board](#)

IV.C.7-4 [BP 2360 Minutes](#)

IV.C.7-5 [BP 2220 Committees of the Board](#)



- IV.C.7-6 [BP 2410 Board Policies and Administrative Procedures](#)
- IV.C.7-7 [AP 2410 Development and Revision of Administrative Procedures](#)
- IV.C.7-8 [YCCD New Trustee Orientation Process and Timeline elongated](#)
- IV.C.7-9 [Example New Trustee Orientation Session](#)
- IV.C.7-10 [Example New Trustee Orientation Session 2](#)
- IV.C.7-11 [2018 YCCD Strategic Planning](#)
- IV.C.7-12 [WCC Guided Pathways presentation to BOT](#)
- IV.C.7-13 [BP 4020 Program, Curriculum, and Course Development \(Draft\)](#)
- IV.C.7-14 [Board Policy Education Calendar](#)
- IV.C.7-15 [CCLC 2018 Trustee Handbook](#)

#### **IV.C.8.**

*To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

#### **Evidence of Meeting the Standard**

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District’s mission statement ([IV.C.8-1](#)), Board Policies, and the Board’s goals and ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis ([IV.C.8-7](#), [IV.C.8-8](#), [IV.C.8-9](#), [IV.C.8-10](#)). The Board receives regular reports at its public meetings on various student outcomes and achievements including: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcome indicators, diversity, and the Student Success Scorecard ([IV.C.8-2](#)). The Board also reviews curriculum after it has been reviewed and approved by the faculty, including new and revised courses and academic programs ([IV.C.8-3](#)). In addition, the Board periodically schedules workshops on particular topics to facilitate dialog about student learning and achievement and institutional effectiveness ([IV.C.8-4](#)).

In April 2016, the Governing Board adopted eight measures to use in monitoring student success and progress on District strategic goals related to student outcomes ([IV.C.8-5](#)).

YCCD Measures of Student Success:

- Assessment of College Readiness
- Semester Course Completion
- Progression through Developmental Courses
- Successful Completion of Developmental Courses
- Persistence (Term to Term and Year to Year)
- Degree/Certificate Completion
- Transfer
- Employment

## **Analysis and Evaluation**

The Board is fully engaged in discussions about student outcomes and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes, and ongoing collaboration efforts. The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success. Board members invest a significant amount of time in orientations, monthly preparation, and regular review of student outcome data.

### **IV.C.8 Evidence**

IV.C.8-1 [BP 1200 District Mission](#)

IV.C.8-2 [Board Minutes 4.7.16](#)

IV.C.8-3 [Board Minutes 3.9.17 Consent Agenda for Curriculum](#)

IV.C.8-4 [Agenda/Minutes for Institutional Effectiveness and EMP](#)

IV.C.8-5 [Strategic Goals](#)

IV.C.8-6 [Sample Board Agenda Item](#)

IV.C.8-7 [BOT Agenda Improving Student Outcomes Apr 2017](#)

IV.C.8-8 [Aspen Institute Presentation to the BOT](#)

IV.C.8-9 [BOT GISS Student Outcome Report](#)

IV.C.8-10 [YCCD BOT Presentation 2018 Student Success Measures](#)

### **IV.C.9.**

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### **Evidence of Meeting the Standard**

The Board of Trustees participate in Training/Development Session, two Board Retreats, and a Planning and Development Session each year ([IV.C.7-3](#), [IV.C.9-1](#), [IV.C.9-5](#), [IV.C.9-7](#)). New Board members undergo an exemplary orientation process led by the Chancellor and Board President ([IV.C.7-8](#), [IV.C.7-9](#), [IV.C.7-10](#), [IV.C.9-2](#)). Board members participate in mandated ethics training as required by AB 1234 ([IV.C.9-3](#), [IV.C.9-6](#)) and engage in training through Community College League of California and Association of Community College Trustees conference attendance ([IV.C.9-8](#)). District trustees pride themselves in having participated and completed the Community College League of California's Trustee Development Program, *Excellence in Trusteeship Program* ([IV.C.9-4](#)).

Board members demonstrate a commitment to fulfilling their policy and oversight role while providing for Board continuity. Board Policies codify mechanisms for staggered elections and timely on-boarding ([IV.C.6-3](#), [IV.C.6-4](#), [IV.C.6-12](#)).

## **Analysis and Evaluation**

The Board of Trustees participate in mandated ethics training and engage in training throughout the year. When Board vacancies occur, members are replaced through the



mechanism of staggered elections. New trustees participate in an extensive onboarding training.

#### **IV.C.9 Evidence**

IV.C.6-3 [BP 2100 Board Elections](#)

IV.C.6-4 [BP 2105 Election of Student Members](#)

IV.C.6-12 [BP 2305 Annual Organizational Meeting](#)

IV.C.7-3 [BP 2310 Regular Meetings of the Board](#)

IV.C.7-8 [YCCD New Trustee Orientation Process and Timeline elongated](#)

IV.C.7-9 [Example New Trustee Orientation Session](#)

IV.C.7-10 [Example New Trustee Orientation Session 2](#)

IV.C.9-1 [BP 2740 Board Education](#)

IV.C.9-2 [New Trustee Orientation](#)

IV.C.9-3 [AB 1234](#)

IV.C.9-4 [Excellence in Trusteeship evidence of attendance](#)

IV.C.9-5 [Board Retreat Minutes](#)

IV.C.9-6 [Ethics for Governing Boards presentation to YCCD](#)

IV.C.9-7 [Board development session 7-13-17](#)

IV.C.9-8 [ACCT Conference BOT agenda item](#)

#### **IV.C.10.**

*Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

#### **Evidence of Meeting the Standard**

Board Policies 2740 Board Education and 2745 Board Self-Evaluation establish clear expectations for Board self-assessment and improvement ([IV.C.10-1](#), [IV.C.10-5](#)). Board members routinely assess their practices, performances, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting and is available as part of the Board's published agenda and in the Library of the Board's e-governance site, BoardDocs ([IV.C.10-2](#)). The Board's self-evaluation informs their goals, plans, and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website ([IV.C.10-3](#)).

Every year, The YCCD Board conducts a self-evaluation that is facilitated by an outside consultant to help indicate the Board members' perceptions of the state of governance of the District and Board member effectiveness and to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution ([IV.C.1-2](#), [IV.C.2.8](#)). In 2017, after having completing a similar self-evaluation process for several years, the Board undertook, with a consultant, the task of modifying the mechanism by which they evaluate themselves so that the results would be relevant and not

stagnant ([IV.C.10-4](#)). One result of the 2017-2018 self-assessment was the establishment of the following goal, now realized across the District: “The goal of the YCCD Board of Trustees is to create an achievable college promise program that results in an increase in the percentage of student success in YCCD” ([IV.C.10-4](#), [IV.C.10-6](#)).

### **Analysis and Evaluation**

Supported by Board Policies 2740 and 2745, the YCCD Board of Trustees demonstrate effectiveness in promoting and sustaining academic quality and institutional effectiveness. Board self-evaluation outcomes have resulted in significant outcomes fostering student success. These self-evaluations are published and adopted at open meetings.

### **IV.C.10 Evidence**

IV.C.1-2 [YCCD Board Self-Evaluation](#)

IV.C.2-8 [YCCD Board Self-Assessment Survey Report 2016](#)

IV.C.10-1 [BP 2740 Board Education](#)

IV.C.10-2 [Board of Trustees eGovernance Site](#)

IV.C.10-3 [Board Agenda re Strategic Goals](#)

IV.C.10-4 [Board Meeting Minutes Self Evaluation](#)

IV.C.10-5 [BP 2745 Board Self-Evaluation](#)

IV.C.10-6 [The College Promise](#)

### **IV.C.11.**

*The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

### **Evidence of Meeting the Standard**

The Board of Trustees has adopted and complies with both a code of ethics and conflict of interest policy that includes a clearly defined process for dealing with behavior potentially violating the code ([IV.C.11-1](#)). Other policies relating to Board member behavior include Conflict of Interest ([IV.C.11-2](#)), Political Activity ([IV.C.11-3](#)), Personal use Public resources ([IV.C.11-4](#)), and Communication Among Board Members ([IV.C.11-5](#)).

Board members complete a Conflict of Interest Form ([IV.C.11-6](#)) each year that ensures there are no conflict of interests with Board members. Board members file Statements of Economic Interests (California Form 700) with the Executive Assistant to the Chancellor and Board of Trustees, who is the District's designated filing officer. Annual completion of these forms is conducted under the leadership of the Chancellor's Office and completed forms are maintained on file for public inspection ([IV.C.7-8](#)).

## **Analysis and Evaluation**

The Board of Trustees has numerous policies that they adhere to that specify how trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest Form. The Board has a clearly defined policy for dealing with behavior that violates its code and implements the policy when necessary. There have been no instances of violations of the Board Code of Conduct or Conflict of Interest. Board members interests are disclosed and do not interfere with the impartiality of the governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

### **IV.C.11 Evidence**

IV.C.7-8 [YCCD New Trustee Orientation Process and Timeline elongated](#)

IV.C.11-1 [BP 2715 Code of Ethics/Standards of Practice](#)

IV.C.11-2 [BP 2710 Conflict of Interest](#)

IV.C.11-3 [BP 2716 Political Activity](#)

IV.C.11-4 [BP 2717 Personal Use of Public Resources](#)

IV.C.11-5 [BP 2720 Communications Among Board Members](#)

IV.C.11-6 [Conflict of Interest Form](#)

### **IV.C.12.**

*The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

### **Evidence of Meeting the Standard**

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of the district operations and the autonomy to make decisions without interference ([IV.C.12-1](#)). Board Policy 2410 Board Policies and Procedures provides the mechanism by which the Board grants authority to the Chancellor to implement via Administrative Procedures. “Administrative procedures may be revised as deemed necessary by the Chancellor and shall be available to the Board” ([IV.C.7-6](#)).

The Chancellor and the executive team continue to support the training and focus of the Board on its policy-making role that the YCCD Policy Committee reviews, discusses and ultimately approves ([IV.C.12-2](#)). Many of the policy items discussed and reviewed at the Policy Committee level are then forward to the full board ([IV.C.12-3](#)). The practice of review and discussion at the committee level, allows board members more of an opportunity to ask the Chancellor any relevant questions and that gives the full board confidence that the policies have been fully vetted.

## **Analysis and Evaluation**

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the

operations of the District and provide structure by which the Board holds the Chancellor accountable.

#### **IV.C.12 Evidence**

IV.C.7-6 [BP 2410 Board Policies and Administrative Procedures](#)

IV.C.12-1 [BP 2436 Delegation of Authority to Chancellor](#)

IV.C.12-2 [Policy Committee Purpose](#)

IV.C.12-3 [Policy Committee First Test of Chancellor Authority Minor Changes](#)

#### **IV.C.13.**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

#### **Evidence of Meeting the Standard**

New Board member orientation related to accreditation demonstrates how the YCCD Board is deeply committed to the importance of its role in accreditation and the need to be informed ([IV.C.7-10](#)). All Governing Board members participate in an annual comprehensive self-evaluation conducted by Consultant, Mitch Rosenberg ([IV.C.13-3](#)). The results are reviewed and discussed in detail by the Board and Chancellor and compared with the previous year's evaluation. Based upon the feedback, the Board establishes, modifies or creates new goals for the next academic year ([IV.C.13-4](#)). The Board's preeminent 2017-2019 priority for the Chancellor, finalized August 10, 2017, was to: "Implement formal accreditation processes with clear roles and responsibilities to ensure outstanding reports" ([IV.C.3-8](#)). This commitment is also evident in the adopted Boards' Strategic goals ([IV.C.13-1](#)).

The Governing Board also receives regular updates on accreditation including eligibility requirements, accreditation standards for both colleges, commission policies, accreditation timelines and process and progress on the institutions Self-evaluation Reports. Updates are provided to the Board by the Chancellor and presented by the college Vice Presidents ([IV.C.8-3](#), [IV.C.13-5](#), [IV.C.13-6](#), [IV.C.13-7](#), [IV.C.13-8](#)).

#### **Analysis and Evaluation**

The Board of Trustees is actively engaged in the accreditation process and receives regular updates on the Board's annual goals that include the relevant Accreditation Standard, as well as district Strategic Planning goals. The Board reviews all college accreditation timelines and self-evaluation reports, as well as changes to accreditation standards.

The Board informs itself through for a yearly online survey conducted by an outside consultant that includes evaluation of the Board's role and function in accreditation. Based on survey feedback and expectation of accreditation, the Board established goals for the next academic year, as reflected in the Chancellor's evaluation.

#### **IV.C.13 Evidence**

IV.C.3-8 [20171028 Chancellor Evaluation Criteria](#)

- IV.C.7-10 [Example New Trustee Orientation Session 2](#)
- IV.C.13-1 [Strategic Goals](#)
- IV.C.8-3 [March 9, 2017 Minutes](#)
- IV.C.13-3 [Comprehensive Self Evaluation](#)
- IV.C.13-4 [Evidence of using feedback to modify goals](#)
- IV.C.13-5 [Accreditation Presentation WCC](#)
- IV.C.13-6 [WCC Accreditation Timeline](#)
- IV.C.13-7 [March 2018 WCC Accreditation Update](#)
- IV.C.13-8 [June 2018 Accreditation Update](#)

## Standard IV.D Multi-College Districts or Systems

### IV.D.1

*In multi-college districts or systems, the district / system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district / system and assures support for the effective operation of the colleges. Working with the colleges, the district / system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district / system.*

#### **Evidence of Meeting the Standard**

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity ([IV.D.1-1](#)). Each year the Chancellor holds a planning retreat for his executive staff to discuss and establish strategic priorities for the operations of the institution. Initially, the retreat was comprised of Administrative leadership. College Academic Senate leadership was included beginning June 2015 ([IV.D.1-2](#)).

The Chancellor is delegated authority by the Board to execute strategic directions and priorities ([IV.D.1-3](#)). Communication happens through a variety of methods such as presenting at the WCC Convocation each year, through the District website, and emails ([IV.D.-4](#), [IV.D.1-5](#), [IV.D.1-6](#), [IV.D.1-14](#), [IV.D.1-15](#)). The Chancellor communicates at District Consultation Council (formerly known as DC3) about district, college, and state initiatives, the budget, legislation, and various items affecting the institution ([IV.D.1-11](#)). He also periodically sends districtwide emails reporting on various events and information ([IV.D.1-12](#)).

The Chancellor works with the Board to develop goals that will lead the institution in setting expectations of excellence in serving the educational needs of students and communities ([IV.D.1-7](#), [IV.D.1-8](#), [IV.D.1-9](#)). The Chancellor's Report to the Board is published monthly as part of the Board's regular meeting agendas ([IV.D.1-10](#)). With regards to academic and professional matters, the Chancellor, alongside Senate leadership, provides leadership as part of the DCAS team. All Board Policies under the purview of the Academic Senate are reviewed and revised in the District College Academic Senate (DCAS) meetings ([IV.C.5-7](#), [IV.C.5-8](#), [IV.C.5-9](#), [IV.C.5-15](#)).

Roles and responsibilities between the District and College can be reviewed in the functional map provided in the introduction. Additionally, draft Service Level Agreements have been created in order to better communicate and evaluate centralized service deliverables within the Technology, Human Resources, Facilities, and Fiscal Services units ([IV.D.1-13](#)).

#### **Analysis and Evaluation**

There are established policies that are practiced which clearly demonstrate the role and responsibilities of the YCCD Chancellor. The Chancellor communicates through various channels in order to share expectations and integrity. The Functional Maps and Service Level Agreements demonstrate the delineation of roles and responsibilities for the District and the Colleges.

## **IV.D.1 Evidence**

- IV.D.1-1 [BP 2430 Chancellor](#)
- IV.D.1-2 [Planning Retreat Agenda](#)
- IV.D.1-3 [BP 2436 Delegation of Authority to Chancellor](#)
- IV.D.1-4 [Convocation Agenda](#)
- IV.D.1-5 [Board of Trustees Website](#)
- IV.D.1-6 [Email from Chancellor](#)
- IV.D.1-7 [YCCD Vision](#)
- IV.D.1-8 [YCCD 2017/18 Goal](#)
- IV.D.1-9 [YCCD Strategic Plan](#)
- IV.D.1-10 [Monthly Report to the Board](#)
- IV.D.1-11 [DCS Charter](#)
- IV.D.1-12 [DC3 Agenda](#)
- IV.D.1-13 [Service Level Agreement Template](#)
- IV.D.1-14 [Chancellor's Newsletter - June 2018 - YCCD](#)
- IV.D.1-15 [DC3 Newsletter 2018](#)

## **IV.D.2**

*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

### **Evidence of Meeting the Standard**

The Chancellor's District Handbook includes descriptions of the YCCD participatory decision-making model, committee charters, strategic planning, and codifies the roles and responsibilities of various District Services ([IV.B.4-1](#), [IV.D.2-1](#)). The Information Technologies Department provides technology support district-wide. Desktop Support Technicians are primarily located at the Colleges to support instructional and administrative technology needs. Programmers and enterprise software technicians are primarily located at the District Services Office and provide services district-wide. The Director of Maintenance and Operations reports to the Vice Chancellor of Administrative Services. The Director oversees facilities maintenance and operations through the assistance of two Assistant Maintenance and Operations Directors assigned to each College. The District's Human Resources Staff provide services for faculty and staff. The District Police Services report to the Vice Chancellor of Administrative Services with officers assigned to each College ([IV.D.2-15](#)).

The Chancellor's District Services Executive Team has provided the Colleges draft Service Level Agreements intended to describe and delineate operational responsibilities and functions as well as college assessment responsibilities ([IV.D.2-2](#), [IV.D.2-8](#), [IV.D.2-9](#), [IV.D.2-10](#)). These Agreements represent a significant process improvement from earlier



District Service Reviews that lacked benchmark expectations for the Colleges to consider ([IV.D.2-5](#), [IV.D.2-8](#)).

The Chancellor holds the presidents accountable for the operation of their respective institutions through accomplishment of its mission statement and the president's job description, and evaluation ([IV.C.3-12](#), [IV.D.2-3](#)). The Chancellor meets regularly with each college president and periodically meets with both college presidents together. Chancellor's Cabinet meetings are attended by the college presidents, vice presidents, and district administrators to discuss policy and operational matters as well as emerging and strategic issues ([IV.D.2-11](#), [IV.D.2-12](#)).

The Chancellor meets monthly with the District Consultation Council (DC3) to receive input on the draft district board agenda, the budget and administrative procedures outside of the purview of the Academic Senate. The Chancellor's Office disseminates the Council minutes and a DC3 Newsletter district-wide ([IV.D.2-4](#), [IV.D.2-13](#)). As evidence of a process improvement assessment, the Chancellor was granted authority by the Board to approve minor Policy changes after testing the model at DCAS meetings ([IV.C.12-3](#)).

Yuba Community College's budget development "shall support the District's master and educational plans" ([IV.C.3-2](#)). The Chancellor led discussions resulting in Board-adopted fiscal principles aligned with the Standards ([IV.D.2-14](#)):

- Responsible stewardship of available resources will serve as the foundation for sound fiscal management.
- Resources are allocated to strategic priorities established by the Governing Board as well as Chancellor's Short-Term goals (using the strategic planning process).
- Use ongoing resources for ongoing expenditures.
- Use one-time resources for one-time expenditures.
- Total "cost of ownership" considered for new or continued commitments.
- Maintain adequate fund balance.
- Revenue analysis is completed prior to making short or long-term commitments.
- Minimize or altogether avoid "structural deficits."
- Develop budget for the District through a transparent and inclusive process.

Resources are allocated to the colleges and district services through a budget model considering variable budget scenarios: stability, shift in resources, reduction, and augmentation/restoration ([IV.D.2-6](#)). As part of the tentative and adopted budget development process, District Fiscal Services projects revenues for the next fiscal year based on the governor's budget and prior year's estimated FTES for the District ([IV.D.2-7](#)).

The allocation models considers the YCCD beginning fund balance, unrestricted base revenues, unrestricted ongoing funds (i.e. COLA), and unrestricted one-time funds. Unrestricted general funds consider fixed costs in support of college missions are rolled over each year while one-time funds are prioritized first by each college and then further prioritized in Cabinet to support innovation and growth ([IV.B.5-1](#), [IV.B.5-2](#)).



## **Analysis and Evaluation**

The Chancellor has clearly delineated operational responsibilities and functions of the District as documented in the Chancellor's District Handbook. The Chancellor led discussions with college constituents resulting in draft District Service Level Agreements intended to describe and delineate operational responsibilities and functions provided to the colleges as well as the responsibilities from the colleges in accessing and utilizing District provided services. Resources are allocated in a manner reflecting commission Standards and institutional effectiveness.

### **IV.D.2 Evidence**

- IV.B.4-1 [AP 7151 Evaluation of College President](#)
- IV.B.5-1 [PIE Equipment Recommendations to College Council](#)
- IV.B.5-2 [PIE Facilities Recommendations to College Council](#)
- IV.C.3-12 [Self-Evaluation Template](#)
- IV.C.12-3 [Policy Committee First Test of Chancellor Authority Minor Changes](#)
- IV.D.2-1 [District Handbook](#)
- IV.D.2-2 [Service Level Agreement Template](#)
- IV.D.2-3 [President's Job Description](#)
- IV.D.2-4 [Minutes of Consultation Council](#)
- IV.D.2-5 [Administrative Services Review TracDat Instructions](#)
- IV.D.2-6 [Variable Budget Scenarios](#)
- IV.D.2-7 [Email re Resource Allocation](#)
- IV.D.2-8 [HR SLA](#)
- IV.D.2-9 [IT SLA](#)
- IV.D.2-10 [FMO SLA](#)
- IV.D.2-11 [05.16.18 LCC and CCC Administrative Redesign](#)
- IV.D.2-12 [Calendar – mwhite](#)
- IV.D.2-13 [20170502-DC3-Newsletter](#)
- IV.D.2-14 [2018-2019 Tentative Budget Presentation](#)
- IV.D.2-15 [District Org Chart 2018-19](#)

### **IV.D.3**

*The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district system CEO ensures effective control of expenditures.*

### **Evidence of Meeting the Standard**

The District has policies in place for allocation and reallocation of resources to adequately support the effective operations and sustainability of the colleges and district. These policies include BP 6100 Delegation of Authority ([IV.D.1-3](#)), which delegates authority to the Chancellor, BP 6200 Budget Preparation ([IV.D.3-2](#)), BP 6250 Budget Management ([IV.D.3-3](#)), and BP 6300 Fiscal Management ([IV.D.3-4](#)). Board Policies ensure the authority to supervise, administer and ensure adequate controls are in place to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with the Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District.

The Chancellor is charged by the Board to ensure that:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

Unrestricted general funds consider fixed costs in support of college missions are rolled over each year while one-time funds are prioritized first by each college and then further prioritized in Cabinet to support innovation and growth ([IV.B.5-1](#), [IV.B.5-2](#)). The fixed cost allocation model considers the YCCD beginning fund balance, unrestricted base revenues, unrestricted ongoing funds (i.e. COLA), and unrestricted one-time funds. One-time funding requests are prioritized at the college level and then District for Deferred Maintenance and Instructional Equipment funds, which are then compiled and prioritized for allocation ([IV.D.3-6](#), [IV.D.3-8](#)). The current one-time allocation model is a result of a 2016 FY process improvement after District and College leadership determined, through a formative assessment, that prior processes were too cumbersome ([IV.D.3-7](#)).

### **Analysis and Evaluation**

The Chancellor ensures effective budgetary control through the implementation of established policies, distributing resources to the colleges in support of their Educational Master Plans. Fiscal Services supports the review and control of expenditures by following the California Community Colleges Budget and Accounting Manual as defined in local Board Policy.

### **IV.D.3 Evidence**

IV.C.3-2 [BP 6200 Budget Preparation](#)

IV.D.1-3 [BP 2436 Delegation of Authority to Chancellor](#)

IV.D.3-3 [BP 6250 Budget Management](#)

IV.D.3-4 [BP 6300 Fiscal Management](#)

IV.D.3-5 [Email re Resource Allocation Protocols](#)

IV.D.3-6 [Resource Allocation Model](#)

IV.D.3-7 [WCC One-time Resource Allocation Request \(2016-17\)](#)

IV.D.3-8 [DCAS Minutes re Resource Allocation](#)

### **IV.D.4**

*The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.*

### **Evidence of Meeting the Standard**

The Chancellor delegates full responsibility and authority to the WCC's President and supports him in implementing District policies at WCC. WCC's President is held accountable

for his college's performance by the Chancellor, the Board, and the communities they serve. The Chancellor holds the presidents accountable for the operation of their respective institutions through accomplishment of its mission statement and the president's job description, and evaluation ([IV.C.3-12](#), [IV.D.4-1](#), [IV.D.2-3](#)).

College Presidents have full responsibility and authority to conduct their work without interference from the Chancellor. Board Policy 7151 Evaluation of the College president states "The Chancellor delegates to the College President responsibility and authority to implement and administer District and System policies and holds the president responsible for the operation of the colleges" ([IV.B.4-1](#)). The WCC president implements delegated district/system policies for the operation of the colleges through an established President's Cabinet ([IV.D.4-3](#), [IV.D.4-6](#)). The CEO guided discussions resulting in new Administrative Unit Learning Outcomes as a college-wide assessment instrument informing the Cabinet as a collective ([IV.D.4-4](#)).

WCC's president has full authority in the selection, evaluation, and restructuring of his staff and management team, evidenced by the addition of a WCC Dean of Institutional Effectiveness position ([III.A.10-8](#), [IV.B.2-9](#), [IV.D.4-5](#)). The Lake County Campus Realignment project was designed and the project was implemented under the leadership and authority of the WCC president ([IV.A.4-2](#)).

### **Analysis and Evaluation**

The Chancellor delegates full authority and responsibility to the College President to implement district policies without interference. The College President serves as the chief executive of the College and ensures the quality and continuous improvement of programs and services, operational efficiency of the organization, accreditation, and fiscal sustainability. The College President is held accountable for the operation of the College through the president's evaluation process.

### **IV.D.4 Evidence**

IV.A.4-2 [Lake County Campus Realignment Plan](#)

IV.D.4-1 [College President's Job Description](#)

IV.D.4-2 [AP 7151 Evaluation of College President](#)

IV.D.4-3 [President's Cabinet agenda](#)

IV.D.4-4 [President's Cabinet Administrative Unit Learning Outcomes Survey](#)

IV.D.4-5 [360 Degree Management Evaluation](#)

IV.D.4-6 [WCC Administration Organizational Chart](#)

### **IVD.5**

*District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

### **Evidence of Meeting the Standard**

The Annual Integrated Planning Framework and District Planning Process depict how YCCD district planning and evaluation processes are integrated with college level planning ([IV.A.3-5](#), [IV.D.5-5](#)). Long range District Strategic Goals articulate the Board's vision, thus driving

institutional change through the implementation of the College plans and District Services plans. College-level action plans aligned with the Board’s Strategic Plan are prioritized locally and resourced based upon revenue assumptions ([IV.C.7-11](#)). Annual institutional effectiveness measures inform future long and short range planning at the District and College levels ensuring a cycle of continuous improvement ([IV.B.3-21](#), [IV.D.5-2](#), [IV.D.5-3](#), [IV.D.5-6](#), [IV.D.5-7](#)).

Input on the integrated planning process is obtained through various groups at the District and college levels. The District Consultation and Coordination Council (DC3) scope of work includes budget development, planning, evaluation of institutional effectiveness, and continuous improvement of the District ([IV.D.5-4](#)). The WCC Planning and Institutional Effectiveness Committee (PIE) purpose is to “oversee ongoing and systematic institutional processes and practices to inform decision-making, achieve objectives, and harness resources to optimize student success and institutional outcomes”. The PIE Committee includes all constituent group representatives – students, classified professionals, faculty, and administration. Committee members systematically review student learning outcomes, staffing plans, program review, and resource allocation recommendations, ensuring effective planning ([IV.A.1-1](#), [IV.A.3-7](#)).

### **Analysis and Evaluation**

District planning and evaluation are integrated with college planning. The governing Board establishes strategic goals which drive long-range and strategic master planning. The Colleges’ and District Services develop master plans with goals and objectives that are prioritized. The DC3 establishes a district-wide committee whose purpose includes determining the effectiveness of integrated planning.

### **IV.D.5 Evidence**

IV.A.1-1 [PIE Operating Agreement](#)

IV.A.3-5 [YCCD Planning Process](#)

IV.A.3-7 [PIE Minutes](#)

IV.B.3-21 [DIG Data Definition Summary](#)

IV.C.7-11 [YCCD Strategic Planning](#)

IV.D.5-2 [EMP WCC](#)

IV.D.5-3 [YCCD Strategic Plan](#)

IV.D.5-4 [DC3 Charter](#)

IV.D.5-5 [Annual Integrated Planning Process Framework](#)

IV.D.5-6 [2017 Annual Report WCC](#)

IV.D.5-7 [2017 WCC presentation to BOT agenda Student Success](#)

### **IV.D.6**

*Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

## **Evidence of Meeting the Standard**

Communication between the colleges and district takes place in several different venues including the Chancellor's Cabinet, which meets weekly, District Colleges and Academic Senates (DCAS), which meets twice per month, and District Consultation Council (DC3), which meets twice per month ([IV.A.6-8](#)). At Cabinet meetings, the Colleges and District Services discuss and make decisions that are carried out at the operational level. Examples include emerging issues (Strong Workforce Program, NFN Regional Consortium, etc.), facilities maintenance and operations (greenhouse, etc.), technology (CurricUNET, WIFI, etc.), staffing, fiscal, planning, etc. ([IV.D.6-1](#), [IV.D.6-2](#)).

Communication in DC3 centers, around budget development, planning, evaluation of institutional effectiveness, and continuous improvement of the District. DC3 is a standing council composed of executive staff and representative faculty, staff, and students from across the District ([IV.D.6-3](#)). DC3 information is communicated via the WCC representatives on that Council which include all College constituencies.

The District/College/Academic Senate's Leadership Group (DCAS) serves as the communication forum for addressing those academic and professional matters, as outlined in Board Policy 2510, Participation in Local Decision Making, that require collaboration between the two colleges ([IV.D.6-4](#)). Leadership from the District, Yuba College and its Academic Senate, and Woodland Community College and its Academic Senate generally meet twice month during the academic year for this coordinating function ([IV.D.6-5](#)). The results of these meetings are communicated at WCC via the Senate President's report as well as DCAS minutes ([IV.D.3-8](#), [IV.C.5-8](#), [IV.D.6-6](#)).

To ensure that communication between colleges and district is timely, accurate, and complete in order for the colleges to make decisions effectively, DCAS and DC3 conduct regular self-evaluations ([IV.D.6-7](#), [IV.D.6-8](#)). As a result of self-evaluation in DC3, the Council created a newsletter to improve communication with constituent groups ([IV.D.6-9](#)). The survey instrument itself is reviewed periodically ([IV.D.6-10](#)). Besides these evaluations, the work of these committees is also available online via websites ([IV.D.6-11](#), [IV.D.6-12](#)).

## **Analysis and Evaluation**

The District ensures regular communication with the colleges and its employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Committees engage in self- evaluation to improve their effectiveness. Meeting agendas and minutes are posted online or distributed electronically.

### **IV.D.6 Evidence**

IV.A.6-8 [YCCCD Chancellor's Office Calendar](#)

IV.C.5-8 [2017-09-07 DCAS Minutes](#)

IV.D.3-8 [DCAS Minutes re Resource Allocation](#)

IV.D.6-1 [Chancellor's Cabinet Meeting Agenda](#)

IV.D.6-2 [Chancellor's Cabinet Minutes](#)

IV.D.6-3 [DC3 Charter](#)

IV.D.6-4 [BP 2510 Participation in Local Decision-Making](#)

- IV.D.6-5 [DCAS Purpose Statement](#)
- IV.D.6-6 [Senate President's Report](#)
- IV.D.6-7 [DCAS Effectiveness Review](#)
- IV.D.6-8 [DC3 Effectiveness Review](#)
- IV.D.6-9 [DC3 Newsletter](#)
- IV.D.6-10 [DCAS Agenda re Committee Effectiveness Instrument](#)
- IV.D.6-11 [YCCD Committee Website](#)
- IV.D.6-12 [YCCD DCAS Committee Site](#)

## **IV.D.7**

*The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **Evidence of Meeting the Standard**

The Chancellor leads the Board in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's Mission. The Boards Policy Committee meets on a regular basis to review and approve policies to ensure that they align with state and federal law as well as District processes ([IV.C.7-5](#)). "The Chancellor will conduct a comprehensive review of all Board Policies every five years and will provide a report to inform the Governing Board that the review was conducted and apprise it of any needed revisions or updates to Board Policies," as codified in BP 2410 Board Policies and Administrative Procedures ([IV.C.7-13](#), [IV.C.7-14](#)).

Yuba Community College District has two primary districtwide participatory decision-making bodies – District Consultation and Coordination Council (DC3) and District Colleges Academic Senate Leadership (DCAS) Committee. The function, responsibility and focus are defined in their charter statements and are consistent with Board Policy 2510 Participatory Decision Making ([IV.D.7-1](#)). DC3 and DCAS assess their effectiveness through the use of surveys, followed by discussions about improvement of processes and the survey instrument itself ([IV.D.7-2](#), [IV.D.7-3](#)). The evaluation cycle is every two years ([IV.D.7-4](#), [IV.D.7-5](#)).

The YCCD Functional Map developed in collaboration with both colleges, delineates roles, responsibilities, and decision-making authority among the Colleges and the District ([IV.D.7-6](#)). The Functional Map facilitates accountability and institutional effectiveness. DCAS and DC3 develop the work, later vetted from District to College and back to District and, when appropriate, for Board Approval. WCC representatives disseminate this work ([IV.B.3-4](#), [IV.B.4-11](#), [IV.D.7-7](#)).

### **Analysis and Evaluation**

The Chancellor discusses district and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning in Cabinet, DCAS, DC3, and in meetings with the Colleges Presidents and District Services Executive Team (DSET). As a

process improvement, the DC3 members advised that communicating out the discussions in DC3 should come from the Chancellor's Office rather than members communicating directly with their own constituents.

#### **IV.D.7 Evidence**

IV.B.3-4 [04.27.18 Musings](#)

IV.B. 4-11 [12.01.17 Musings](#)

IV.C.7-5 [BP 2220 Committees of the Board](#)

IV.C.7-13 [BP 4020 Program, Curriculum, and Course Development \(Draft\)](#)

IV.C.7-14 [Board Policy Education Calendar - DRAFT.xlsx](#)

IV.D.7-1 [BP 2510 Participation in Local Decision-Making](#)

IV.D.7-2 [Survey from DC3](#)

IV.D.7-3 [Survey from DCAS](#)

IV.D.7-4 [DC3 Charter](#)

IV.D.7-5 [DCAS Purpose Statement](#)

IV.D.7-6 [YCCD Functional Map](#)

IV.C.7-7 [Senate President Updates from Senate Minutes](#)





## Quality Focus Essay (QFE)





# Quality Focus Essay

## Distance Education

Action Project Outcomes Alignment with Standards	
Online Education Strategic Planning and Implementation	I.A, I.B, II.A, II.B, II.C, III.A, III.B, III.C, IV.C, IV.D

### Introduction

WCC offers online learning (Distance Education or DE) that consists of courses offered fully online and courses broadcast site to site (for example, from the WCC main campus to Lake County Campus and Colusa County Campus) with the guiding principle of increasing student access and success. To support students, the Distance Education Committee (DEC) seeks to address the challenges related to minimizing the achievement gap between students taking fully online courses and face-to-face courses ([QFE-1](#)). The DEC is also tasked with making recommendations to address the need for additional infrastructure, ongoing professional development, innovative course designs, and enrollment growth. Recommendations include local goals at WCC in addition to collaboration with the District.

### Distance Education Strategic Planning

Woodland Community College’s Planning and Institutional Effectiveness Committee (PIE) members oversee a 3-year College planning cycle aligned with program review ([IV.A.1-8](#)). Annual Actions Plans inform integrated staffing, technology, and facility management planning, as well as resource allocation. The WCC Educational Master Plan identifies the need to “design, execute, and assess a Distance Learning Program to include courses, academic, and Student Support Services” as an institutional advancement action ([IV.D.5-2](#)).

The focus of the DE/Institutional Effectiveness Partnership Initiative (IEPI) Plan, constructed as part of the IEPI grant, is to continually improve student access to DE and faculty development to enhance completion, success, and instructional excellence. As a part of the action plan and process improvement, the WCC DE/IEPI Distance Education Plan was created in 2017 and will be reviewed annually by the DEC ([QFE-2](#)). This plan was a response to the high impact of online education statewide. In fall 2012, the Online Education course offerings accounted for 18.08 Full Time Equivalent Students (FTES); as of fall 2017, the FTES increased to 139.83.

In response to this growth, and in alignment with WCC’s DE/IEPI Plan, departments at WCC are encouraged to determine the suitability of their courses for online offerings. Currently the DEC does not assess student satisfaction, student success, and student retention data every semester to use this information to address any issues and confirm priorities and goals, but departments review DE student success and retention data as part of the program review process. One of the goals of the DE/IEPI Plan/project is to annually review and use online student satisfaction, retention, and success data to holistically improve DE student learning and achievement.

The process to develop the DE/IEPI plan involved faculty input from academic school meetings, program reviews, the DEC, and college wide presentations (e.g., Professional Development Week).

The purpose of the WCC Online Education Plan is to increase access and success for online students through:

- 1) Determining which components are essential to providing appropriate and effective online course offerings and services to students, enabling them to complete requirements and participate in a quality educational experience without physically visiting the campus sites;
- 2) Assessing the background and current state of those components, and making recommendations regarding ways to improve;
- 3) Developing a vision for the expansion of the online site to serve the needs of students and prospective students, and helping them reach their educational goals through online learning;
- 4) Ensuring the subsequent development and support of a robust online education offering at Woodland Community College;
- 5) Establishing a key place for online learning site for faculty and student success;
- 6) Evaluating infrastructure needs for the online site and projecting the resources necessary to build that infrastructure;
- 7) Involving the online site in provision of comprehensive educational programs that fulfill the Yuba Community College District's mission.

The WCC Online Education Mission Statement created in this process is:

The WCC Office of Online Education will promote student success and faculty development by providing resources, policies, procedures, and services to students and faculty to support high quality online instruction and learning.

Following a period of steady growth in online offerings, the College made a commitment to systematically reinforce a framework for online learning, using planning and resource allocations to prioritize actions for improvement in faculty professional development and student learning by applying for an Institutional Effectiveness Partnership Initiative (IEPI) visit and grant. ([QFE-4](#)). This IEPI peer visit and grant allowed WCC to create a DE Plan with measured outcomes. Each year, the DEC will address and assesses significant goals with achievable outcomes (i.e., what was accomplished in the prior year is assessed and discussed, changes made, and the Plan will be updated and new priorities established for the upcoming year). In an effort to close the online education achievement gap, the DEC highlights the need for continued progress in the following areas:

- Regular and effective contact and student engagement in learning through a review of the DE Faculty Handbook ([QFE-5](#))
- Faculty professional development
- Online course approval process
- Online Education strategic plan and resource request process and actions
- Collaborative decision-making and resource allocation processes

- Work with the District Technology Committee to align technology, helpdesk, and faculty training (e.g., 508 and 504 compliance)

When the IEPI Strategic Plan was developed, the College intentionally integrated the District Wide Vision, WCC Educational Master Plan (EMP), and District Technology Plan to support the strategic directions outlined in the WCC EMP. WCC continues to make changes to its Online Education program and courses in order to continually improve learning and instruction ([QFE-6](#), [QFE-7](#), [QFE-8](#)).

The success and retention rates reported below used data from the State Chancellor’s Office that combined the results for fully online courses (Table QFE 1.1 and 1.2). When viewed in this light, WCC’s success and retention rates are growing at close the same pace as those for the rest of the state. WCC’s retention rates are slightly higher than the statewide average and are improving over time. The College intends to continue this improvement with the goal of significantly narrowing or eliminating the gap between Face to Face success and retention and DE success and retention.

**Success Rates for WCC Courses vs Statewide (Table QFE 1.1)**

<b>Year</b>	<b>WCC Face-to-Face Courses</b>	<b>Statewide Face-to-Face Courses</b>	<b>WCC Distance Education Courses</b>	<b>Statewide Distance Education Courses</b>
Fall 2012	70.47	71.20	55.68	60.51
Fall 2013	69.43	70.59	55.29	60.50
Fall 2014	69.60	70.34	59.42	60.76
Fall 2015	71.47	70.84	62.88	62.36
Fall 2016	71.51	71.62	70.06	63.38

**Retention Rates for WCC Courses vs Statewide (Table QFE.1.2)**

<b>Year</b>	<b>WCC Face-to-Face Courses</b>	<b>Statewide Face-to-Face Courses</b>	<b>WCC Distance Education Courses</b>	<b>Statewide Distance Education Courses</b>
-------------	---------------------------------	---------------------------------------	---------------------------------------	---

Fall 2012	86.05	87.33	77.01	80.45
Fall 2013	86.61	86.68	80.97	80.39
Fall 2014	86.76	86.23	79.06	80.52
Fall 2015	88.41	86.88	83.06	81.41
Fall 2016	88.08	87.28	86.14	82.13

The areas of online education at WCC that have the most room for improvement are the student support services process, faculty professional development, online education course review process, and collaboration with the District.

### **Student Support Services**

Student and academic support services for online students were essentially nonexistent two years ago. When the DE/IEPI plan was under development, student support services were assessed and determined to be severely lacking for DE students. There was a pilot with online tutoring in 2010 but nothing significant since then. The Plan tries to incorporate three of the main areas of deficiency in Student Services & Academic Support:

- Provide comprehensive online counseling and tutoring
- Expand online access to library reference services and academic success workshops for DE students
- Provide options for test proctoring for online classes

Online tutoring was piloted in spring 2017 between the Woodland Campus and Colusa County Outreach Facility. Online counseling has not yet occurred, but technology has been considered for implementation. WCC began offering more robust online access to library instruction for DE students with asynchronous access to some of the academic success workshops in Canvas starting in the 2016-2017 year. An online student readiness module from OEI has been piloted. Options for test proctoring for online classes need further discussions and identification of support structures at the College.

### **Professional Development**

Providing faculty with professional development opportunities is a foundational activity for the DEC. Therefore, the DEC offers multiple @ONE Introduction to Teaching with Canvas training opportunities which focus on effective practices in online instruction ([QFE-9](#)). The workshops build on a solid understanding of California Community College distance education policies and procedures, giving faculty the opportunity to actively create an effectively designed online learning unit, maximize student success, develop online policies, identify the functions of a course management system, explore dynamic online content options, evaluate online assessments, and successfully apply copyright and fair use practices

to digital content. In addition to these trainings, the DEC has supported the following professional development opportunities for online education since 2017:

- Introduction to Online Teaching with Canvas (IOTC)
- @ONE Online Training: Introduction to Online Teaching and Learning
- @ONE Online Training: Introduction to Teaching with Canvas
- Online Teaching Conference
- Academic Senate for California Community Colleges Plenary

**Online Course Review**

In order to continue to ensure the rigor and quality of the College’s online and hybrid course offerings, the DEC has officially adopted the Online Educational Initiatives rubric and is in the process of piloting its use ([QFE-10](#)). The development of this process will take place primarily through discussion in the DE Committee meetings. The goal is to develop a process based on input by faculty and online education policies. Topics of discussion will include areas of the course that should be assessed, including course design, accessibility, interaction, collaboration, methods of assessment, and support for learners. The pilot of this rubric has begun with the hiring of the Instructional Designer. She is currently beginning this evaluation process with a limited number of fully online courses. This pilot will lead to the development of a systematic process of course evaluation for DE courses.

**District Involvement in Distance Education Development**

Collaboration with District services plays a key role in DE development; therefore, it is necessary to identify WCC needs that the District provides in accomplishing WCC’s DE goals. Human resources, fiscal services, information technology, and facility needs are critical to improving DE student learning and achievement at WCC.

**Quality Focus Essay Goals/Outcomes**

DE goals span two locations: WCC (local) and District-WCC collaboration. WCC identified goals focusing on four areas within each of locations. Goals may have multiple actions/outcomes attached to more effectively meet goal.

WCC 2018-2021				
WCC Goal 1: Distance Learning: Training and Certification of Faculty				
Action	Timeline	Responsible Parties	Resources	Assessment
Instructional Designer permanent fully funded position	Fall 2018	Administration (WCC and/or District)	HR	Funding of Position
All online teaching faculty certified with opportunities	Fall 2018	Distance Education	IEPI, @One	Number of faculty certified to teach

to enhance their courses via Flex trainings.		Committee (DEC), FLEX Committee		online and number of professional development opportunities
Provide relevant, innovative, and appropriate workforce training, including courses and programs offered as Online Education.	Fall 2019	Faculty, Curriculum Committee, Dean of Career Technical Education and Workforce Development	CTE Advisory Committees	Number of new courses and programs, feedback from CTE Committees
<b>WCC Goal 2: Distance Learning: Student Services and Academic Support</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible Parties</b>	<b>Resources</b>	<b>Assessment</b>
Pilot of online counseling will be in full swing.	Fall 2018	Counseling Department, Dean of Student Services	Information Technology (IT)	Offer online counseling to a small group of students.
Online counseling will be offered to all students college-wide.	Fall 2019	Counseling Department, Dean of Student Services	Information Technology (IT)	Online counseling increased as an option of all students.
Online tutoring will be offered to most students.	Fall 2018	Student Success Resource Faculty & MESA Director	Information Technology (IT)	Expand online tutoring to support additional subjects.
Online tutoring will be an option for all students needing tutors.	Fall 2019	Student Success Resource Faculty & MESA Director	Information Technology (IT)	Online tutoring expanded as an option for any subject.
Staffing for and location of Proctoring Center will be	Fall 2018	Dean of Student	Library	Location and staffing identified

identified.		Success and Institutional Effectiveness, Librarian, Student Success Resource Faculty & MESA Director		for an anticipated increase in proctoring services.
WCC will be able to join the Statewide Proctoring Network with space and staff identified.	Fall 2019	Dean of Student Success and Institutional Effectiveness, Librarian, Student Success Resource Faculty & MESA Director	Library	Member of Statewide Proctoring Network

**WCC Goal 3: Distance Learning: IT Support and Technology**

Action	Timeline	Responsible Parties	Resources	Assessment
IT support for DE identified and staffed.	Fall 2018	DEC, DTC, IT	Faculty	IT needs identified and addressed.
DE Committee member as liaison to District Technology by joining the District Technology Committee (DTC).	Fall 2018	DEC, DTC	Chief Technology Officer (CTO)	DEC Committee member on DTC

**WCC Goal 4: Distance Learning: Degree Pathways/Curriculum**

Action	Timeline	Responsible Parties	Resources	Assessment
--------	----------	---------------------	-----------	------------

DE Plan will identify GE patterns for degrees and certificates and courses that are needed for online students.	Fall 2018	DEC	Curriculum Committee	Courses identified
Identified courses will submit course outline revisions to include DE.	Fall 2018	Department Faculty	DEC, Curriculum Committee	Number of online GE courses submitted to curriculum committee.
Courses identified will begin being offered as DE.	Fall 2019	Administration Department Faculty	DEC	Number of online GE courses offered and the ability for students to complete GE online.
Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps for courses and programs via online/hybrid modalities.	Fall 2020	DEC, Department Faculty, Administration	Professional Development/Flex Committee	Increase in online student completion rates for degrees, certificated, or transfer.
<b>DISTRICT-Collaboration 2018-2021</b>				
<b>District Collaboration Goal 1: Human Resources</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible Parties</b>	<b>Resources</b>	<b>Assessment</b>
Hiring processes and forms electronically available.	Spring 2019	Human Resources (HR), WCC Administration	IT	Decrease in time to hire faculty and staff.



Electronic systems to monitor processes.	Spring 2019	Human Resources (HR), WCC Administration	IT	Decrease in time to hire faculty and staff.
Electronic access to evaluation lists.	Fall 2018	Human Resources (HR), WCC Administration	IT	Decrease in time to evaluate faculty.

**District Collaboration Goal 2: Fiscal Services**

Action	Timeline	Responsible Parties	Resources	Assessment
College budget control	Fall 2018	Director of Fiscal Services, WCC Administration	IT	Increase in fiscal effectiveness.
Budget person on campus	Fall 2019	Director of Fiscal Services, WCC Administration	none	Increase access to fiscal services.
Alignment of budget with programs that exist at each location.	Spring 2019	Director of Fiscal Services, WCC Administration	Curriculum Committee, Academic Senate, District Consultation Council (DC3)	Increase effectiveness of budget allocation process.
Legend (grant number) for grant monies	Fall 2018	Director of Fiscal Services, WCC Administration	IT	Access to budget codes for grant funding

**District Collaboration Goal 3: Information Technology**

Action	Timeline	Responsible Parties	Resources	Assessment
--------	----------	---------------------	-----------	------------

Faculty training and support	Spring 2019	Chief Technology Officer (CTO)	Flex/Professional Development Committee	Number of workshops and attendees
DE specific staff identified	Spring 2019	CTO, WCC Administration	DEC	Dedicated DE IT support identified
DE technology support on campus	Spring 2020	CTO, WCC Administration	DEC	WCC Faculty and students supported by dedicated DE staff on campus.
Replacement plan for computers in labs and offices	Spring 2019	CTO, DTC	none	Computers are replaced on a regular cycle to ensure access to updated technology.
<b>District Collaboration Goal 4: Facilities</b>				
<b>Action</b>	<b>Timeline</b>	<b>Responsible Parties</b>	<b>Resources</b>	<b>Assessment</b>
Broadcast point to point equipment and facilities at sites (high schools) defined and supported.	Fall 2018	CTO, DEC	Local High Schools	Plan/agreement for equipment defined and supported.
Studio renovation for faculty to create materials to enrich online courses.	Spring 2020	WCC Administration IT	DEC	Renovation of TV Studio and faculty usage.

**QFE Evidence:**

IV.A.1-8 [WCC Planning Cycle](#)

IV.D.5-2 [EMP WCC](#)

QFE-1 [Distance Education Committee Operating Agreement](#)

QFE-2 [DE/IEPI Plan](#)

QFE-4 [Evidence of IEPI Application](#)

QFE-5 [DE Handbook](#)

QFE-6 [DE/IEPI Plan](#)

QFE-7 [Educational Master Plan](#)

QFE-8 [YCCD Strategic Technology Plan](#)  
QFE-9 [@ONE Online Course Description](#)  
QFE-10 [OEI Course Design Rubric](#)



# Action Plans



**Changes and Plans Arising out of the Self-Evaluation Process**

I.B.8			
Action	Responsible Parties	Timeline	Assessment
YCCD IT partner with Data Inquiry Group (DIG) to complete a data dashboard and communication plan to increase student achievement dialogue.	Dean of Student Success and Institutional Effectiveness and DIG	2018-2019	Institutional Research Website updated with Tableau and additional information on SLO's, ILO's, etc.
II.C.3			
Action	Responsible Parties	Timeline	Assessment
Implement Online Advising through Canvas.	General Counseling; Director of Matriculation; TRIO Director	Fall 2018	Student usage of online advising.
Implement online advising through Cranium Cafe across all programs and departments	General Counseling; Director of Matriculation; TRIO Director; EOPS/CARE/CalWO RKs Director	Begin Fall 2018 and fully implement by Fall 2019	Student usage Cranium Cafe advising
II.C.9			
Action	Responsible Parties	Timeline	Assessment
Complete the College Integrated Management Plan to reflect staffing, technology and facility needs in the EMP.	WCC President's Cabinet	January 1, 2019	EMP Action Plans for facilities, technology and staffing reflect total cost of ownership.
III.C.1			
Action	Responsible Parties	Timeline	Assessment

<p>Establish a technology specific survey for faculty and staff to inform an institutional effectiveness cycle for technology resources and support.</p>	<p>YCCD Information Technology; WCC President's Cabinet, DE Committee and Office of Institutional Research and Student Success.</p>	<p>Fall 2019</p>	<p>A survey is administered and results assessed as part of the program review and institutional effectiveness cycle during the fall, beginning Fall 2019.</p>
--	---	------------------	--