

# **EXTERNAL EVALUATION REPORT**

Woodland Community College  
2300 E. Gibson Road  
Woodland, CA 95776

This report represents the findings of the evaluation team that visited  
Woodland Community College from October 8-11, 2018

Thomas Greene, Ph.D.  
Team Chair

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# Woodland Community College Comprehensive Evaluation Visit

## Team Roster

### **Dr. Thomas Greene (Chair)**

President  
American River College

### **Dr. Adam Karp (Assistant)**

Dean of Planning, Research, and Technology  
American River College

### **Academic Representatives**

#### **Mr. Gregory Ramirez**

Professor of English  
Madera Community College Center

#### **Mr. Robert Lee**

Professor of English  
Pasadena City College

#### **Dr. Sharyn Eveland**

Professor of Psychology  
Taft College

#### **Ms. Jennifer Tejada**

Professor of Communication Studies  
Diablo Valley College

### **Administrative Representatives**

#### **Dr. Tracy Huang**

College Researcher  
Cañada College

#### **Dr. Arleen Satele**

Vice President Administrative Services  
Santiago Canyon College

#### **Dr. Theresa Rowland**

Associate Vice Chancellor, Instruction  
City College San Francisco

#### **Dr. Rebecca Warren-Marlatt**

Vice President Student Services  
Crafton Hills College

### **College Liaison**

Gohar Momjian  
ACCJC Vice President

# Summary of Evaluation Report

INSTITUTION: Woodland Community College

DATES OF VISIT: October 8 to October 11, 2018

TEAM CHAIR: Dr. Thomas Greene

A ten-member accreditation team visited Woodland Community College (WCC) October 8 - October 11, 2018 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on August 2, 2018 and conducted a pre-visit to the main campus on August 23, 2018. During this visit, the chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by staff from ACCJC on September 6, 2018.

The evaluation team received the College's self-evaluation document and related evidence a few weeks prior to the site visit. Team members found it to be a generally acceptable written document that adequately described some of the processes used by the College to address Eligibility Requirements, USDOE requirements, Commission Standards, and Commission Policies. The team confirmed that the self-evaluation report was compiled through broad participation by the entire College community including faculty, staff, students, and administration. Further, it contained several self-identified action plans for institutional improvement as part of and in addition to the Quality Focus Essay.

On Monday morning, October 8, 2018, team members visited Woodland Community College located in Woodland, California. The team acknowledges that their visit was conducted on the traditional lands of the Patwin People, and pay their respect to elders both past and present.

Upon arrival to the College on Monday morning, the team was introduced to the College community at a reception, and provided a tour of the campus. During the evaluation visit, team members conducted approximately 75 formal meetings, interviews, and observations involving College employees, students, and district personnel. Myriad, less formal interactions with students and employees took place outside of officially scheduled interviews, as did observations of in-session classes and other learning environments. Two open forums provided the community members and College personnel opportunities to meet with members of the evaluation team. Additionally, team members visited both the Lake and Colusa Campuses.

The team reviewed numerous materials supporting the self-evaluation report, which included documents and evidence supporting the Standard, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence,

distance education classes, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures. Said evidence was accessed electronically via provided flash drives, internal College systems (e.g., Canvas, etc.) and the College's internal and public website pages.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. College staff met every request.

The team found the College to be in compliance with all Eligibility Requirements, Commission Policies and Standards and USDE regulations. The team found a number of innovative and effective practices and programs. The team also issued a number of commendations to the College. It also issued several recommendations to increase effectiveness. The district-assigned team found the district to be in compliance with all Eligibility Requirements and most Commission Policies and Standards. This team issued one district compliance and one district improvement-related recommendation.

The team found the College was well prepared for the team visit, and the team felt welcomed by the entire campus community. The outstanding support provided to the team during its visit was acknowledged by the entire team. In addition to the commendations noted in this report, the team recognized several items of distinction that are worthy of comment:

- The team recognized that the faculty, staff, and administrators are committed to critically examining college systems and processes and where appropriate, exercising the courage and trust necessary to explore innovative alternatives in support of greater institutional effectiveness.
- The team recognized that the college needs to continue to refine, formalize, and document the improvement of its new governance system, acknowledging the interdependent relationship between the projected, continued growth of the college and more effective and efficient institutional systems and processes.
- The team recognized the College's dedication and creative approach to effectively serving the varied needs of an extremely diverse community within a large geographic area via innovative partnerships and technological solutions.
- The team recognized that the faculty show a high-level dedication to students, the institution and to academic and programmatic quality/effectiveness, often going above and beyond in their scope of responsibilities for program development/planning and support and mentoring of their part-time peers. Further, the team recognized similar levels of dedication on the part of classified staff and the valuing of their perspectives and participation within the institution.

# **Major Findings and Recommendations of the 2018 External Evaluation Team**

## **Team Commendations**

### **College Commendation 1**

The team commends the College for fully integrating part-time faculty as valued contributors to accomplish the institution's mission. This is evidenced by the commitment shown on the part of full-time faculty and administration in the encouragement and compensation of part-time work in areas of governance, curriculum development, professional development, and student learning outcomes creation and assessment. (I.B.8, III.A.8)

### **College Commendation 2**

The team commends the College for the innovative utilization and integration of the Library, Student Success Center, and Makerspace to facilitate effective interdisciplinary, experiential learner-support to enhance mission achievement. (II.B.2, III.B.3)

### **College Commendation 3**

The team commends the College for empowering its classified staff to take initiative for improving institutional practices, programs, and services. This is evidenced by the Executive and Administrative Support Teams disseminating critical information (e.g., budgets, changes to board policies and administrative procedures) and facilitating the identification and modification of board policies and administrative procedures. (III.D.3, IV.A.1)

### **College Commendation 4**

The team commends the College for effectively engaging, considering, and incorporating new perspectives, programs, curriculum, community interests, and existing structures into the College as part of the transition of the Lake County Campus from Yuba to Woodland Community College. (IV.A.5, IV.B.3)

## **Team Recommendations**

### **District Recommendation 1 (Compliance)**

In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented. (III.A.5)

### **District Recommendation 2 (Improvement)**

In order to improve institutional effectiveness, the team recommends that all board policies are reviewed per the district board policy. (IV.C.7)

### **College Recommendation 1 (Improvement)**

In order to improve institutional effectiveness, the team recommends the College ensure that all course syllabi include learning outcomes from the institution's officially approved course outline of record. (II.A.3)

**College Recommendation 2 (Improvement)**

In order to improve institutional effectiveness, the team recommends the College consistently follow its own documented expectations and standards pertaining to instructor-initiated regular and effective contact in distance education courses. (II.A.7)

## **Introduction**

Woodland Community College was officially chartered in June of 2008, having previously been a designated Educational Center of Yuba Community College District since 1981. Today, the College serves approximately 6,000 students (annual unduplicated) at its main campus and two offsite campuses, through the provision of transfer education, career technical education, and lifelong learning needs of communities within Yolo, Lake and Colusa Counties.

The College is located northwest of the greater Sacramento region, with students residing within a very large, diverse geographic service area. Residents of Yolo County, particularly those in close proximity to the City of Davis, are characterized by above-average educational attainment and income. The communities in both Yolo and Colusa Counties have a sizable Hispanic population who tend to have lower educational attainment levels and median family income. The communities of Lake County are comprised of residents that tend to be older, earn lower median family incomes, and are less ethnically diverse.

Many of the College's students face financial hardship and academic challenges. The majority (almost two-thirds) of students receive some form of financial aid. Approximately 45 percent are first generation college students. Over the last several years, the College has experienced numerous administrative changes, including a new Vice President of Academic and Student Services. The current President, Dr. Michael White joined the College in 2014.



# Eligibility Requirements

## **1. Authority**

The team confirmed that Woodland Community College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

## **2. Operational Status**

The team confirmed that the College is operational and provides educational services to approximately 4,000 students (unduplicated) each year who are enrolled within degree applicable credit courses. Of these students, approximately 25 percent are enrolled full-time. Almost two-thirds (79%) of students are pursuing educational goals that relate to degree, certificate, or transfer.

The College meets the ER.

## **3. Degrees**

The team confirmed that the vast majority of courses offered lead to a degree and/or transfer. A majority of the College's students are enrolled in the 25 AA/AS degree, or 18 Associate Degree for Transfer programs offered by the College.

The College meets the ER.

## **4. Chief Executive Officer**

The District's current chief executive officer is qualified for the position and has served as Chancellor since July 1, 2011. His full-time responsibility is to the District; he possesses the requisite skills and authority to provide leadership for the District.

The College President/CEO of Woodland Community College reports directly to the District Chancellor. The College President/CEO does not serve as a member of the board nor as the board president. Since the last full accreditation visit, there have been changes in both the Chancellor and College President/CEO positions, each of which were appropriately reported to the ACCJC.

The College meets the ER.

## **5. Financial Accountability**

The District Office staff oversees District wide audits and is responsible for coordination of all site visits. The District also monitors and helps control the Perkins Loans default rates. The College demonstrates compliance with Federal Title IV regulations, and maintains its loan default rates within acceptable limits defined by the USDE.

The District annually undergoes an external financial audit by a certified public accountant which is made available to the public. Evidence shows that the audits were completed and are available to review on the District's website. Reports were available for the years ending June 30, 2013 through 2017.

The College meets the ER.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

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

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team confirmed that the College solicited third-party comments about the evaluation visit through three key delivery methods: online, in writing, and verbally. The team found no third party comment related to this visit.

### **Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College provided evidence that it has established institution-set standards for course completion, and licensure passage rates for instructional programs. The College regularly assesses performance against set standards.

Institutional-set standards were established through the College's participatory governance process. The College uses course completion as one of its performance measures. The College sets standards for degrees and certificates in addition to job placement rates for program completers. The College

only has one program with third party licensure examination. Institutional-set standards are established for the EMT program in addition to the licensure examination.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College's courses and programs are approved by the institutions Curriculum Committee and are tested against the mandatory length, depth, breadth, rigor, course sequencing, time-to-completion and minimum degree requirements. The College has established practices to ensure scheduling of courses meets the needs of its students and they have written policies and procedures for determining a credit hour meets commonly accepted academic practices.

Tuition at the College is uniform per unit with fees established for labs and instructional material fees when required. The College does not offer any clock-hour based courses.

**Transfer Policies**

**Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The process for awarding credit from another institution is clearly described in the College catalog and other publications.

The College makes decisions on course-to-course articulation through a common articulation process (ASSIST). College counselors and transcript evaluators use the Transfer Evaluation System to articulate College courses with the CSU System.

**Distance Education and Correspondence Education**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

**Narrative:**

Evidence of regular and effective instructor-initiated contact in online courses could not be fully verified. All online courses follow the same course outline as the traditional program. The College utilizes Canvas as its online learning platform and College supports and advocates for like support services for all of its online offerings. Unique username and password as its authentication process to ensure the identity of students in online courses.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The institution has clear procedures for student complaints and has a systematic process for using this feedback for continuous improvement. The procedures are outlined in the College catalog, website, and in publications within the Student Services division. Complaints are logged (and maintained)

within the Vice-President of Academic and Student Services Office and shared appropriately with concerned parties.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

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

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

Information about programs, locations, and policies is communicated to students and the public via the College Catalog, the Schedule of Classes, and/or the College website. The College website provides information about research and data gathering, planning, and the status on accreditation, including annual reports. The College does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students. Scholarships are awarded based on specified criteria to support students in the pursuit of their educational goals.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely



	addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

**NOTE:** Woodland Community College does not participate in any student loan programs.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College demonstrates compliance with Federal Title IV regulations, and USDE requirements.

# Mission, Academic Quality and Institutional Effectiveness

## I.A. Mission

### General Observations

The College's mission statement describes the educational purpose of the College, types of educational opportunities available, and the distinct communities and student populations served by each of the three campus locations. The mission is widely published and reviewed regularly and systematically.

The team found evidence that the College uses student achievement and outcomes data related to its mission to serve students in the three distinct communities and uses data to monitor progress toward achieving the mission. The mission guides the Educational Master Plan (EMP), and all program reviews and College plans align with both the mission and the EMP.

### Findings and Evidence

The College's mission statement describes its broad educational purpose and types of degrees and credentials offered. The mission addresses the three distinct communities and campuses that the College serves as well as the College's commitment to increase higher education attainment and career training in these communities. (I.A.1)

The College uses various data reports on student achievement and institutional effectiveness (i.e., IEPI, CCC Student Success Scorecard, ACCJC Annual Report, and program review data). These data reports are used to measure how well the College meets its mission. Institutional, external, and student engagement data related to the mission were used to develop goals and objectives for the EMP, are regularly reviewed by the Data Inquiry Group (DIG), and periodically shared by the President/CEO at the College Convocation. In addition, the team has verified that data are used to develop and monitor various plans and are included in the annual update and 5-year comprehensive program review cycle. (I.A.2)

The team has confirmed that data provided to the programs are specific to each campus location. During the site visit, several college employees separately indicated that the institutional-set standards are shared annually at the College Council, Academic Senate, and most recently the Planning and Institutional Effectiveness Council. The team strongly suggests that minutes of public meetings include clear documentation of such presentations and discussions. Moreover, the college, in collaboration with the district, is in the process of developing a Tableau data dashboard that provides faculty, staff and administrators access to trend enrollment and student achievement data, with the ability to disaggregate by campus location, program, and student demographics. (I.A.2)

Through annual program review and curriculum review of programs, each program and service unit align their program missions and goals with the College and District's mission and goals. College plans (e.g., Integrated Plan) also align with the College mission. The mission guides the development of the EMP, which outlines key objectives the College strives to accomplish in achieving its mission of student learning and achievement at the three campuses. The EMP also outlines the College's annual planning cycle, which includes a review of all resource requests by the Planning and Institutional Effectiveness Committee (PIE). (I.A.3)

The mission of the College is published widely, including on its website and stationary and in its

catalog and course schedule. The Board recently approved the mission in January 2017. (I.A.4)

## **Conclusions**

The College meets the Standard.

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

### **General Observations**

The College's organizational and governance structure ensures a formal, supported, and sustained dialogue on student learning and achievement, student equity, academic quality, institutional effectiveness, and continuous improvement. The 2013 Institutional Effectiveness planning and evaluation cycle is clearly mapped. The College has redesigned its committee structure, publishing a 2018 Organizational and Governance Guide outlining the charter and deliverables of the various Committees, Task Forces, and Work Groups. This Guide--published in Fall 2018 and still evolving--details the College's latest structure and explains oversight for each governance group and the inter-relatedness between groups. The College cites the new design as more efficient, reducing the number of committees, and clarifying the structure and decision-making process. However, the College is in its first cycle of monitoring the efficacy of the new structure and procedures. The Office of Institutional Effectiveness serves at the center of a framework that links planning, resource allocation, SLOs, program reviews, and evaluation to the mission of the College and its Educational Master Plan.

### **Findings and Evidence**

The team confirmed that the College reorganized its organization and committee structure in Spring 2018 through an assessment and evaluative process for continuous improvement. As part of this redesign, the College will evaluate the new organizational and governance structures through this first-year cycle of budget, planning, and resource allocation, making modifications for improvement as necessary.

The team found evidence that indicates that prior to Spring 2018, the College, via its various governance committees, including the Student Success Committee (SSC), the Student Learning Outcomes Committee (SLOC), the Program Review and Budget Planning (PRBP) Committee and College Data Inquiry Group, fostered regular and evidence-based dialogue on student outcomes and achievement.

Similarly, the team confirmed that sustained and substantive dialogue on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement are designed to occur within the newly redesigned governance system via the SSC and the Planning and Institutional Effectiveness (PIE) Committees. (I.B.1)

The team found evidence that demonstrates the College follows its published Planning Cycle; providing data for monitoring student learning outcomes (SLOs) and student success indicators for all instructional programs and student and learning support services. SLOs and other data are provided to departments to facilitate program dialogue on success outcomes and compare outcomes to the college-level goals.

The Team confirmed that departmental planning is completed annually, and involves the examination

of data and identification of actions to support the college's achievement goals. For example, the team found that over 30 program reviews were completed last year across instructional and service areas in order to continually assess outcomes, disaggregate data by student equity identified population groups, by instructional site, and other helpful indicators. Further, the team found the College is engaged in ongoing efforts to improve its planning processes. Most recently, such efforts have resulted in the creation of a district data dashboard that has brought greater focus and relevancy to the analysis of data within the annual program review process as well as provided greater access and consistency to key student outcomes data. (I.B.2)

The team found evidence that demonstrates the College disseminates, discusses and utilizes Institution Set-Standards (ISS) within several participatory governance committees, including Planning and Institutional Effectiveness (PIE), Academic Senate, Student Success Committee, and College Council to facilitate improvement efforts. The Institutional Effectiveness Dean forms ISS goal recommendations based on actual student outcomes, three-year trends, and peer college benchmarking. Serving as a resource to PIE, the Dean facilitates discussions related to ongoing efforts across the college to meet and or exceed the set ISS, as documented in the college's Action Plans. The team was particularly impressed with how the College followed said processes in responding to a noticeable decline in student outcomes after the incorporation of the Lake County Campus. Recognizing the impact of the wildfires on the displacement of Lake County residents and by extension, student performance outcomes, the college took extensive action to increase communications and activate services. (I.B.3)

The College uses assessment data to determine support for student learning and student achievement. In addition to internal data sources, the College examines a number of external sources, including the CCC Scorecard, CCSSE, SENSE, Student Services Survey, focus groups, CalPASS, and CTE Launchboard. The College established a leadership team to develop an Entering Student Success Institute Action Plan in 2016 to improve first-year students' experience. The team identified findings and applied interventions that are now overseen by the Student Success Committee. (I.B.4)

The team confirmed that the College engages in the continuous review of its programs and services. It validates how each contributes to the mission through program review, data analysis and inquiry in governance committees, and a continuously maintained college-wide action plan aligned to the Educational Master Plan. The team found evidence of qualitative and quantitative data collected for assessment of student learning outcomes by various programs and course delivery by mode (e.g., online vs. face-to-face). As the College increases its distance education course offerings, it would benefit from more in-depth analysis of student learning outcomes by mode of delivery to ensure optimal student success in all courses. (I.B.5)

The college disaggregates and uses data to identify priority areas to address performance gaps. The team confirmed that student learning outcomes as well as student achievement data are disaggregated by course location and by mode of delivery. Student achievement data are further examined within each site by ethnicity, age, gender, disability status, veteran status, low-income status, and foster child status. Lake County and Colusa County Campuses hold regular Site Council meetings to focus on resource needs, student success, and to discuss effective strategies to mitigate any performance gaps. In one of the strongest pieces of evidence, in 2016 the College conducted a comprehensive analysis of disaggregated student data in identifying areas of significant student need that served to inform the College's 2017-19 Integrated Plan. (I.B.6)

The team found evidence that the College evaluates its policies and practices to achieve its mission. For example, the College is in the midst of a thoughtful redesign of its participatory governance committees and is implementing a more effective and integrated leadership and committee structure to more effectively deploy human resources and support student success. The team gathered significant evidence that faculty, administrators, staff, and the College president regularly visit and work at all three sites of the college and are intentionally gathering primary source data to assure the college's effectiveness in supporting academic quality and the College mission. (I.B.7)

The college communicates assessment data, outcomes, and action plans to address any gaps in order to achieve its mission. From the college President's weekly communications to shared information through committee structures, information is disseminated broadly. Additionally, the college invests significant effort to engage part-time faculty, recognizing that many of them may have limited time to read emails and/or participate with the College outside of the classroom (e.g., governance, professional development, etc.). Policies and practices to incentivize part-time faculty participation exist to compensate committee work, ensure attendance in professional development, and engage in program review development and updates. The college is prioritizing the emerging data dashboard to make it easier for faculty and staff to access data on student learning and achievement. Classified staff report an increasingly inclusive environment for participation in all college activities, especially noting increased opportunities for committee participation and professional development on flex days. (I.B.8)

Sufficient evidence was provided to demonstrate continuous evaluation and planning is in place to consider the needs of students across the College and its campuses. Some examples include the redesign of participatory governance systems and the building-out of virtual communication technology to support greater stakeholder engagement across all three sites. In the previous organizational structure and governance committees, evidence confirms that the College engaged in broad-based systemic evaluation and planning. Evidence also indicates the same as it relates to the College's more recent, streamlined organizational governance structure in that it leverages essential program review, planning, and resource allocation processes in a more efficient manner to address short- and long-range needs to achieve the mission. (I.B.9)

## **Conclusions**

The College meets the Standard.

### **College Commendation 1**

The team commends the College for fully integrating part-time faculty as valued contributors to accomplish the institution's mission. This is evidenced by the commitment shown on the part of full-time faculty and administration in the encouragement and compensation of part-time work in areas of governance, curriculum development, professional development, and student learning outcomes creation and assessment. (I.B.8, III.A.8)

## **I.C. Institutional Integrity**

### **General Observations**

The College demonstrates integrity in its policies, actions, and communications. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties. The team found evidence that the College communicates information accurately and consistently in print and online. Key messaging occurs both in English and in Spanish, embracing the

College's bilingual English/Spanish motto *Your college, Your future -- Tu colegio, Tu futuro.*

### **Findings and Evidence**

The team found evidence that the College provides consistent communication about its mission, learning outcomes, instructional programs, and support services across various publications and venues. Additionally, the team verified that the College consistently communicates its accreditation status in print and on the college website. (I.C.1)

The team verified that the institution publishes all the necessary components of the "Catalog Requirements." The institution ensures the accuracy and consistency of catalog information via a thorough production process, which also includes publishing a catalog addendum for revisions to policy, programs, and curriculum following printing. (I.C.2)

The institution uses its website as the primary means for disseminating information about student learning and achievement. This communication occurs effectively both internally and externally to the institution. Additionally, the institution publishes and distributes print materials (i.e. the class schedule) to communicate matters of academic achievement and quality. (I.C.3)

The institution utilizes its catalog to describe its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes, as determined through its curriculum approval process. (I.C.4)

The team found evidence that the College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. It follows its board policies and administrative procedures, which are reviewed as part of the regular district governance processes. The team acknowledged that the College has invested time and resources in a revised governance structure that better meets local institutional needs. (I.C.5)

The team confirmed that the institution informs students about the total cost of education in the schedule of classes, the catalog, the campus website, on program websites, among other communication methods. This information encompasses tuition, fees, and other required expenses such as textbooks and instructional materials. The institution communicates options for purchasing and renting textbooks. (I.C.6)

The team found evidence that the institution uses and publishes governing board policies on academic freedom and responsibility, confirming the institution's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere where intellectual freedom exists for all constituencies, including faculty and students. (I.C.7)

The team confirmed that the College and the District 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 policies and procedures include specifics for each constituency with reference to student behavior, academic honesty, and the consequences for dishonesty. (I.C.8)

The team verified that 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. (I.C.9)

The team noted that Standards I.C.10 and I.C.11 are not relevant to the College.

The team verified that the college exhibits integrity in its relationships with the Commission and complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. All required reports are timely and appropriately published on the College's website. The College follows its policies in clarifying how individuals may file potential complaints and grievances against the institution. (I.C.12)

The team examined evidence which confirms that the College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. Also, the institution 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)

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)

### **Conclusions**

The College meets the Standard.

# Student Learning Programs and Support Services

## II.A. Instructional Programs

### General Observations

The College offers instructional programs, library and learning support services, and student support services at three locations throughout the designated service area. The College leverages modes of delivery to ensure equitable and mission aligned focus at each of the sites. The College uses the traditional mode of delivery for instructional programs most closely aligned with the mission statements developed by each location and combines modes of delivery to provide all instructional programs across the service area. The College provides Library and learning support services at all sites using on-site resources, circuit riders, and virtual delivery modes. Programs are conducted at levels of quality and rigor appropriate to higher education. The College assesses its educational quality using accepted methods and makes the results of the assessments available to the public through its website and other reporting venues. The results of the assessment are used to improve educational quality and institutional effectiveness. Programs include the defined institutional defined general education components. The general education components are aligned with and supportive of the institutional learning outcomes.

### Findings and Evidence

The College offers instructional programs designated as adult education (pre-collegiate and ESL), transfer, degree, certificate, and career and technical education all of which are consistent with the published mission. Successful completion of an instructional program results in student attainment of the student learning outcomes identified for the program. All programs culminate in a degree, certificate, employment, or transfer to other higher education program. (II.A.1)

Board Policy 4020 and Administrative Procedure 4020 designate the Academic Senate as the group upon whom the Board will “primarily rely” for recommendations on curriculum matters. The curriculum committee is the Academic subcommittee tasked with oversight of curriculum. Full and part-time faculty serve on the curriculum committee and work to ensure content and methods of instruction meet generally accepted academic standards, seek input from advisory groups to ensure courses and programs meet professional standards, and provide the recommendations for approval of courses and programs to the Board of Trustees. Faculty review and revise content on a regular schedule with full- and part-time discipline faculty, ensuring the content and methods of instruction meet generally accepted academic standard and professional standards. All faculty participate at one or more levels of the program review process. (II.A.2)

Faculty and others responsibly act to continuously improve instructional courses and programs through program review, an on-going process of peer evaluation. The college provides current information about programs, program offerings, and expectations for student success as part of the continuous improvement activities. Actions to improve instructional courses, programs and directly related services informed by program reviews and ongoing dialogue in Academic Senate subcommittees. The team observed, and the evidence showed that the Distance Education committee used information from the review of distance education supportive services to convince the Academic Senate to join the Online Education Initiative. (II.A.2)



The College embedded identification of course, program, certificate, and degree learning outcomes into the curriculum submission process. Learning outcomes assessment happens at least annually. The College uses learning outcomes assessment results in the annual program review process. Submission of courses or programs requires use of CurricuNet. The submission fields were coded, at the request of the curriculum committee co-chair, to hide the submit option until the field for student learning outcomes, in addition to other required fields, is completed. Approval of learning outcomes occurs as an integrated component of curriculum approval process.

The course outlines of record are reviewed and approved on regular cycle. Currently approved course outlines of record and the history of those courses allow easy review of the current state of curricula. A review of 50 randomly selected, active course outlines of record confirmed the inclusion of student learning outcomes on the documents.

A review of nineteen course syllabi provided by the college showed that, while all included student learning outcomes, just over half contained student learning outcomes that were the same as those included in the officially approved and current course outlines. Subsequent review of syllabi posted for online courses showed the same pattern.

Responses to follow-up questions in interviews revealed that student learning outcomes are included in the course outline of record and in TracDat. The college uses TracDat as a repository for all student learning outcomes activities. TracDat includes student learning outcomes created and assessed by all faculty including those student learning outcomes used for one time or special focus assessments. Deans collect syllabi and check for inclusion of student learning outcomes. However, student learning outcomes were not compared to the approved course outline. Further inquiry resulted in a clear statement that it was "...assumed faculty would take student learning outcomes from the approved course outline".

The governance guide indicates deans hold responsibility for monitoring syllabi for inclusion of student learning outcomes. Responses to probing questions ascribed the inconsistency of student learning outcomes on syllabi to personnel turnover in the dean ranks, and the increase in the number of syllabi to be monitored following the addition of Lake County Center and Colusa College Center to the college. The college has recently added another dean position, and subsequently, restructured areas of responsibility. Professional development and guidance of both the new deans and faculty across the college has begun to address this and other institutionally identified areas for improvement. (II.A.3)

Pre-collegiate level curricula are assigned course identification numbers on a different scale than are collegiate level curricula. The catalog identifies the range of course numbers that designate pre-collegiate level curriculum as ranging from 100 to 199. Adult education courses begin numbering at 500. As an example, a pre-collegiate math course falls in the 100 numerical range while English as a second language courses fall in the 500 range. Pre-collegiate level course outlines of record document the content and learning outcomes necessary to advance to and succeed in college level curriculum. The College provides supplemental instruction and tutoring for students in pre-collegiate level courses. (II.A.4)

The team confirmed the College's approved degrees and programs follow practices common to American higher education. A series of board policies and administrative policies set the requirements to follow common higher education practices including minimum unit requirements. The Curriculum Committee ensures degrees and programs have appropriate length, breadth, depth, and rigor.

In following common practices in course sequencing, some of the college degrees and programs include courses with prerequisites or advisories. Review of course outlines of records showed that prerequisites, co-requisites, and advisories are indicated on the course outlines of record. Program descriptions document the breadth of program content and program level outcomes document the expectation of synthesis of learning. The catalog and all published descriptions of degree programs noted a minimum requirement of 60 completed semester units for associate level programs. The College does not offer baccalaureate level degrees or programs. (II.A.5)

Scheduling for courses is directed by faculty who are familiar with the most appropriate sequencing of courses within a program area. The College created and uses a matrix showing multiple semesters to visualize the rotation of general education offerings and core course offerings for programs. The matrix incorporates the three sites in a manner that allows the users to ensure students have the opportunity to complete certificate and degree programs within six semesters. The schedule of course offerings includes a list of courses tentatively planned as offerings in the semester following the current schedule.

Both the current course offerings schedule and a matrix showing planned future offerings illustrated the connection between offerings, delivery methods, area interests, and the College's mission. A careful review of the multiple semesters of courses *suggested* an intentional scheduling pattern. Each of the three locations associated with the college created mission statements that reflect the needs and interests of the area constituents and stakeholders. Courses associated with programs aligned with the mission statements for each location were scheduled for onsite instructional delivery using either face-to-face or point-to point modes. The pattern was consistent across the review schedules. (II.A.6)

The institution effectively uses a combination of delivery modes to provide instructional program access to students throughout the defined service area. Canvas is the learning management system used for delivery of instruction in online mode while point-to-point (broadcast) and traditional onsite modes are used to provide real-time instructional delivery for students at the Lake County and main campus.

The college monitors and acts to ensure effectiveness of teaching methodologies and learning support services. The Academic Senate of the college resolved to join the online education initiative as a way to address gaps and monitor improvement in the distance education profile documented in the QFE and ISER.

The College has defined regular, effective contact in distance education courses as comprising four distinct and required types of interaction. The team's observation of distance education courses revealed a lack of consistency in the use of the four types of interaction listed in the handbook. The College was unable to provide evidence that faculty consistently followed the College's documented expectation and standards for regular, effective contact. (II.A.7)

Board policy 4235 authorizes credit by examination. Administrative policy 4235 lists specific validated and normed examinations (i.e. CLEP) with the minimum scores at which credit will be awarded. The College catalog includes a matrix that shows the minimum assessment results for credit and the course with which each assessment is aligned. (II.A.8)

The college awards course credit following documented attainment of course-level learning outcomes. Course learning outcomes are aligned with degree and certificate learning outcomes during the

program approval process. The College uses a matrix of student learning outcomes to monitor the alignment of learning outcomes from the course level through program level. Successful attainment of learning outcomes in all required courses aggregates to attainment of the program learning outcomes at which time the College will award the appropriate degrees or certificate.

Board policy 4020 requires the use of the federal financial aid eligibility definition of clock hours. Administrative procedure 4020 establishes a conversion formula and process for the awarding of units based the federal financial aid eligibility regulations for clock hours. A review of 40 randomly selected course outlines of record showed the inclusion of the unit count, lecture hours, laboratory hours, and hours expected for outside of class work. Review of the unit award and the course hours documented on course outlines of record showed the formula was used for conversion. (II.A.9)

The College publishes, in the catalog and on the College website, clearly stated transfer of credit policies. The College accepts transfer credits after an evaluation of comparability is completed with a recommendation for acceptance. The College's acceptance of transfer credits to fulfill degree requirements certifies the expected learning outcomes of the transferred course are comparable to the learning outcomes for its own courses.

The College develops articulation agreements as appropriate to its mission. Board policy 4050 and administrative procedure 4050 assigns the responsibilities for articulation agreements and procedures for such agreements will be developed and maintained. The district employs an articulation officer who, in conjunction with the College, develops articulation agreements with institutions the college's students are most likely to enter. (II.A.10)

The College adopted eight student learning outcomes to which all programs are expected to align. Each institutional learning outcome actualizes one of the following: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, or engagement in diverse perspectives. The College uses the curriculum development and revision processes to ensure the student learning outcomes are included in and appropriate to the program level. All programs also include other program-specific outcomes included in each program and used to ensure mastery, at a level appropriate to the program, of the competencies around which each program was designed. (II.A.11)

Board policy 4025 and administrative procedure 4025 express the philosophy used to required components of general education in all degree programs. The College's general education philosophy is clearly stated in the catalog. The college catalog and clearly states that general education is a required component of all associate degrees. Associate degree program descriptions clearly state the general education requirements.

The college relies on faculty expertise when determining the appropriateness of each course for inclusion in the general education curriculum. The curriculum committee reviews each course for alignment with the defined general education philosophy (embedded in the applicable curriculum review fields), and student learning outcomes and competencies appropriate to the degree level.

The College has identified and made public, specific learning outcomes for the institution as well as each program ending in a degree or certificate. The college has also identified and published learning outcomes for general education. Course, program, and general education learning are aligned with the college's institutional learning outcomes. An alignment matrix denotes which areas of general

education are specifically aligned with student learning outcomes for both the program and the institution expectations for program completers.

The curriculum review process is used to ensure that learning outcomes for associate degree programs reflect preparation for and acceptance of responsible participation in civil society, skills for learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities. (II.A.12)

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. In the case of new programs, the curriculum development process required the committee members to consider the inclusion of specialized courses based on alignment with the documented degree program student learning outcomes and competencies. The addition of courses to existing programs required consideration of expected impact on student learning outcomes, competencies, and/or mastery of key theories and practices within the field of study. (II.A.13)

The sole ISS standard for licensure rates included EMT licensure goal rates. Students for the past two of three years have met or exceeded the College's 2017 goal of 83%. The team gathered evidence that the number of CTE certificates and degrees earned by students shows an upward trend and the College participates in the regional structure to respond to employment trends.

Although employment data for the college is not available due to fewer than 10 students completing any one program, it remains a good metric for measuring if program completers demonstrate competencies. The College dedicates resources to reach out to CTE program completers to gather data on whether employment in fields closely related to their field of study was obtained. CTE faculty draw from this data to keep curriculum up to date and reflect on improvements needed through the program review process. The team observed the Culinary Arts program at LCC which displays information on student graduates and place of employment. This promising practice demonstrates close relationships of faculty, program, staff, and employers and could be scaled across the College's other CTE programs.

The College maintains updated advisory committee records in compliance with state educational code. The composition of business and industry advisors has informed program improvements and investments. One example of this is the determination of the College's thorough process involving multiple CTE faculty to dedicate the next three years of Perkins funding to updating the LCC welding facility and curriculum to meet regional labor market demand for welders. It would be helpful for the college to update the CTE web pages so that students more clearly understand the occupations for which students are prepared.

The team found that graduates completing career technical certificates and degrees demonstrate technical and professional competencies. Graduates of career-technical education fields meet employment standards and other applicable standards. Graduates of career-technical programs demonstrate preparation for external licensure and certifications. (II.A.14)

The college makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. The team confirmed that the college has discontinued programs in the recent past. Arrangements for students were detailed in the discontinuation proposal as required by the administrative policy. Interview responses confirmed that all students enrolled in the discontinued programs completed the program requirements. (II.A.15)

Review of program review documents, plans for improvement, resource requests, and minutes of relevant committee meetings, supplemented by interviews, confirmed that the college systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. For example, the district articulation officer monitors the currency of the course outlines of record and provides notice to the curriculum committee of courses that need to be reviewed for currency. And documentation is provided to the discipline faculty at the beginning of each academic year showing course outlines of record that are due for review and possible revision.

The college, acting through committees and established processes, strives to improve programs and courses by providing identified materials, professional development, improved access to programs through purposeful scheduling, and intentional use of different modes of delivery to maximize program completions. (II.A.16)

## **Conclusions**

The College meets the Standard.

### **College Recommendation 1 (Improvement)**

In order to improve institutional effectiveness, the team recommends the College ensure that all course syllabi include learning outcomes from the institution's officially approved course outline of record. (II.A.3)

### **College Recommendation 2 (Improvement)**

In order to improve institutional effectiveness, the team recommends the College consistently follow its own documented expectations and standards pertaining to instructor-initiated regular and effective contact in distance education courses. (II.A.7)

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

### **General Observations**

The College demonstrates a commitment to ensuring its students have access to the proper resources necessary for academic success at the main campus and at both the Lake County and Colusa County Campuses. The team recognizes the ongoing efforts to reflect through dialogue on the materials available and to implement current technological trends. The faculty also gauge frequently the efficacy of the services they oversee and disseminate awareness of these services to instructional faculty regardless of discipline.

### **Findings and Evidence**

The team confirmed that the College library services provides access to its materials for students both on- and off-campus. The main campus library offers quiet areas and study rooms for independent and group study, respectively. Rooms are also available for course instruction and for recurring Academic Success Workshops. (The latter is broadcasted live to students at the Lake County Campus and recorded for future viewing via Canvas.)

The team found evidence demonstrating that Academic Success Workshops are coordinated in conjunction with those involved in the Student Success Center, which oversees the Reading and

Writing Center, MESA, Tutoring Center, and Supplemental Instruction. Week-long training sessions for their tutors occur before the start of each semester with biweekly training sessions during each semester. Tutors at the off-campus site attend the pre-semester training sessions, and the Instructional Associate travels to the Lake County Campus to provide trainings throughout the semester. More recently, the Student Success Center's has started using Zoom to provide distance tutoring—both by drop-in and by appointment—to students off-campus, and plans to transition to Cranium Café in the near future.

Available evidence clearly demonstrated that processes exist (e.g., forms) to request books, periodicals, media, and electronic resources from the library; all of which are available on the College's website. Discussion for prioritizing resources occurs specifically through the Library Advisory Committee whereby the Library Media Specialist at the Lake County Campus joins such meetings by phone. A recent addition to the College Library is Makerspace, an area where students use 3-D printers along with die-cut and binding machines. Makerspace has proven to be an invaluable learner-support resource for students completing projects in various disciplines and can even be utilized upon request by those at the Lake County and Colusa County campuses. (II.B.2)

Data related to student learning outcomes for both the Library and the Student Success Center is reported to TracDat. Both the Library and the Student Success Center undergo annual updates which in turn lead to the submissions of Program Reviews every five years. The data is disaggregated among the College and its campuses along with courses offered face-to-face and online. (II.B.3)

For the Colusa County Campus, the College has a Memorandum of Understanding with the Williams Library Branch which allows students to access its materials. Any shortcomings existing between the College and the off-site campuses are alleviated with access to interlibrary loan within Yuba Community College District and to Online Computer Library Center (OCLC). (II.B.4)

## **Conclusion**

The College meets the Standard.

## **College Commendation 2**

The team commends the College for the innovative utilization and integration of the Library, Student Success Center, and Makerspace to facilitate effective interdisciplinary, experiential learner-support to enhance mission achievement. (II.B.2, III.B.3)

## **II.C. Student Support Services**

### **General Observations**

The College provides a range of effective and appropriate student support services at Woodland Community College (WCC), and at its satellite locations at the Colusa County Campus (CCC) in Williams and the Lake County Campus (LCC) in Clearlake. Student Services programming at all three sites is characterized by an understanding of the student populations served and by a clear commitment to student success. At all three sites, support services were visible, accessible, and welcoming.

Services are organized to promote student success and to support the mission of the College, and the College and satellite campuses are providing consistent and appropriate student services to meet the needs of students. The team observed there is a strong sense of community and shared responsibility

for student success among all the Student Services faculty and staff, regardless of their location, and that students feel supported, connected, and valued. While the distance education counseling services are still under development, the college has documented its efforts to implement online counseling and student services to meet the needs of distance education students, and to augment the face-to-face services provided at the satellite campuses. Student Services units regularly collect and analyze appropriate data to improve the quality of the services delivered to all students, regardless of location, and all regulatory and fiduciary requirements are being met.

### **Findings and Evidence**

The evidence revealed that student services units regularly evaluate services using a variety of assessments, including an annual Student Services Survey of student satisfaction, program and event surveys, focus groups, service area and student learning outcomes, and national assessments of student engagement. The Student Services Council minutes show assessment results have informed the revision of the new student orientation, the probation process, and a new First Year Experience program; and the program review plans of student services units reveal that data is regularly used to guide planning and resource requests. (II.C.1, II.C.2)

The College has endeavored to provide student support services to all students, regardless of modality or site. The team observed that a mix of face-to-face and online services are provided at each of the three sites. All student services units have at least some information and resources online. The evidence shows that academic advising, probation workshops, new student orientation, and financial aid resources are offered online, although at the satellite campuses, online services tend to be specific to a program, such as DSPS or TRIO. The College is piloting Cranium Café, an online advising tool.

General counselors and EOPS counselors travel from the main campus to the Colusa site at least monthly to meet with students face-to-face, while there is a full range of services at LCC, including a federal Trio grant, DSPS, and counseling. Several student services units (Admissions and Records, Orientation, Financial Aid), provide evening services, and the Colusa and Lake County sites hold evening hours to support students enrolled in their evening classes. At the main campus, Orientation and DSPS services are available on weekends, and all units have at least some information and documents online. (II.C.3)

The College has taken deliberate steps to enrich the student experience in ways that meet the mission. The College provides a broad range of student and cultural events, and celebrations of diversity and inclusion. For example, the team observed many displays of Native American culture at the three sites. The College established a new department of Student Outreach and Retention to promote student outreach, in-reach, and engagement in campus activities and in special programs. Some programs, such as the federally funded Trio program, also provide participants with cultural experiences, and the Welcome Center hosts student events at the main campus.

Students also participate in college life through membership in many academic and interest-based student clubs, although team interviews with students revealed a wish to have increased club activity on campus. The team confirmed that the student voice in governance is represented by the Associated Students of Woodland College (ASWCC) on the College's participatory governance committees. Students at the satellite campuses can join the meeting(s) via Polycom. The fiscal oversight of student clubs and Associated Students (ASWCC) resides with the Office of the Dean of Student Services, who collaborates with District fiscal services to deposit and track student club and ASWCC funds.

Finally, the team observed that the built environment has been carefully arranged to support student engagement. For example, the college uses recently-installed LCD TVs to make announcements, promote events, and advertise services and support, all three sites have designated space for a student lounge, and there is ample gathering and meeting space for students. (II.C.4)

The team observed, and the evidence confirms that the College provides students with appropriate counseling and guidance, regardless of site. Academic and specialized counseling is offered at all three sites by several departments, including Counseling, DSPS, Trio, EOPS, and CalWORKs. The College provides face-to-face counseling on an appointment and a walk-in basis, counseling for distance education students via telephone and email, and via the soon-to-be-implemented online counseling tool, Cranium Café.

Students may also enroll in an academic counseling course, which provides students with basic academic success and self-regulatory skills. The evidence provided shows that there are many specialized counseling programs and modalities, including the orientation sessions for new students, academic probation workshops, the canvas portal for student services, counselor visits to participating high school sites in the spring, university advising in the transfer center, and a college-wide graduation initiative to promote completion. (II.C.5)

The College adheres to Title 5 guidelines on admission of resident and non-resident students, as well as eligible K-12 dual enrollment students. All non-exempt students are required to complete orientation, assessment, and advisement before registering for classes. Students who express an interest in degree completion and transfer are required to complete at least an abbreviated educational plan, and those who complete 15 units toward their degree or certificate are required to meet with a counselor to develop a comprehensive educational plan. The college's Jumpstart provides early matriculation services for high school students and incentivizes their participation with priority registration.

The college catalog clearly defines all degree, certificate, and graduation requirements, and counselors use this information to provide students with consistent and accurate guidance. Educational plans are stored in the online educational planning tool; students receive a paper copy of their educational plans. Counselors are included in the college taskforce to develop guided pathways. (II.C.6)

The College's placement approach is changing to meet the requirements of AB 705. The College implemented multiple measures criterion for English and Math at the same time. The College continued to use Accuplacer as part of the multiple measures initiative during the academic year 2017-18. For incoming high school seniors who took the Accuplacer test, the College used additional criteria if the student was concerned about the Accuplacer test result. For ESL, there has been a limited set of criteria in pre-requisites built into the College's SIS. In addition, as students may also not have taken any formal placement test, during the spring of 2018 ESL students participated in an orientation in which a piloted version of an ESL self-guided placement test was used. Discipline faculty are working with the institutional researcher to review the new placement processes mandated by AB705 to determine their validity and reliability. (II.C.7)

The College has clear processes for safeguarding the confidentiality of student records. Each staff member accessing student records is provided with a unique login and password. Paper information containing student information is either shredded by a qualified contractor or is secured in the Admissions and Records office behind a permanently locked door to which only Admissions and



Records staff have a key. The college's student information system is maintained by District information technology staff, and student data is saved to Image Now, backed up daily, saved to local disk drives, and replicated each night to the disaster recovery site at the College to prevent the loss of data.

The college adheres to the mandates of the Family Educational Rights and Privacy Act, and of Board Policy regarding student records, detailed in the college catalog. Student information is released only to the student, upon provision of picture identification. (II.C.8)

**Conclusion**

The College meets the Standard.

## Resources

### III.A. Human Resources

#### General Observations

The College demonstrates a commitment to following established policies and procedures in the hiring, evaluation and professional development of its faculty, staff and administration. The team recognizes the work of the college in supporting its mission and goals through the focus on diversity in the creation of programs, training, services and practices in both hiring and professional development.

#### Findings and Evidence

The team found evidence that demonstrates that the criteria, qualifications and procedures for selection in hiring are clearly and publicly stated in all job announcements which are widely advertised in registries, publications and websites. The team confirmed that these standards, as well as the candidate's quality and experience, were incorporated into the hiring process through the application of hiring rubrics and training of screening and interview committee members as well as activities embedded in the selection process such as written exercises, teaching demonstrations and oral interview questions.

Hiring procedures are guided by the hiring manuals and Collective Bargaining agreements for the various constituent groups as well as Board of Trustees Board Policies and the District's Human Resources Master Plan. The District Human Resource Master Plan contains four principles that guide the hiring and employee development at the college that relate to the institutional mission and goals, those being equity and diversity, staffing planning, professional development and personnel and employment relations services.

The team confirmed that the assessment and updating of job descriptions is routinely done by the Human Resources Office in consultation with College faculty, staff, administration and union leadership. For example, through interviews with the Chief Human Resources Officer and the Academic Senate President, it was confirmed that job descriptions and announcements are often revised and updated in preparation for the hiring process. (III.A.1)

The College ensures all faculty possess the qualifications for employment in terms of knowledge of the subject matter and requisite skills through the college's hiring process. Beyond meeting the standards dictated by the State Chancellor's Office for minimum qualifications, faculty are evaluated on their professional experience, discipline expertise and scholarly activities. Applicants who do not fully meet the educational or experience requirement of a position can apply for equivalency to demonstrate their degrees and professional experience meets the minimum requirements.

The evidence demonstrates that the hiring committee uses advance preparation and extemporaneous demonstrations in the interview of full-time faculty to assess the candidate's professional skills. Interview questions and teaching demonstrations are created to align with the job announcement, job requirements and the mission of the college as it pertains to faculty's ability to work in diverse environments. Participation in the development of program reviews and the assessment of institutional

and student learning outcomes is an expectation and requirement of full-time faculty, which is explicitly stated in job announcements for full-time faculty positions. (III.A.2)

The District utilizes the State Chancellor's Office Minimum Qualifications Handbook for Faculty and Administrators, as well as a rubric developed by the Aspen Institute, which provides criteria and guidance in the hiring of administrators. The team confirmed that the college's hiring practices are clearly defined and candidates' qualifications are vetted through Human Resources and the Board of Trustees in both meeting the minimum qualifications and through reference checks.

The team found that the college consistently assesses administrators' performance through its evaluation process and uses this process to provide an opportunity for administrators to self-identify professional development needs to ensure continued and improved job performance. Professional development opportunities are provided monthly, administrators are encouraged to be involved in professional organizations and are members of at least one statewide organization. (III.A.3)

All faculty and administrators' degrees are verified as being from an accredited institution by the Office of Human Resources using the database of U.S. accredited institutions. The college and District follow the procedure for determining Minimum Qualifications and Equivalency and candidates with degrees from a foreign institution are evaluated by institutions in the United States. The District provides applicants with a list of institutions that will evaluate foreign degrees. (III.A.4)

There are stated timelines for the evaluation of all employee groups that assess performance of assigned duties and participation in institutional responsibilities and activities. The criteria for evaluations are written and are consistent with the negotiated contracts and Board Policy requiring evaluation tools for each employee category. However, the team found no evidence to substantiate that all personnel evaluations are completed systematically and at stated intervals as identified in District policies. The team did review evidence, including a report documenting evaluations from the academic year 2017-2018. This evidence demonstrated a significant number of evaluations were not completed and were past due for 58% of full-time faculty, 52% of part-time faculty, and 50% of classified staff. The administrators/managers category was the only one that had 100% of the evaluations completed during the 2017-18 year.

The college's evaluation processes in regard to academic administrators and classified supervisors includes a 360 Degree process with a focus on professional growth and development. In 2015-16, a Faculty Evaluation Task Force was charged with revising the faculty evaluation forms, including the addition of a focus on professional development and continuous improvement. In addition to the new form, a self-reflection component was added to further support focused development needs/opportunities. (III.A.5)

The college maintains a sufficient number of qualified faculty to achieve its institutional mission and purposes. The college reported in 2017 that it employs 35 full time faculty, 154 part-time faculty, and 22 classified staff. The college follows a systematic process for determining faculty needs that includes program reviews, clear criteria for position requests and prioritization of those requests based upon an established rubric. While budget restraints have prevented new full-time faculty hires for the past three years, the college has used an Auto Refill process that evaluates whether the vacant position warrants reprioritization to meet current needs. (III.A.7)

Policies and processes for the hiring and evaluation of part-time faculty are clearly established and part-time faculty are invited to participate in a variety of professional development activities and trainings throughout the academic year. Materials such as the Part-time Faculty Guide and Part-time Handbook provide extensive information on college policies as well as practical information for teaching at the College.

Part-time faculty have a FLEX obligation based upon their teaching load which can be satisfied through participation at Professional Development activities, attendance at Division and Department meetings and by creating and leading Professional Development workshops. The evidence demonstrated that as a routine practice, Flex workshops are provided at the Lake County Campus site giving faculty at that location access to professional development opportunities without having to travel to the main campus location. During convocation week, part-time faculty are invited to participate in campus tours, dinner, orientations, break out meetings and trainings, and presentations from representatives from college committees and programs.

The team found that part-time faculty members are invited and involved as representatives for their constituent group on governance committees, such as Academic Senate (which has two part-time representatives, one from Lake County Campus and the other from the main campus) and College Council thus enabling part-time faculty to be engaged in key academic processes. While not required, part-time faculty are encouraged to participate in planning activities such as program review, curriculum development and SLO development. When part-time faculty do participate in these activities and serve on governance committees such as the Academic Senate, they are compensated for their work.

The team is impressed with the level of integration of part-time faculty that the college encourages and supports through not only professional development trainings and workshops but also by being given opportunities to serve on governance committees and develop curriculum and SLOs with compensation. The college enables part-time faculty in disciplines with no full-time faculty to develop curriculum by partnering them with a full-time faculty to guide and support them through the process. This partnering relationship is of benefit to not only the college and the part-time faculty but to the students as well. An example of this is a part-time faculty in Communication Studies who is working with the College's Student Government group in providing training on how to run meetings, understanding Robert's Rules of Order, and communication techniques. (III.A.8)

The college's formal staffing plan was developed in 2008 and was to cover a period of six years. However, budget shortfalls impacted the execution of that plan with many hiring decisions being delayed as a result. The college did respond to budget shortfalls by using new funding streams from the State, such as the Student Success and Support, Student Equity, Strong Workforce programs as well as other categorical and/or grant monies to increase staff in areas that support the college's educational mission.

The college has recently started developing and using an Integrated Management Plan, and via The Staffing Task Force, is discussing how in spring 2019, they will review and prioritize requests for positions in both the Classified and Administrative areas. The college's hiring process follows Human Resources policies to ensure that all staff meet the minimum qualifications for their positions. (III.A.9)

The college has eleven administrative positions, consisting of the President, Executive Vice President of Academic and Student Services, five deans, including a campus executive dean and four

programmatic or operations directors. The college follows staffing planning protocols for the hiring of academic and classified administrators whose minimum qualifications are assessed using criteria mandated by the State Chancellor's Office and applicable Board Policies. Recently, the College began utilizing the Aspen Institute criteria in its recruitment and selection process for administrative hires.

The College uses the established unit planning processes as well as recommendations associated with administrative redesign to inform changes and additions to the College's administrative staff. Evidence provided showed the College conducts an analysis of FTES shifts and the growth of programs and services as key factors in administrative hiring and restructuring decisions. For example, the College's analysis of CTE program growth associated with the realignment of Lake County Campus from Yuba to Woodland Community College led to the establishment of an administrative position to oversee these programs. (III.A.10)

The team found that the College consistently and equitably administers written personnel policies that follow state and federal laws. The team confirmed that the College's policies and plans are published in their Human Resources Manual and in Board Policies and Administrative Procedures. Additionally, they are also located on the District's website. (III.A.11)

The team found evidence demonstrating that the College provides a variety of programs and services to support its diverse personnel. The College's Diversity Committee, as well as the Ethnic Studies Department, have sponsored on-campus events for students, faculty and staff that promote awareness, education and celebration of diverse cultural groups. Professional development offerings include workshops and events that celebrate diverse cultures. The District holds monthly trainings for all managers to enable them to implement and support programs and practices for their diverse personnel.

The College regularly assesses its record in employment equity and diversity consistent with its mission. Using the Chancellor's Office Faculty and Staff Demographic Report from 2008 as a starting point the college continues to review its progress in diversifying its faculty and staff. The District Human Resource Office has developed an Equal Employment Opportunity Plan covering 2018-2021 which contains data on Faculty and Staff Demographics covering the years from 2014 through 2017.

The college, in an effort to increase diversity in its hiring pools, has made concerted efforts to place job announcements in venues that subscribe to minority applicants, list bilingual abilities as a desired qualification in relevant positions, fund EEO training and support the college's recruitment efforts through increased job postings, participation at job fairs and internal trainings for managers around hiring issues. Through events, trainings, services and policies such as the College Student Equity and the EEO Plan, equity is a principle that guides the college in its practices. (III.A.12)

Administrative policy 3050 contains the ethical expectations of all employees in the District. The professional ethics policies for the Board of Trustees can be found in several documents, namely Board Policies 2710 and 2715. These policies are linked to the Board of Trustees Values statement, provided in evidence and found on the District website.

A Conflict of Interest statement, stemming from BP 2710, can be found in evidence that includes a policy statement that requires the signature of the Board of Trustee members. In addition, the standards of ethical conduct for all managers are covered in the Management Handbook. Ethical responsibilities and conduct for faculty in the district are found in the Academic Employee Handbook, which also

contains an explanation of the consequences for violations of the policies governing ethical behavior and professional conduct. (III.A.13)

The college provides professional development opportunities for all of its employees through the Professional Development Committee. The Professional Development and FLEX Committee, in concert with the College Administration and Academic Senate, organizes and puts on training sessions for all employees during the College's annual Convocation Day. In addition, the committee schedules a range of activities, workshops and trainings throughout the academic year to provide all employees with professional development opportunities, such as Mental Health First Aid for Adults and Canvas Training for Counselors.

The Professional Development Committee evaluates the professional development trainings and activities that are held by surveying participants. Assessment of the effectiveness of presentations and solicitation of recommendations for future training topics allows the committee to meet the needs of the different employee groups, as evidenced in the minutes from a Professional Development Committee meeting provided.

In addition to flex activities and trainings, the college supports professional development through budget allocations for travel to and attendance at conferences and workshops. This includes part-time faculty as reported by the Academic Senate President who funded one of the part-time Senate representatives to attend a conference and report back to the Senate. (III.A.14)

The District Human Resources Office keeps the personnel records of employees and has protocols and procedures established for the security of and access to these records. All personnel files are kept in a locked cabinet inside a locked and secure room, and the Office of Human Resources follows an established check out procedure, that includes a written log, for reviewing personnel files. Employees handling confidential materials are given training during their onboarding orientation and sign a confidentiality agreement.

In addition, general personnel employment information that is stored digitally is also secured by providing each employee with a confidential login through the College's WebAdvisor portal that provides secure access to his/her employment information online. The District's Information and Technology Services has ensured the security of digital records by implementing safety measures such as password authentication, monitoring, auditing, and encryption. This security protocol was verified in an interview with the District IT staff.

The written policy pertaining to the securing of personnel records is found in the collective bargaining agreements for the various employee groups and the college complies with all relevant laws and policies regarding the maintaining and securing of confidential personnel records. Administrative Procedure 7145 provides for the confidentiality and security of personnel records. (III.A.15)

**Conclusion:**

The College meets the Standard except for III.A.5.

**See College Commendation 1**

**District Recommendation 1 (Compliance)**

In order to meet the standard, the District should follow its evaluation policies and procedures to consistently evaluate all personnel systematically and at stated intervals. Actions following evaluations should be formal, timely, and documented (III.A.5)

## **III.B. Physical Resources**

### **General Observations**

The College's main campus is located on a 120-acre site that was opened in 1990 and accredited in June 2008. The College also operates the Colusa County Campus and the Lake County Campus, the later having been transition to WCC from Yuba Community College in in July 2016. The College follows establish policies and processes to assure it possesses safe and sufficient resources in support of its mission. The Educational Master Plan (EMP), Facilities Master Plan (FMP), and Program Review, serve as the foundation for ensuring the College effectively utilizes its physical resources to support programs and services that achieve its mission. 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. Decisions regarding facilities' long-term use are informed by the EMP and the FMP.

### **Findings and Evidence**

The team found that the College ensures safe and sufficient resources by following regulations, providing training, following established processes, committee recommendations, and institutional plans. The College 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 College Safety Committee to ensure processes and procedures exist and are utilized to identify and eliminate safety and health hazards, and that the College adheres to applicable state, federal, and local health and safety regulations. (III.B.1)

The team confirmed that the College utilizes Program Review and Educational and Facilities Master Planning processes to ensure the effective utilization of physical resources necessary to support programs and services that achieve its mission. 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 President's Cabinet. Following this consultative process, the PIE forwards the recommendation to the College President for final approval. This process ultimately informs resource allocations to support physical resource planning. The State Chancellor's Office also provides guidance regarding prioritizing of physical plant maintenance items and instructional equipment. 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 such as the new Cadaver room in March 2017 and a new greenhouse in April 2017. The College 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)

The team confirmed that the College, in collaboration with the District, plans for and evaluates its

facilities and equipment, taking utilization and other relevant data into account. For example, in order to assess the feasibility and effectiveness of physical resources in supporting instructional programs and services, the College worked closely with the District to complete a FUSION Space Inventory Report in October 2016. Additionally, the District invited Auditors from the California Community College Foundation office to conduct a thorough evaluation of all instructional spaces district-wide, including at the College. This Facilities Conditions Inspection audit was completed in September 2016. Using these data, the College identifies opportunities for enhancing the utilization of its facilities. For example, the College utilizes thermal-mass cooling system technology in order to increase energy efficiency and savings. The College's integration of tutoring and other academic support services into a modality-agnostic "one-stop" Student Success Center serves as another example of its collaborative approach to evaluating and modifying its existing facilities to better meet student's needs. The team confirmed that this same collaborative process led to the creation of the College's innovative Makerspace; an experiential, cross-disciplinary learner-support environment. The Makerspace, moreover, serves as an exemplar of the creative way in which the College utilizes its facilities to achieve its mission. (III.B.3)

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. Decisions regarding facilities' long-term use are informed by the EMP and the FMP. 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. 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. 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. (III.B.4)

### **Conclusions**

The College meets the Standard.

**See College Commendation 2**

## **III.C. Technology Resources**

### **General Observations**

The College provides appropriate technology services, support and infrastructure, and processes are in place to adequately serve a very wide geographic area comprised of students from disparate socio-economic backgrounds, many of whom do not have access to a computer or reliable internet service. The College offers computers access, technology support, support services such as counseling and tutoring at each of its three campuses. The college has comprehensive policies and processes to identify the technology-related service, support and equipment needs of College faculty, staff, administration, and students.

### **Findings and Evidence**

The team found that the College technology services and associated processes are appropriate and adequate to support the collective efforts of the College to achieve its mission. The College, for example, utilizes its existing integrated planning processes to assess and identify needed technology resources. Evidence demonstrates that the College's Planning and Institutional Effectiveness



Committee (PIE) rates technology requests in collaboration with the College Council, Academic Senate and President's Cabinet before sending them to the President for approval. Prioritized needs at the College also informs what the team found to be a thorough and comprehensive District Technology Master Plan.

The team reviewed evidence that demonstrates that the District provides adequate technology service and support to the College and its students. For example, the District recently implemented a tracking system for service calls. A review of the logs confirmed that District IT is responsive to College and needs at all three locations. The team also confirmed that the District and the College, via the recently re-established District Technology Committee and College Distance Education Committee, have placed an intentional focus and have made significant progress in strengthening online course offerings and support.

The College, moreover, has made significant instructional-technology related investments in order to strengthen its distance education programming, including the hiring of an instructional design expert in 2018 and the adoption of Proctorio and Cranium Café—two student-facing technology applications that support online proctored testing and counseling, respectively. The team also confirmed that the College provides a variety of other face-to-face and online technology services, including reserved and open computer labs, the provision of computer stations within various program areas (e.g., TRiO), and laptops for when the open computer lab is full. In addition, a Zoom video station in the tutoring center enables students to meet remotely with a tutor at one of the other campuses when tutors at their home campus are unavailable. Further, the majority of College classrooms are technology-enhanced.

Lastly, as part of its continually efforts to support and where applicable, enhance its technology infrastructure the College pursued and was recently awarded a USDA Distance Learning and Telemedicine grant. This innovative, three-year grant will ultimately link College instructors and classes on any of the campuses to high schools in very remote area with interactive (two-way) video and audio. The team applauds the IT staff for working with the faculty, the DE Committee, and the instructional design staff member to quickly solve the many problems that arise when pushing new and cutting-edge technology into rural areas that have much lower technological infrastructure. (III.C.1)

The District and College have created a thorough plan for updating and replacing technology to ensure that the technological infrastructure quality and capacity are adequate to support the College's mission. The New Technology Master Plan has specific provisions for updating and replacing technology. All College personnel can make requests for additional technology resources in the program review process. The team confirmed through a review of PIE equipment recommendations and interviews with the district CTO and IT techs that technology requests are prioritizes via established and documented governance processes.

The team found evidence to confirm that the College continually updates and replaces appropriate aspects of its technology infrastructure. The College, for example, is currently upgrading its network connection to 10GB at the main campus and 1GB at its two outreach campuses, with plans for further enhancements in order to support future technology solutions that will require greater bandwidth. It also recently installed new wireless access points at all three campuses to improve wireless coverage, and adopted a virtual desktop infrastructure solution to reduce desktop refresh costs and improve overall network security.

The team confirmed that the District Technology Master Plan and Service Level Agreement Draft clearly describe repair, replacement and upgrade cycles for the College. The district has implemented standard computer security protocols. In addition, new firewalls were installed across the district network and all classroom computers have Symantec Antivirus. Deep Freeze software is also installed so that every time a student computer is restarted, the system software returns to its original state. The District has a Data Center and backup Emergency Data Center located at the College's main campus. This hardware has very robust capacity and easily meets the data and storage needs of the district. Daily backups of all district data on these highly secure locations ensures that the core set of data and telecommunications services are reliably available at sites. (III.C.2, III.C.3)

The team confirmed that faculty, staff, students and administrators are provided adequate support in the use of the College's technology systems. The team reviewed evidence that demonstrates the College provides its employees with a variety of technology-related professional development opportunities and supports their participation in online and face-to-face technology-related conferences. As mentioned previously, in 2018, the College hired a faculty instructional designer to train and support all faculty in various areas of instructional technology. As a result, the College has significantly expanded the breadth and depth of instructional-technology support and training for faculty, staff, and students. For example, through an increase in focused training, almost all full-time faculty members have received Canvas training. Through these and other related efforts, the College has also published Distance Education Handbook which contains clear expectations and standards for faculty teaching online courses. In addition, faculty have access to a suite of web-based resources and receive ongoing individual support as needed. The team also found evidence to demonstrate that through local and district IT personnel and through the available help-desk infrastructure, faculty, staff and administrators receive technology assistance and support on a consistent basis.

Students have access to an extensive series of workshops offered by the Student Success Center and Library, many of these focused the use of technology. These workshops are advertised on the college website and on large flat screen displays throughout the campus. In the last academic year more than 1,000 students participated in workshops. In the current semester (fall 2018), over 260 students have participated in workshops. The team found that students enrolled in distance education courses have the opportunity to work through well-designed modules created in Canvas to help them succeed in the online environment. (III.C.4)

The District has documented standards regarding computer and network usage, email, Distance Education for all faculty, staff, and administrators. Section 9 of the Student Code of Conduct also defines appropriate student use of college technological resources. (III.C.5)

## **Conclusions**

The College meets the Standard.

## **III.D. Financial Resources**

### **General Observations**

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. The College and District ensure that information about its finances are widely disseminated on the District websites, through its Colleague system and at annual Convocations. 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. Well established District 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. Fiscal services staff provide oversight to ensure internal controls are in place and being followed, as well as monitoring expenditures for appropriateness and budget. External audits review both financial and internal controls and procedures to ensure that the College complies with all requirements.

The College has sufficient cash flow and reserves to maintain fiscal stability without the need for a Tax Revenue Anticipation Note (TRAN). Risk Management is realized through a self-insurance model for health and welfare benefits. The College & District financial resources provide a reasonable expectation of both short-term and long-term financial solvency. 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 College and 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.

### **Findings and Evidence**

College policies, 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. The team reviewed evidence that demonstrates the District and the College provide sufficient support and sustainability for learning programs and services. Resource allocation at the college level is undergirded by program review. Budget and program planning ensure spending is in alignment with approved program plans. Participatory governance processes, led by the Planning and Institutional Effectiveness (PIE) Committee, ensure financial integrity to support student programs and improve institutional effectiveness. 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. The team found that the institution has policies and procedures to ensure sound financial practices and financial stability. (III.D.1)

The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The team confirmed that financial planning is reflected in program review and the EMP goals and action plans, which are consistent with the District's integrated planning framework. Additionally, it was verified that the College and District ensure that information about its finances are widely disseminated on the District websites, through its Colleague system and at annual Convocations.

The District has maintained an unrestricted general fund reserve over the Board Policy minimum of eight percent for the last five years and has maintained an average reserve of over 13 percent for the last four years. For FY 2016-17 the Board of Trustees adopted a budget with a six percent operating reserve, a 10 percent reserve for Retiree Health Benefits, and a contingency reserve of over one percent. (III.D.2)

Fiscal Services has established clear guidelines and processes in Fiscal Management. The team found evidence that demonstrates that the College's 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. 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 annual planning processes that include requests for budgetary appropriations. The College's Executive Support Team and Administrative Support Team ensures that critical information such as budgets, changes to board policies/administrative procedures related to budgets are disseminated throughout the College. This is an exemplary practice and example of empowering classified staff to assume responsibility for critical aspects of the budget process. (III.D.3)

### **Fiscal Responsibility and Stability**

The team confirmed that the College submits a budget to District Services reflecting program and service development. The evidence showed that College and District budgets culminate in a projected tentative budget that is presented for review and approval to the Board of Trustees in June. 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. 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. Other resource and partnership initiatives include a General Obligation Bond reauthorization, state and federal grants, College Foundation projects, Adult Education Block Grant, Stream Grant, and Perkins Grants. Institutional planning reflects a 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 District Integrated Planning Processes 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)

The team found that the District Chief Business Officer, along with external auditors, regularly evaluates the College's financial management practices and uses the results to improve internal control systems. 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. The District Fiscal Services Office provides an overview of the annual audit to the Board of Trustees. 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. External audits of the District 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 (Annual audits include all funds of the District and are conducted by an independent certified public accounting firm BP 6400 Audits). 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. The District makes timely and comprehensive responses to external audit findings which are communicated through annual audit reports and other appropriate media. 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, District Fiscal Services recently reviewed and improved CalCard procedures. 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 2017 audit compliance reports (III.D.5, III.D.6, III.D.7, III.D.8)

The College has sufficient cash flow and reserves to maintain fiscal stability without the need for a Tax Revenue Anticipation Note (TRAN). Risk Management is realized through a self-insurance model for health and welfare benefits. The District is a member of the Statewide Association of Community Colleges (SWACC), which is property and liability Joint Powers Authority. 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 five percent reserve requirements as mandated by the State of California (III.D.9)

Well established District 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. Fiscal services staff provide oversight to ensure internal controls are in place and being followed, as well as monitoring expenditures for appropriateness and budget. External audits review both financial and internal controls and procedures to ensure that the College complies with all requirements. Any findings are addressed and corrected with the goal to eliminate future audit findings. Monthly reporting to the Board of Trustees keep the Board informed. (III.D.10)

## **Liabilities**

The College & District financial resources provide a reasonable expectation of both short-term and long-term financial solvency. The district's working capital helps determine 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 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). For example, beginning Fiscal Year 2016-17, the Board approved a one percent 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. Future District obligations are addressed in Board Policy 6301, codifying short and long-term debt policy. 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 recent successful Measure Q reauthorization is evidence

of this long-term debt strategy. The reauthorization addresses short and long-term District Facilities Master Plan objectives. (III.D.11)

The College 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. Future District obligations are addressed in Board Policy 6301, codifying institutional long-term debt policy. 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. A Retirement Board of Authority was established in 2014 to address the District's future obligations for retiree health costs. 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 postemployment benefits. (III.D.12)

On an annual basis, the District assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. For example, 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. 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.13)

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 College managers with monitoring, reporting, and invoicing. The external audit provides the District assurance that expenditures are subject to internal controls and compliance. 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. 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. 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)

The College currently does not offer student loans. 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. 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. The College's 2014 cohort default rate was 24.3 percent, while current federal guidelines require

a default rate under 30 percent. (III.D.15)

The College and the District have 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. 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. All agreements, regardless of amount, are submitted to the Board of Trustees on a monthly basis for ratification. The College president has 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. 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)

### **Conclusions**

The College meets the Standard.

### **College Commendation 3**

The team commends the College for empowering its classified staff to take initiative for improving institutional practices, programs, and services. This is evidenced by the Executive and Administrative Support Teams disseminating critical information (e.g., budgets, changes to board policies and administrative procedures) and facilitating the identification and modification of board policies and administrative procedures. (III.D.3, IV.A.1)

# Leadership and Governance

## IV.A. Decision-Making Roles & Processes

### General Observations

The College has policies and practices that recognize, encourage, and align the expertise of the faculty, staff and administrators to participate in leadership with the goal of promoting student success and program completion. Roles of each of these groups are clearly defined and the decision-making process for the College is clearly articulated.

### Findings and Evidence

The team found that the college encourages innovation to improve practices and achieve institutional excellence. For example, College administrators in collaboration with the Academic Senate led efforts to evaluate and implement significant improvements to the College governance systems aimed at improved effectiveness and efficiency. Through interviews, the team also found that classified staff were able to recommend modifications to board policies and administrative procedures based on best practices and, in turn, improve efficiency in the approval process of marketing materials. Additionally, the development of the aforementioned Makerspace represents a faculty member's vision for enhancing the student learning support experience, that the College supported through external funding. Program review and participatory governance processes are the main channels for staff and faculty to bring forth ideas for improvement. (IV.A.1)

Through the Operating Agreements codified in the Organizational and Governance Guide, the College ensures each governance group has a formally defined operating agreement to clarify the role, purpose and membership composition of the group. This is an exemplary practice, lending clarity to the matters for which committees serve. The team verified that the College Council, the preeminent consultative group to the President/CEO, is well represented by all constituencies, including students, full- and part-time faculty, classified staff, and administrators. The institution has established provisions to ensure College Council has representation from all three campus locations by allocating specific number of seats to faculty and staff from Lake and Colusa campuses. Furthermore, Lake and Colusa campuses have their own site councils that provide a channel for staff and faculty to participate and provide formal feedback. Through interviews with classified staff and students from all campus locations, the team was impressed by the intentionality of the College administrators to provide ample opportunities to inform and engage those located at Lake and Colusa. (IV.A.2)

Through review of meeting minutes and the Organizational and Governance Guide, and interviews with members of the College Council and PIE Committee, the team confirmed that administrators and faculty have a clearly defined role in providing substantive feedback in regards to establishing, reviewing and revising College policies, objectives, planning, and budgeting. The two main governance groups are co-chaired by faculty and administrators. According to functional areas of responsibilities, the College Council is chaired by the President/CEO and a faculty co-chair, and the PIE Committee is co-chaired by Academic Senate president and the Vice-President of Academic and Student Services. (IV.A.3)



Board Policy 2510 provides provisions for faculty and administrators to advise the District Board with regard to curriculum, programs, student preparation and success. The Curriculum Committee is the primary entity that makes recommendations about the College's educational programs and curricula to Academic Senate. The committee consists of academic administrators, faculty and counselors from various academic disciplines of the College. The Student Success Committee, also a subcommittee of the Academic Senate, with faculty, administrator and staff representation, makes recommendations to the Academic Senate regarding matters of student services and programs related to enrollment, course completion, retention, student equity, and basic skills. (IV.A.4)

Board policy, as well as District and College documents demonstrate that the College includes perspectives from all constituency groups. Through the Organizational and Governance Guide, the college has clearly defined each constituency group and their role on each College Council and committee. The established decision-making model allows for timely inclusion of perspectives from the three campuses and timely action on institutional planning, governance, and resource allocation. An exemplary practice is the realignment of Lake County Campus from Yuba College to WCC. The College should be commended for adapting its governance process (and overcoming the geographical challenges) to include the unique perspectives and needs of LCC. (IV.A.5)

The college demonstrates through a variety of approaches that decision-making processes and resulting decisions are regularly communicated through emails, in-person events, web-based archives, and published agendas and minutes of public meetings. In reviewing documents published on the College's public website, the team encountered several pages with either outdated or missing information. It would be prudent for the College to conduct a thorough review of its websites related to accreditation and council meeting agendas and minutes, and ensure most recent information are publicly accessible. (IV.A.6)

The team recognizes that the College engages in regular assessment and review of its governance structure and effectiveness. The redesign of the governance structure has been a standing item on the College Council's agenda in recent years. One of the outcomes of the redesign discussion led to the creation of PIE Committee in spring 2018. Through interviews with college administrators and participatory governance committee members, in addition to a review of meeting minutes, the team learned that the College has recently instituted a formal evaluation process for its governance committees. The team received evidence that the college collected feedback on the effectiveness of its committees and governance structure in April 2018 and shared the results in governance meetings in September and October. (IV.A.7)

## **Conclusion**

The College meets the Standard.

## **See College Commendation 3**

## **College Commendation 4**

The team commends the College for effectively engaging, considering, and incorporating new perspectives, programs, curriculum, community interests, and existing structures into the College as part of the transition of the Lake County Campus from Yuba to Woodland Community College. (IV.A.5, IV.B.3)

## **IV.B. Chief Executive Officer**

### **General Observations**

The CEO/President is actively engaged in the institution and is providing leadership in budgeting, organizational structure, and planning, as well as in selecting and developing personnel and assessing institutional effectiveness. The College president reports to the Chancellor and is held accountable for leadership, planning, and management of the College.

The team found evidence of the president having led campus wide discussions on critical issues in regard to both governance, data-informed decision-making, and fiscal matters. Early in his tenure, the president facilitated an assessment of the effectiveness of the College's governance, administrative and decision-making structures. As a result, the College redesigned its governance system with the intent of placing a stronger, more intentional emphasis on data-informed dialogue and decision-making. The president has and continues to monitor and re-configure administrative structures toward this same end. As a result, there appears to be a growing sense of trust and enthusiasm under the president's leadership.

### **Findings and Evidence**

The president meets weekly with his executive staff, and he meets with other College and District leadership on a regular basis. The College's primary participatory governance body, College Council, is charged with making recommendations regarding planning, budgeting, and institutional effectiveness directly to the president. This Council receives recommendations from various governance committees, including the Planning and Institutional Effectiveness (PIE) Committee which oversees ongoing and systematic institutional processes and practices.

The president established the Dean of Student Success and Institutional Effectiveness through the reclassification of an existing position. This dean reports directly to the Executive-Vice President, both of whom serve on the President's Cabinet. The president utilizes institutional research to ensure institutional quality, integrity and effectiveness.

In addition, the president has continued to assess and realign/restructure myriad other administrative structures, including the establishment of a new executive dean and director position focused on providing leadership at the outreach campuses. He also established a dean position in support of strengthening and expanding workforce development. The president is also directly involved in the hiring of full-time faculty, and has ensured adequate programming exists in support of professional development for new personnel. (IV.B.1)

The administrative structure is appropriately staffed and organized relative to the purpose, size and complexity of the institution. The senior-level administrative structure is funded via analysis and dialogue with the District Chancellor. (IV.B.2)

The College president utilizes established policies and procedures in providing leadership to institutional improvement efforts. Through existing administrative and governance structures, the president oversees institutional effectiveness efforts, from setting values, goals, performance standards and priorities to establishing, utilizing and evaluating an integrated planning and resource allocation processes that support student achievement and learning. For example, the team found that the president provided leadership in facilitating what is a very complex and involved realignment of the

Lake County Campus from Yuba Community College to WCC. The president has also made a concerted effort to improve communication and transparency through various means, including college-wide emails, publications and open forums (e.g., Pizza with the President). The president also supported efforts to improve College governance, having recognized constraints associated with the previous committee structure and processes and a need to strengthen the connection between annual planning, program review and resource allocation. (IV.B.3)

The job description for the CEO assigns primary responsibility for the accreditation process to the president. In addition to the president's leadership role and his accreditation-related experience, the team found the appropriate delegation of responsibilities are assigned to the Accreditation Liaison Officer and that participation in the accreditation process is appropriately shared across constituencies. (IV.B.4)

The president assumes primary responsibility for ensuring consistent implementation of board policies, statutes and other regulations as well as for budget oversight and management. The president works in concert with members of the President's Cabinet in the day-to-day budget management. The President's authority over and responsibility for the budget process is delineated in Board Policy 7151. (IV.B.5)

The president is engaged and participates effectively in the communities served by the College. For example, the president serves on the local Chamber Board of Directors and Rotary Board of Directors and the Yolo County Community Leadership Group. The President promotes the College throughout the service area via presentations, speeches and articles in local publications. The team also found that the College President is actively engaged in establishing innovative partnerships with local tribal communities and health care providers. (IV.B.6)

### **Conclusion**

The College meets the Standard.

**See College Commendation 4**

## **IV.C. Governing Board**

### **General Observations**

The College has a seven-member elected board and two Student Trustees elected by the students of WCC and Yuba Community College. The Board of Trustees provides effective leadership through a collective understanding of their roles and the constituency they serve. The Board of Trustees has worked cooperatively with the Chancellor and the President to develop clear lines of authority at the college. Board members are active and frequently serve as advisors to other Community College Boards.

### **Findings and Evidence**

The roles and responsibilities of the Board and the college's administrative leadership are codified in Board Policy 2200. The policy identifies primary duties and responsibilities which provide the district with vision and policy direction that define the institutional mission and set prudent, ethical and legal standards for college operations. (IV.C.1)

The Board sets annual goals at its retreats. Its comprehensive self-assessments confirm that the trustees fully support the delegation of authority to the Chancellor. Several BPs and APs outline protocols used to ensure the board acts collectively. Board Policy 2715 clearly states that trustees act as a whole and precludes individual action and/or decision-making in relation to college business. (IV.C.1, IV.C.2)

Board Policy 2431, Chancellor Selections, establishes a search process to fill the position when necessary. This policy was revised in June 2016 and clearly defines the process for selecting the Chancellor. The annual evaluation of the Chancellor is completed following criteria defined by Board Policy 2435. The selection and evaluation of the college President is the responsibility of the Chancellor, per Board Policy 2440. (IV.C.3)

The Board holds regularly scheduled meetings that allow for public comment on general and specific agenda items. A review of Board meeting minutes demonstrates that Board members advocate for the College and are actively engaged in promoting the College to the greater community by focusing on improving educational quality. Board members are active and frequently attend community events as representatives of the district. (IV.C.4)

Board policies are codified in Board Policy 2410. Board minutes and agendas confirm that members of the Board of Trustees adhere to the responsibilities outlined in Board Policy 2200. The responsibilities delineated in Board Policy 2200 establish the Board's role in setting policy with the acknowledgement that it has the ultimate responsibility for educational quality, legal matters, and fiscal health and stability. (IV.C.5)

Board Policies and Administrative Regulations include policies specific to the Governing Board size, duties, responsibilities, structure and operating procedures. All policies and regulations are published in BoardDocs, and accessible to the public through the district's web site under the Board of Trustees page. (IV.C.6)

The Board of Trustees reviews board policies and administrative regulations. This process is outlined in Board Policy 2410. The Board Policy Committee meets regularly to review and approve policies. Minutes from the meeting schedules acknowledges the challenges of reviewing policies in a timely manner. Minutes of the August 2017 meeting include a matrix created to track the status of board policies and the date of last revision. Progress has been made but some BPs and APs have not been reviewed within the five-year cycle. (IV.C.7)

The review of board meeting agendas and minutes, as well as board retreats, reveal that the Board engages in a regular review of key indicators of student outcomes and achievement. These minutes and agendas reflect Board member dialogue around the Key College Outcomes Indicators, Institutional Set Standards, WCC Student Success Scorecard, and Student Equity achievement data. (IV.C.8)

The District governing board has ongoing training and development of Board members as well as orientation for new Trustees. Evidence, as outlined in Board documents, shows that six of the seven board members participated in ongoing training and development including training provided through the Community College League of California and/or the Association of Community College Trustees. (IV.C.9)

The process of the board self-evaluations is delineated in Board Policy 2745. The Board of Trustees conducts its annual self-evaluation during a public session in which they review data results from the preceding year and establish new annual goals. As part of the Board evaluation process the Board helps inform the Board on their adopted focus and outcome measures for the following year. In 2017 the BOT adopted a new self-evaluation mechanism seeking to obtain results that are relevant and not stagnant. (IV.C.10)

The Board is in compliance with establishing a policy on Board member code of ethics and conflict of interest. This is codified in Board Policy 2715, Code of Ethics/Standards of Practice, Board Policy 2717, Personal Use of Public Resources, and in Board Policy 2710, Conflict of Interest. The evidence provides no evidence of any violations of the code of ethics or conflict of interest policy. (IV.C.11)

In alignment with the provisions in Board Policy 2430, the Board delegates responsibility to the president for the execution of policies and procedures as well as day-to-day operational control of the College. The president is held accountable by the Board of Trustees through an annual performance evaluation as outlined in Board Policy 2435. (IV.C.12)

The Board is knowledgeable and engaged in the accreditation process and is regularly informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, Federal regulations, and the College's accredited status. The Board of Trustees receives regular updates on accreditation through Accreditation Newsletters, the College's Accreditation Progress presentations and updates, which are included as part of the Information Reports section of the agenda for each Board meeting. (IV.C.13)

## **Conclusions**

The College meets Standard IV.C. The Board acts appropriately, acts with one voice, and acts according to its established policies. Although many Board Policies and Administrative Provisions have not been reviewed according to an established schedule. In order to increase effectiveness, a long-term plan needs to be established, for the systematic review and revision of all policies and establish a formal process for documenting the review of policies in which no revisions are made.

## **District Recommendation 2 (Improvement)**

In order to improve institutional effectiveness, the team recommends that all board policies are reviewed per the district board policy. (IV.C.7)

## **IV.D. Multi-College Districts or Systems**

### **General Observations**

The College has a seven-member elected board and two Student Trustees elected by the students. The Yuba Community College District (YCCD) is a multi-college district serving the needs of eight counties: Butte, Colusa, Glenn, Lake, Placer, Sutter, Yolo and Yuba. The District is comprised of two colleges, Woodland Community College and Yuba College, and centers in Clear Lake and Sutter Counties as well as outreach operations in Williams and Beale Air Force Base. For academic year 2015-2016, the District served over 13,000 students across the northern Sacramento Valley. The District's chief executive officer is a Chancellor, who is selected by, and reports directly to, its locally elected seven-member board of trustees. The Chancellor selects and evaluates the two college presidents who are responsible for the effective operation of their respective colleges.

### **Findings and Evidence**

The Chancellor communicates expectations for educational excellence and integrity through participation in various faculty, staff, and student events. The Chancellor communicates the expectations of the governing board and its strategic directions and priorities. Clearly defined roles, responsibility, and authority have been established between the college and the District as defined in the board policy and the District Function Map. The Chancellor's District Services Team drafted Service Level Agreements (SLA) intended to delineate operational responsibilities and functions as well as facilitating accountability and institutional effectiveness. (IV.D.1)

The District Chancellor clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges through the District Function Map. The Chancellor ensures support for effective college operations by meeting the presidents individually on a regular basis. The Chancellor holds weekly Executive Cabinet meetings, which include the Presidents, Vice Chancellors, Chief human Resources Officer, Chief Technology Officer, Director of Facilities and Maintenance, the Dean of Institutional Effectiveness and the College Vice-Presidents of Academic and Student Services. The Chancellor meets monthly with DC3 to receive input in matters outside of the 10+1. The DC3 Newsletter provides information about the district and colleges. The Chancellor consistently adheres to the delineation of operational responsibilities. The District provides centralized support, at a level for the College to meet its mission, for human resources, administrative services, and information technology. District Services intends to update the district Handbook and finalize the SLAs in order to improve services. (IV.D.2)

The District has a well-defined and adheres to policy related to budget preparation that outlines the expectations of the Board. As stated in BP 6200 and AP 6200 on budget preparation, the budget must be developed annually. The District and Colleges working together with the academic senate leadership wrote an allocation model that distributes funds according to the purpose and intent of the state. These processes are evaluated and revised, however the college acknowledges that better documentation and communication of this process is needed. (IV.D.3)

In keeping with BP 2440 and AP 7151, the Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated board policies without interference. College presidents have authority that includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short- and long-term planning. The president provides leadership in college-level discussions, ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and manages resources to provide for long-term operation of the college. The Chancellor holds the college presidents accountable through annual evaluation for his/her performance and the operation of the college. (IV.D.4)

The District planning process is integrated and aligned with that of the college. The processes at both the district and college levels include evaluation as a foundation for continuous improvement. Colleges have representatives on the District Leadership Council, who report back to the college through their respective participatory governance structures. (IV.D.5)

There is regular communication between the district and the colleges through councils, committees, websites, newsletters and bulletins, and emails. Meeting agendas and minutes are posted online. Communication between the colleges and the district takes place in Chancellor's cabinet, DCAS, and DC3 meetings. Regular self-evaluations help improve communication with constituent groups. (IV.D.6)

The Chancellor guides the separation of functions between the district and the colleges through the District Function Map that delineates the lines of authority and responsibility. District committees include membership from the colleges in order to inform the respective organizations of the nuances relating to operational standards. The function map identifies the units of the district that directly serve instructional, student services, and functional areas of the colleges by position and the associate employees occupying them. The function map is posted on the district and colleges' websites and guides the lines of connection among faculty, staff, and administrators. The Chancellor ensures regular evaluation of the function map and updates the linkages as appropriate. DCAS and DC3 assess their effectiveness every two years through the use of surveys, followed by discussions about improvement. (IV.D.7)

## **Conclusions**

The College meets the Standard.

## Quality Focus Essay

Woodland Community College's Quality Focus Essay (QFE) focuses on one broad area of development: Distance Education (DE). Within this category, the College aims to decrease opportunity gaps, as well as improve DE infrastructure, professional development, course design, and enrollment. This series of initiatives is broad reaching and ambitious. The college may want to consider prioritizing and structuring its work around DE to focus on clear goals, metrics, and action items. Framing this work utilizing the format provided by the Commission may help: Introduction of Projects; Anticipated Impact on Student Learning and Achievement; Outcome Measures; and Action Plan(s).

The team recommends that the College clearly define baseline metrics for DE and establish long-term expected outcomes for student achievement. Similarly, the college should establish long-term action plans to monitor progress. The college is expected to report to the Commission on QFE progress in four years. Additionally, the team recommends that the College examine disaggregated data to measure progress towards closing opportunity gaps in student achievement. Moreover, the team recommends that the College develop a strong integration of student support services for DE. Finally, the team encourages the College to pursue its plans for collaboration with the District to build out resources to support its DE goals.