WOODLAND
COMMUNITY
COLLEGE

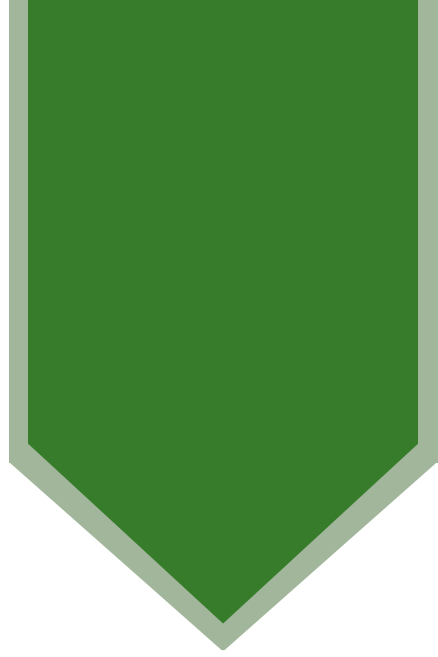# Woodland
Community College

Educational Master Plan
2022-2025

Woodland Community College
Educational Master Plan 2022-2025

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Executive Summary

Woodland Community College Educational Master Plan 2022-2025 establishes the blueprint for the advancement of the College's organizational development and the fulfillment of its mission. Because the crucial measure of success in educational planning is the advancement of student success as well as equitable outcomes, the College organized the EMP development processes and intended outcomes around five guiding questions:

1. Who are the students we serve now and who will our future students be?
2. What are the needs of our current students and what will students' needs be in the future?
3. Do our current delivery systems serve student needs? Will they serve students' future needs?
4. How can we best serve the educational needs of the population in our service area?
5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

Ultimately, the *Woodland Community College Educational Master Plan 2022-2025* provides the overarching superstructure for all College planning, as it aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and helps execute the CCCCO's Call to Action to address systemic racism and discrimination. Moreover, this Educational Master Plan articulates with the six-year planning cycle embedded in the *Yuba Community College District Strategic Plan 2021-2030*, which serves as the "north star" for all planning across institutions, teaching sites, and modalities to "develop an organizational culture that is prepared for the future, and responsive and equitable in serving all students and our communities." Thus, the alignment of the state's, District's, and College's plans provides a cohesive structure for the achievement of critical and comprehensive goals.

The *Woodland Community College Educational Master Plan 2022-2025* is organized into chapters which address:

- the purpose and alignment of the Educational Master Plan (Chapter 1)
- The planning process (Chapter 2)
- The Colleges new Mission, Vision, and Values (Chapter 3)
- Defining features of Woodland Community College and its service area (Chapter 4)
- external and internal environmental conditions, trends, and Implications (Chapter 5)
- the Educational Master Plan's five-year goals and objectives (Chapter 6)
- the implications for technology and facilities planning (Chapter 7)
- and a protocol for the annual implementation and evaluation of the Educational Master Plan (Chapter 8)

The plan Appendix includes supporting documentation of the process and a link to the WCC Educational Master Plan webpage and an archive of key data and information used in the development of this Educational Master Plan.

President's Message

The *Woodland Community College Educational Master Plan 2022-2025* is the result of a year of intensive and introspective dialogue and effective collaboration across the entire WCC community, including students, faculty, classified professionals, administrators, and external partners. We were intentional in reaching out to all three campuses of Woodland Community College, including the Lake County and Colusa County Campuses, for this work. Ultimately, the combined insights and efforts of these stakeholders made this plan the student-centered and equity-infused blueprint for the next three years, which is what the College envisioned as it embarked on this planning journey.

The goals developed for the Educational Master Plan (EMP) align with those of both the Yuba Community College District, the California Community Colleges Chancellor's Office (CCCCO) Vision for Success, and the CCCCO Call to Action. We are proud that this EMP is grounded not only in the significant environmental and trend analyses found in master plans for community colleges, but also in the student voice and student experience. Thus, our planning approach focused intentionally on the needs of the communities and the students we serve, as we strive to support our students in meeting their goals and closing long-standing opportunity and equity gaps. With clear and detailed direction and an implementation protocol to ensure the achievement of our four key institutional goals this EMP serves as a roadmap for our collective work ahead.

While the creation of this EMP marks an important shift in the development of WCC's planning culture and processes, our fundamental commitment to meeting our mission remains the same: *to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.* As we heal from the impacts of the COVID-19 era, we must plan for the future and look ahead. During this EMP cycle, the Woodland Campus will open a new Performing Arts and Culinary Services Building and expand the visual, culinary, and performing arts academic portfolios. The College is also planning to launch a competitive soccer program and build the first phase of a long-awaited athletics facility.

While the *Woodland Community College Educational Master Plan 2022-2025* is the product of college-wide contributions, I want to acknowledge my deep appreciation to the members of the Educational Master Plan Preplanning team and the Educational Master Plan Working Group, whose names are listed in the appendix as well as several individuals for their leadership, coordination, and contributions to the development of the document. This EMP could not have been achieved without their time, talents, and dedicated efforts.

This EMP represents our College's collective and authentic commitment to student success, community engagement, institutional accountability, equity, and social justice. I welcome all students, faculty, support staff, administrators, and the WCC community to engage with the opportunities represented in this Educational Master Plan and join with us as we fulfill our mission and vision over the next three years.

Onward,

Dr. Art Pimentel, President
Woodland Community College

Chapter 1

Purpose of the Educational Master Plan and Plan Alignment

Woodland Community College Educational Master Plan 2022-2025 functions as the blueprint for the advancement of the College's organizational development and the fulfillment of its mission. Because the crucial measure of success in educational planning is the advancement of student success as well as equitable outcomes, Woodland Community College intentionally established a student-centered approach to guide its planning processes and outcomes. Accordingly, the College focused its efforts around five guiding questions, which serve as the foundation for this Educational Master Plan:

1. Who are the students we serve now and who will be our future students?
2. What are the needs of our current students and what will students' needs be in the future?
3. Do our current delivery systems serve students' needs? Will they serve students' future needs?
4. How can we best serve the educational needs of the population in our service area?
5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

Consequently, these fundamental questions shaped the College's planning process and informed this plan's goals and objectives, which focus intently on significantly improving success and ensuring equitable access and outcomes for all students.

Fundamentally, the *Woodland Community College Educational Master Plan 2022-2025* provides the overarching superstructure for all College planning, which aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and executes the CCCCO's Call to Action to address systemic racism and discrimination.

Vision for Success

Of paramount importance to this plan's structure is the California Community College Chancellor's Office (CCCCO) Vision for Success, which is the plan to erase outcomes gaps, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. The Vision for Success addresses community colleges' most serious challenges: low program and transfer completion rates; the excessive time it takes students to complete programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates and result in significant achievement gaps and regional inequities. The goals identified in the Vision for Success are to:

annually increase by at least 20 percent the number of California Community College (CCC) students who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

increase by 35 percent the number of CCC students transferring annually to a UC or CSU

decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

increase the percentage of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure

reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years

reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years

Guided Pathways

Guided Pathways encompass a comprehensive and strategic approach to piloting students from connection through completion and changing how students enter programs of study and progress to their goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

Pillar 1 create clear curricular pathways to employment and further education;

Pillar 2 help students choose and enter their pathway;

Pillar 3 help students stay on their path; and,

Pillar 4 ensure that learning is occurring with intentional outcomes.

In practical terms, Guided Pathways are clear curricular roadmaps of coursework required to earn a degree or certificate, including General Education, as well as courses within a major. Together, both the Vision for Success goals and Guided Pathways provide the College with an overarching master planning framework to direct its goals and objectives, organize its plan implementation actions, and help inform the allocation of critical resources.

Call to Action

In June 2020, the CCCCO challenged community colleges in a "Call to Action" letter to urgently respond to and address systemic racism, which included, among a host of reforms, calls for colleges to provide opportunities for dialogue and reviews of campus climate, audit classroom climate, and create inclusive classrooms and anti-racism curriculum. Thus, a key component of the planning process included an initial assessment of WCC's institutional climate, which offered a critical opportunity to firmly embed diversity, equity, inclusion, and anti-racism goals and strategies into this three-year plan.

Importantly, the *Woodland Community College Educational Master Plan 2022-2025* articulates with the six-year planning cycle embedded in the *Yuba Community College District Strategic Plan 2021-2030*, which serves as the "north star" for all planning across institutions, teaching sites, and modalities to "develop an organizational culture that is prepared for the future, and responsive and equitable in serving all students and our communities." Ultimately, the alignment of the state's, District's, and College's plans provides a cohesive structure for the achievement of critical and comprehensive goals. Figure 1 illustrates the integration of the District's and College's planning cycles.

Figure 1   Yuba Community College District Integrated Planning Model
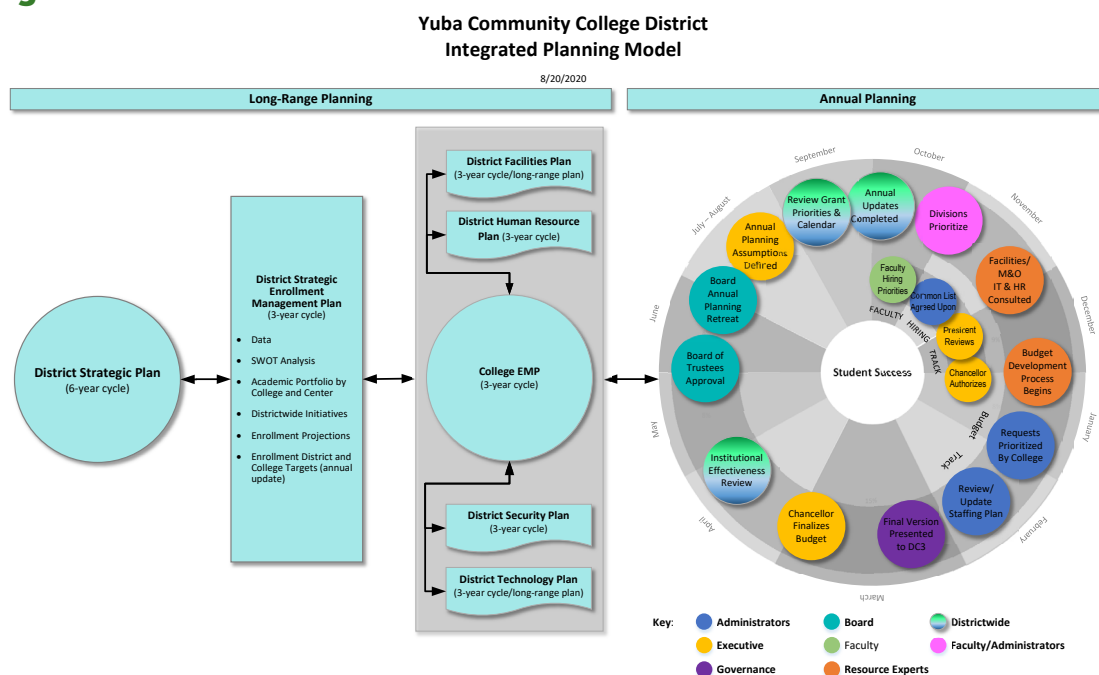
Note: At the time of this EMP's publication an updated version of this Integrated Planning Model was in process. Once approved and adopted, the revised diagram will be incorporated into an update of this document.

In sum, this Educational Master Plan, which developed in the midst of an unprecedented pandemic, will serve to transform Woodland Community College into a more agile institution that responds strategically to challenging socioeconomic conditions, system-wide initiatives, everchanging priorities, and critical matters of diversity, equity, inclusion, and social justice. Thus, the *Woodland Community College Educational Master Plan 2022-2025* positions the College to build upon its successes while intensifying its focus on student success and creating a more agile and resilient institution.

Chapter 2

Planning Process

Six Process Principles

A Preplanning Team charged with organizing and the Educational Master Plan project, with representatives from College stakeholder groups worked in the spring and summer of 2021 to ensure the successfully launch and completion of the EMP planning process. Through this foundational planning process principles, the College adopted a process focused on its commitment to being:

<div align="center">

student-centered   **collaborative**
equity-focused   **transparent**
inclusive   **transformative**

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Six Key Planning Steps

The Six Process Principles, which guided the Educational Master Plan Working Group's progress, were made actionable through Six Key Planning Steps and a timeline that ensured project completion by the spring of 2022.

1. Preplanning [May through June 2021]

Thoughtful organizing of the entire planning process to consider:

- desired outcomes;
- planning approach and plan framework;
- roles and responsibilities;
- alignment with planning cycles;
- resources needed and project budget;
- project communication and outreach strategies;
- data to be used;
- preliminary timeline and key activities; and,
- plan approval process.

2. Launch [August 2021]

Engaging and informing campus stakeholders and initiating the work of the EMP Working Group, which entailed:

- stakeholder engagement on EMP project and input session on mission, vision, values, and Five Guiding EMP Questions (August 2021 WCC Convocation)
- initiating an EMP Project Communications Plan;
- developing a mission, vision, and values stakeholder survey; and,
- reviewing existing data and completing a data gap analysis.

3. Investigate [September through December 2021]

Conducting an inquiry around the Five Guiding Educational Master Plan Questions to collect information:

- reviewing College plans (e.g., Guided Pathways Plan, Student Equity Plan);
- assessing ("closing-the-loop") on the prior EMP to determine goals accomplished, goals pending completion, goals not completed, and continuing relevancy of goals;
- completing external and environmental scans (e.g., regional demographic and socioeconomic data, labor market trends, student demographics and characteristics); and,
- engaging stakeholders (e.g., Town Halls, focus groups, interviews).

4. Analyze [December 2021 through February 2022]

Evaluating the quantitative and qualitative information gathered to identify themes for goal topic areas. Key activities included:

- conducting Town Halls for students, faculty, staff, and administrators to provide additional feedback and input on mission, vision, values, and EMP goals;
- analyzing stakeholder input to identify themes related to mission, vision, values, and areas of focus for the Educational Master Plan; and,
- conducting an initial WCC equity assessment to inform EMP diversity, equity, and inclusion objectives (via focus groups and interviews with employees and Woodland and Lake County campuses conducted by RSS Consulting, LLC).

5. Formulate [February through March 2022]

Using identified themes, create new institutional statements and goals. Specific actions entailed:

- drafting mission, vision, and values statements;
- developing EMP goals and objectives; and,
- devising an implementation protocol, which aligns with existing planning cycles.

6. Complete [March through May 2022]

Preparing and approving new mission, vision, and values statements, and Educational Master Plan manuscript, which required:

- developing a final production schedule for the Mission, Vision, Values, and Educational Master Plan project completion;
- drafting final versions of the mission, vision, and values statements and EMP goals and objectives for stakeholders' review and feedback;
- preparing a draft of the Educational Master Plan for review, input, and endorsement of the EMP Working Group; and,
- vetting and proceeding with governance approvals of the final mission, vision, and values, and Educational Master Plan.

Chapter 3

Mission, Vision, and Values

As part of the master planning process, WCC engaged in a full review of its mission, vision, and values. The assessment of these statements included opportunities for broad campus engagement, input, and dialogue. Key activities included a participatory feedback session at the Fall 2021 College Convocation, a survey of College constituents to gather a range of ideas, and interactive Town Hall sessions open to all students, faculty, staff, and administrators at both the Woodland and Lake County Campuses. The Educational Master Plan Working Group reviewed the themes that emerged from the survey and stakeholder engagement sessions to develop draft statements, which were ultimately endorsed and approved through the College's governance process. These new statements reflect Woodland Community College's deep and authentic commitment to equity, student success, and service to the communities it serves.

Mission

The mission of Woodland Community College is to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.

Vision

Woodland Community College will be the first option in higher education for all members of the communities we serve.

Core Values

Woodland Community College's core values, which are the ethical principles that guide our actions and institutional decision-making, include:

Accountability

taking responsibility for our words and actions, and as stewards of the public trust, efficiently using our resources in the fulfillment of the mission and vision.

Adaptability

continuously anticipating, planning for, and effectively responding to changing conditions.

Community-centeredness

building and nurturing external networks and partnerships to achieve improved outcomes for students and contributing to the vibrancy of the communities we serve.

Equity

achieving parity in student educational outcomes, regardless of race, ethnicities, backgrounds, or identity by ensuring that all students are provided with the tools to support their success.

Excellence

critically reflecting upon performance to strive toward continuous improvement and being open to new opportunities for the advancement of our mission.

Integrity

acting with unwavering honesty, trustworthiness, and openness.

Participatory decision-making

actively and consistently working to promote the full participation of every student and employee and engaging in the sharing of knowledge and skills with the specific intent of achieving our mission and vision.

Respect

honoring the worth and value of each person by recognizing their attributes, skills, backgrounds, and abilities, and treating everyone with courtesy and civility.

Student-centeredness

consistently ensuring that student success informs our decision-making and allocation of resources; advocating and influencing change to the benefit of the students we serve.

Chapter 4
The College and its Service Area

Woodland Community College (WCC), a Hispanic Serving Institution and one of two colleges in the Yuba Community College District, began in 1975 as an outreach center of Yuba College in 1975. However, because of the growing demand for college programs and services in Yolo County grew, by 1981 the California Postsecondary Commission officially designated the outreach site an Educational Center. In 1985, the Yuba Community College District Board of Trustees secured a 120-acre site for permanent facilities which were completed in 1990. In 2008 Woodland Community College was accredited as the second college within the Yuba Community College District.

Today, WCC has two additional instructional sites: the Lake County Campus in Clearlake and the Colusa Center. For many years, the courses were offered at the Lake County Campus, which was an outreach center of Yuba College; but in 2016 a District realignment made the Lake County Campus a Woodland Community College teaching site. Additional facilities at this Campus have been expanded over several decades to include a new student services center, which includes a new library, computer labs, and an array of student services, as well as facilities also for a state-of-the-art kitchen and dining room for the Culinary Arts Program and new instructional spaces for the sciences and Early Childhood Education courses. Today at the Lake County Campus, students can complete two years of pre-transfer work or satisfy their General Education requirements as well as major preparation courses for many degrees (e.g., Accounting, Automotive repair, Business Administration, Chemical Dependency Counseling, Culinary Arts, Early Childhood Education, Income Tax Preparation, Drinking Water/Wastewater, and Welding).

The Colusa County Campus of Woodland Community College, located at 99 Ella Street in Williams, opened in January 2011. Course offerings include a variety of general education transfer classes, English for Speakers of Other Languages (ESOL), and Career Education (CE) programs of study. A variety of student services are also available at the campus, including the College's TRiO programs, which is a federally-funded college opportunity program designed to motivate and support students from disadvantaged backgrounds in their pursuit of a college degree.

With three instructional sites located in three counties (i.e., Colusa, Lake, Yolo), Woodland Community College's service area is both vast and diverse. WCC's students are residents of cities and towns in the region, which include, but are not limited to, Arbuckle, Clearlake, Colusa, Davis, Lakeport, Lower Lake (CDP), Maxwell (CDP), Middletown (CDP), West Sacramento, Williams, Winters, and Woodland. These communities, which are spread over a large geographic area, represent the rich social, ethnic, linguistic, and cultural diversity of the upper Sacramento Valley. While many of these communities have experienced significant population growth over the last decade, others have seen decline, as economic opportunities from outside the area emerged.

Geographic distance, as well as an array of economic, social, and environmental conditions and trends, present challenges for WCC as it strives to meet its mission and vision. However, the diversity within the College's service area represents a key strength for Woodland Community College, as it serves as a synergistic hub for the convergence of varying perspectives, skills, and resources, which will position the College to lead the region into a new era in both higher education and public service. An overview of the key features of the vibrant communities in WCC's service area is featured in the next chapter (External and Internal Environmental Scans: Overview and Implications).

Chapter 5

External and Internal Environmental Scans: Overview and Implications

Approach

The environmental scans conducted for this EMP serve to help Woodland Community College answer its Five Guiding Educational Master Plan questions:

1. Who are the students we serve now and who will be our future students?

2. What are the needs of our current students and what will students' needs be in the future?

3. Do our current delivery systems serve students' needs? Will they serve students' future needs?

4. How can we best serve the educational needs of the population in our service area?

5. What resources (e.g., technology, facilities) and practices will best ensure equitable access and outcomes for our students?

To focus on data that would inform responses to these fundamental questions and direct this plan's goals, the College adopted an inquiry approach centered on:

- using existing District data compilations;
- augmenting District data sets as needed to "tell WCC's data story;"
- examining equity-focused outcomes data; and,
- validating quantitative information with student voices.

The external environmental scan applied a comparative approach for information regarding the three counties served (i.e., Colusa, Lake, Yolo) and the primary service area cities and census designated places: Arbuckle, Clearlake, Colusa, Davis, Lakeport, Lower Lake CDP, Maxwell CDP, Middletown CDP, West Sacramento, Williams, Winters, and Woodland.

Labor market data for the external scan was drawn from the three broad Employment Development Department regions, which include information for the three service area counties:

- North Coast (Del Norte, Humboldt, **Lake**, and Mendocino Counties)
- North Valley (**Colusa**, Glenn, Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, Tehama, and Trinity Counties)
- Sacramento Valley (El Dorado, Placer, Sacramento, and **Yolo** Counties)

Additionally, internal environmental scan data came primarily from the California Community College Chancellor's Office (CCCCO).

The External Environment: Key Highlights of Population Demographics, Income and Poverty, Education, and Labor Market

Population

Growing Population

- WCC Service Area is projected to grow by 1.9% between 2019-2024 (slightly slower than California's rate of 2.5% over the same period).

- A number of cities and CDPs in the service area grew substantially between 2010 and 2020 (e.g., Arbuckle 15%, West Sacramento 11%, Woodland 10%, Clearlake 9%, Williams 8%, Winters 7%, Colusa 7%).
  [*Source*: California Department of Finance, "Demographic and Forecasting Reports E-1."]

Racially, Ethnically, and Linguistically Diverse Communities

- While a light majority of the population identifies as White (52%), many residents are non-white: 31% Hispanic, 10% Asian, 2% Black /African American, 0.9% American Indian/Alaskan Native, 0.3% Native Hawaiian/Pacific Islander.

- WCC's service area mirrors California in terms of foreign-born residents: Colusa County 27%, Yolo County 23%, and Lake County 9% (California 27%). Four service area cities exceed the state's foreign-born percentage rate: Williams 39%, Arbuckle 36%, and Maxwell CDP 31%.

- A comparatively high percentage of residents (age 5 and above) speak a language other than English at home: Colusa County 52%, Yolo County 38%, and Lake County 16%. (Note: California 44%).
  [*Source*: U.S. Census Bureau (2020) 2014-2018 American Community Survey, 5-year estimates]

Relatively Young Population

- Roughly 50% of service area residents are under age 30.

- Between 2019 and 2024 two age groups are expected to increase most substantially 20-29 years (5,496) and 70-79 years (3,196).
  [*Source*: California Department of Finance, "P-2 County Population Projections (2010-2060)]

Comparatively Higher Percentages of Disabled Residents

- A number of communities in the WCC service area have high number of disabled residents compared to California (10%). The cities and CDPs with the highest percentages of disabled inhabitants include Clearlake (23%), Lower Lake CDP (20%), Middletown CDP (18%), Lakeport (15%), Colusa (14%), Woodland (12%), and Maxwell CDP (12%).
  [*Source*: U.S. Census Bureau (2020) 2014-2018 American Community Survey, 5-year estimates]

Substantial Digital Divide

- While the majority of residents in the service area counties have access to computing technology and broadband internet, there remains a significant number of people who are without these resources, which are critical to economic, social, and civic life in the 21st century.

Table 1   Computer and Broadband Access by County

County	2020 Population	Computer	No Computer % (n.)	Broadband	No Broadband (%/no.)
Colusa	22,030	87%	**13% (2,864)**	81%	**19% (4,186)**
Lake	64,005	87%	**13% (8,321)**	77%	**23% (14,721)**
Yolo	221,276	94%	**6% (13,277)**	88%	**12% (26,553)**

Source: US Census Bureau Quick Facts

Majority of Labor Force Commutes Out of Area

- 60% of the area's residents commute outside of the service area for work.

- The longest commutes are experienced by residents of Lower Lake CDP (48 minutes), Winters (35 minutes), Clearlake (33 minutes), and Middletown CDP (31 minutes).
  [*Source*: 2019 American Community Survey 5-Year Estimates]

Income and Poverty

Regional and Demographic Income Inequalities

- Median household income in all three counties is below the California average of $80,440: Yolo County $71,417, Colusa County $59,401, Lake County $47,138

- Median household incomes in all service area cities except Winters are below the California average.

- Poverty disproportionately impacts residents according to gender, age, and ethnicity, as the largest demographics in poverty in all three counties are females across all age groups and either White or Hispanic.
  [*Source*: US Census Bureau 2019 ACS 5-Year Estimates]

Education

### *Declining Birthrates and Aging Population Result in Decreased K-12 Enrollment*

- K-12 enrollments are projected to decrease in many service area districts, which mirrors the pattern across California and the US.

- Between 2020 and 2030, only Lake County schools are likely to see a modest increase in K-12 enrollment of 1.3% while Colusa and Yolo are projected to experience substantial declines in K-12 enrollment (-11% and -5%, respectively).
  [*Source*: California, Department of Finance, California Public K-12 Graded Enrollment Projections by County, 2021 Series. Sacramento, California, June 2021.]

Educational Attainment (2014-2018) varies by Race/Ethnicity

- Overall, across three service area counties (Colusa, Lake, Yolo), 22% percent of WCC service area residents have graduated from high school and 30% of residents have either attended some college or earned an associate degree.

- Substantial percentages of racial/ethnic minority populations (age 25 and above) have less than a high school diploma; however, notable percentages in these same demographic groups have graduated from high school (or earned the equivalent) but have not attended some college or earned an associate degree.
  [*Source*: 2020 American Community Survey]
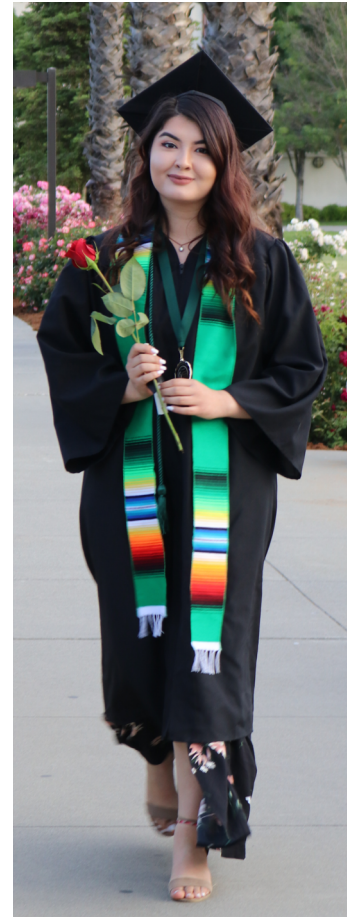
Labor Market

Industry Growth Projection Through 2024

- Government (+3,017 jobs)

- Health care (+2,626 jobs)

- Administrative and support and waste management and remediation services (+694 jobs)

- Manufacturing (+630 jobs)

- Accommodations and food services (+562 jobs)

  [*Source*: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html]

Projections for Living Wage Occupations for middle-skill and above-middle-skill careers, which are correlated to living wages, reflect both challenges and opportunities.

Challenges

- Because WCC intends to provide the communities it serves with instructional programs that lead to living wage job opportunities, the labor market analysis for this EMP focuses on **middle-skill careers**, which require more education than a HS diploma but less than a four-year degree. **Above-middle-skill career** jobs typically require BA/BS degree, so requires students to transfer.

- It is important to note that in the three-county service area the majority of job openings will be **below-middle-skill**, which are predominantly low wage occupations. Specifically, **45%** are **below-middle-skill**, 31% are **middle-skill**, and only 24% are **above-middle-skill**.

- According to the California Enployment Development Department North Region data, the average median hourly wage in 2019 for middle-skill careers was $25.84 per hour and $40.61 per hour for above-middle-skill.

- 2020 living-wage estimates come from the *MIT Living Wage Calculator* applied to the three counties in the service area. Based upon the average median household size of 2.7 for Colusa, Lake, and Yolo Counties, the threshold wage used for this analysis is $23.83 per hour.

  [*Source*: California Community College Chancellor's Office, *Labor Market Profile: A Workforce Needs Assessment for Woodland Community College* , North/Far North Center of Excellence for Labor Market Research (2020); MIT Living Wage Calculator https://livingwage.mit.edu/]

Opportunities - California Department of Education (CDE) Regional Opportunity Occupations:

- The criteria for designating CDE Regional Opportunity Occupations includes:

  – High Demand - more than median annual openings of 52;

  – High wage - median hourly wage $24.24 per hour (notably above the threshold living hourly wage);

  – Highly skilled - may require an industry-recognized credential, certification, or degree to obtain employment;

  – Skill level - middle- or above-middle-skill jobs; typically requiring education and training beyond a high school diploma.

- These examples of occupational opportunities and average hourly wages illustrate just some of the pathways that WCC can explore for possible development of new or re-imagined career education programs:

  – Building and Construction Trades ($25-$38/hour range)

  – Energy, Environment, and Utilities ($29-$31/hour range)

  – Health Science and Medical Technology ($23-$47/hour range)

  – Information and Communication Technologies ($27-$45/hour range)

  – Marketing, Sales, and Services ($25-$59/hour range)

  – Manufacturing and Product Development ($28/hour range)

  – Transportation ($26-$33/hour range)

The Internal Environment: Key Highlights of Student Demographics, Student Characteristics, Student Success Metrics, and the Student Voice

Student Demographics
Five-Year Trends (2016-2017 to 2020-2021)
[*Source*: CCCCO Datamart]

Five-Year Increase in Student Count
- While student count across the District decreased (-7%), WCC saw a 2% increase between 2016-2017 and 2020-2021.Health care (+2,626 jobs)

Substantial Increases in Students Aged 19 and Under and Students Ages 30-34
- The expansion of dual enrollment resulted in a shift toward a younger student population, while students in their early 30s may likely have returned to upgrade job skills or complete degrees for career advancement.

Increasing Racial/Ethnic Diversity
- The White/Non-Hispanic and Hispanic student population decreased (both by -7%).
- WCC saw substantial increases in the percentages of Asian, Filipino, and Multi-ethnic student populations.
- Notably, the most significant decrease by race/ethnicity (-11%) over this period was African American students.

Significant Decline In Number And Percentage Of Male Students
- By 2020-2021, the student population was approximately 65% female and 34% male.

Student Characteristics

Notable Decrease in Credit FTES and Slight Increase in Non-Credit FTES

- Like most California community colleges, WCC has experienced an overall decline in FTES – a trend which began prior to the Covid-19 pandemic that impacted 2020-2021 enrollments. Ultimately, from 2017-2018 to 2020-2021, the College experienced a decrease of -13% in FTES.
- WCC's implementation of AB705 resulted in a modest increase in non-credit FTES.

Moderate Increases in the Enrollment Status of First-Time Students and Special Admit Students

- The White/Non-Hispanic and Hispanic student population decreased (both by -7%).
- WCC saw substantial increases in the percentages of Asian, Filipino, and Multi-ethnic student populations.
- Notably, the most significant decrease by race/ethnicity (-11%) over this period was African American students.

Dramatic Decreases in the Number of Units

- In a pattern that is similar in many community colleges in the state and country, over a five-year period, the number of units students enrolled in each semester has decreased with a majority enrolling in between .1 and 9 units.
- This impacts students' time to educational goal completion, which also carries implications for financial aid eligibility.

Substantial Declines in the Number of Special Population Students

- With a decline in enrollments and FTES, over five years WCC also saw significant decreases in Special Populations, including Disabled Students Programs & Services (-15%) , First Generation (-28%), CARE program (-64%), and Extended Opportunity Programs & Services (-9%).

Student Success Metrics

As Table 2 illustrates, despite the major impact that the Covid-19 had on students, their families, and communities, WCC nonetheless has made significant progress in a number of student success metrics, particularly in critical areas such as course success and the completion of transfer level Math and English in the first year. However, stagnant numbers in other metrics point to areas where WCC must focus additional attention to see more students successfully enroll, persist, and complete their education and career goals.

Table 2   Student Success Metrics, 2015-2016 to 2019-2020

Student Success Metric	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Successful Enrollment	45%	37%	**-8%**	41%
Course Success Rate	71%	75%	4%	73%
Completed Transfer Level Math & English 1st Year	4%	17%	13%	10%
Completed Transfer Level Math 1st Year	8%	22%	14%	12%
Completed Transfer Level English 1st Year	13%	41%	28%	30%
Retained Fall to Spring	64%	60%	-4%	63%
Earned CO Approved Certificate	0.40%	1%	0.60%	2%
Earned Any Assoc Degree	5%	5%	0%	5%
Earned ADT	1%	2%	1%	2%
Attained VFS Definition of Completion	5%	6%	1%	6%
Avg No. of Units all Assoc Degree Earners	79	79	0%	81%
Transferred to Four Year (2015/16 to 2018/19)	346	451	30%	

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

While WCC has made some notable progress in respect to overall student success metrics, as seen in Table 3, the metrics disaggregated by race and ethnicity – a significant predictor of educational outcomes – reveal considerable differences in outcomes among varying student populations over five years. Because the Coronavirus pandemic, which accelerated in the spring of 2020, dramatically impacted enrollment, retention, and success numbers, "Pre-Covid" data for the academic year 2018-2019 is also included in Table 3 for comparative purposes. Notably, when comparing 2018-2019 to 2019-2020 metrics, the data illustrates the disproportionate impact of the pandemic on students of color, especially in terms of successful enrollment and persistence. Furthermore, data on students' transitions (awards, transfer, attainment of the Vision for Success goal) reveals significant improvement for students who identify as Asian, Hispanic, White, and of Two or More races, but little progress in improving these outcomes for American Indian/Alaska Native, Black/African American, Filipino, and Pacific Islander/Hawaiian Native. In sum, this data shows the persistence of opportunity and equity gaps, which the goals and objectives of this Educational Master Plan address.

Table 3   Student Success Metrics Disaggregated by Race/Ethnicity 2015-2016 to 2019-2020

Metric	Ethnicity	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Successful Enrollment (Same CC District)	American Indian/Alaska Native	0%	33%	33%	26%
	Asian	40%	35%	-5%	28%
	Black/African American	29%	39%	10%	26%
	Filipino	20%	36%	-16%	23%
	Hispanic	55%	50%	-5%	53%
	Pacific Islander/ Hawaiian Native	45%	-	*Decrease; Suppressed Data	0%
	White	41%	28%	-13%	37%
	Two or More Races	44%	43%	-1%	42%
Transfer Level Math/ English 1st Year	American Indian/Alaska Native	-	-	NA	-
	Asian	-	30%	+/- 30%	23%
	Black/African American	-	-	NA	-
	Filipino	-	-	NA	-
	Hispanic	4%	18%	14%	11%
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	4%	10%	6%	4%
	Two or More Races	-	-	NA	30%
Retained Fall to Spring (Same College)	American Indian/Alaska Native	-	39%	+/- 39%	67%
	Asian	67%	67%	0%	65%
	Black/African American	56%	54%	-2%	64%
	Filipino	-	63%	+/- 63%	52%
	Hispanic	68%	63%	-5%	66%
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	59%	56%	-3%	58%
	Two or More Races	56%	48%	-8%	51%

Metric	Ethnicity	2015-2016	2019-2020	Change	Pre-Covid 2018-2019
Course Success Rate	American Indian/Alaska Native	82%	66%	-16%	63%
	Asian	78%	84%	6%	85%
	Black/African American	56%	63%	7%	61%
	Filipino	64%	82%	18%	82%
	Hispanic	70%	73%	3%	71%
	Pacific Islander/ Hawaiian Native	68%	77%	9%	66%
	White	74%	78%	4%	76%
	Two or More Races	67%	75%	8%	71%
Transitioned to Post-Secondary or Earned Award: AA, ADT, certificate, or attained VFS definition of success	American Indian/Alaska Native	-	-	NA	-
	Asian	23	57	148%	10
	Black/African American	-	-	NA	-
	Filipino	-	-	NA	-
	Hispanic	402	539	34%	619
	Pacific Islander/ Hawaiian Native	-	-	NA	-
	White	198	244	23%	279
	Two or More Races	10	27	170%	-

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Notes: Dash marks (-) indicate FERPA suppressed data for cohorts smaller than 10. NA indicates data not available due to suppression.

Another key student success metric is the average number of accumulated by all first-time Associate Degree Earners. In 20115-2016, the average number of units accumulated by all Associate Degree earners was 79. Five years later (2019-2020) the average number of units accumulated remained at 79. Considering that most Associate degrees are 60-unit programs, this data indicates that on average WCC students are completing an additional 19 units (or roughly 31% more than required for an Associate degree). For students intending to transfer to four-year colleges and universities the excess units accumulated will impact their future eligibility for financial aid. Moreover, this data also reveals notable disparities in outcomes by race. For example, in 2019-2020 the average number of units for White students was 78 – still far above the 60-unit threshold – but far lower in comparison with Asian students with an average of 91 units among all Associate degree earners. Thus, Asian students' future financial aid eligibility is at significantly greater risk than would be the case for White students. Notably, a number of students who participated in focus groups commented on their frustration with taking courses that would not count toward their degrees and certificates.

The Student Voice

Student focus groups provided the College with a wealth of qualitative evidence about the student experience, which helped WCC understand what students need to enroll, persist, succeed in courses, and complete programs of study – information critical to effectively answering the Five Guiding Educational Master Plan Questions. A summary overview of the participating students and dates for the focus groups can be found in the Appendix.

Focus group inquiry topics included:
- reasons for attending Woodland Community College (current WCC students); reasons why WCC would be a choice for college attendance in the future (current HS students);
- biggest challenges at WCC (current WCC students) or biggest barriers to future attendance (current HS students);
- what students need to be successful at WCC (e.g., enroll, persist, succeed, meet goals); and,
- advice for the College's leaders regarding how to help students be more successful or improve the student experience.

Major Takeaways - Significant Factors Impacting Student Success

WCC Strengths:

- Significant strength for WCC is its demonstrated commitment to doing whatever it takes to help students. Faculty, staff, and administrators at all campuses are credited with truly caring about students in ways that are experienced, or in the words of one student, "not just words, but actions…everyone shows you that they truly care about you."

- Strong relationships with instructors have been a key factor in students persisting and completing their educational plans.

- WCC has a variety of strong instructional programs that students want and excellent support services.

- Parents and family members are very influential in students' decisions to attend.

- The affordability of community college is a major factor in students' and families' enrollment choices.

- Location of the three campuses in neighborhoods where students live aids students' access to programs and services, as attendance does not require long commutes, which is important to time management and affordability given rising fuel prices.

- Small classes and small campuses provide students with more personal attention.

Challenges and Areas for WCC Focused Attention:

- Students appreciate the convenience of technology associated with online classes and processes; however, students in all focus groups expressed a level of digital fatigue and a sense of isolation and disconnection when distance learning or online services is their only option. Technology challenges and barriers also disadvantage some students. In the words of one student, "online classes are impersonal and at the whim of broadband."

- Students expressed their desire to engage in the life of the campus and community by participating in athletic programs, artistic and cultural events, and volunteer opportunities.

- Language barriers, which are often combined with technology hurdles, result in potential students turning away and never enrolling. Several students who work and/or spend considerable time on campus reported that this these are not isolated instances.

- Inconsistency in instructional delivery, particularly in online courses (e.g., where to find information, assignments, due dates, how to navigate the course, out-of-date assignments and/or dates) was reported by a number of students as a significant barrier to their success.

- College policies, procedures, and practices are inconsistent, not communicated effectively, "complex, confusing, and cumbersome."

- Regarding scheduling:

  – WCC needs to take a student-centered approach and "set-up schedules around students' needs." As one student observed, "if the College does this there will be fewer cancellations."

  – Be creative - schedule courses in non-traditional ways (mini-semesters, multi-year schedules combinations of hybrid courses, weekend offerings (combined with online instruction).

- Communication is critical to student success. Three observations that emerged in all student focus groups:

  – students expressed frustration at taking too many courses that did not count toward degrees and want clear, consistent guidance on this critically important issue that impacts their journey and potentially their future financial aid eligibility;

  – students need accurate, timely, and consistently delivered information to guide them through the institution from their first connection with WCC through program completion and transition; and,

  – students want information about the costs of courses and programs and about how programs of study will ultimately prepare them for career opportunities that provide living wages, including skilled trades and short-term skills certificates in high-demand, technology-related occupations.

This information gleaned from WCC's student focus groups helped contextualize the quantitative data in the environmental scans, and ultimately, helped shape the EMP's goals and objectives, which are delineated in Chapter 6.

Environmental Scan Planning Implications and Planning Assumptions

Demographic conditions and trends:

- As the population in a number of service area cities and CDPs continues to increase, WCC has opportunities to increase residents' access to WCC's programs and services.

- Effectively meeting the educational needs of a richly diverse population (e.g., ethnic/racial diversity, age, gender, primary language) will require the College to adopt strategies to re-imagine how it delivers its programs and services to eliminate current barriers to students' access and their completion of educational and career goals.

- The digital divide that exists in all three counties means there are thousands of residents without computer and/or broadband service. To fulfill its mission and vision, WCC will need to consider ways to achieve digital equity for the residents of the communities it serves and adopt an imaginative approach to the delivery of programs and services that are both "high-tech" and "high-touch."

- The comparatively high percentages of residents who have not completed high school or who have some college but no degree indicates a need for enhanced and focused outreach to these populations and changing policies, procedures, and practices that create barriers to access and goal completion.

- Meeting the needs of a diverse and regionally dispersed population will necessitate strategic scheduling and enhancing the technologies needed to offer programs and services to more students across geographic boundaries.

Economic and labor market conditions and trends:

- Low median household income levels and high poverty rates, especially among White and Hispanic women, indicates the importance of providing financial aid information to prospective students and their families and working with non-profit partners and community organizations to address students' basic needs.

- The prevalence of lower-wage jobs and long commute times for residents seeking better wages in out-of-county locations highlights the need for WCC to re-examine program offerings, especially in career education, revitalize programs, and strategically assess opportunities to develop new programs in high-demand, high-wage occupations.

Student Characteristics and success metrics:

- Students from increasingly diverse backgrounds are enrolling in fewer units. This pattern, along with declining retention, extends the time it takes students to complete their educational plans and impacts their access to financial aid, especially for transfer students. Consequently, WCC must not only communicate more broadly with students about financial aid to support them taking more units, but also provide students with well-mapped, easily accessible information about program pathways and course sequences, and schedule courses in ways that facilitate more timely program completion.

- The increase in Special Admit students indicates an interest among high school students to participate in WCC's dual enrollment program. While K-12 enrollments are declining, the age trends identified in the external environmental scan point to a pool of future students who are interested in participating in these opportunities to earn college credits while attending high school.

- Success metrics on successful enrollment, persistence, students' transitions (awards, transfer, attainment of the Vision for Success goal) illustrate persistent challenges for the College and indicate an urgent need to examine and address policies, procedures, practices, and characteristics of institutional culture that are barriers to students' completing their educational and career goals.

Chapter 6

Goals and Objectives

The Educational Master Plan goals and objectives, which align with Yuba Community College District's Strategic Plan goals, are based upon the major planning implications of the completed external and internal environmental scans, including student focus group sessions, which were conducted as part of the planning process. Additionally, each goal is aligned with the correlating Guided Pathways Pillar. To see how these Educational Master Plan goals and objectives align with and support the CCCCO Vision for Success Goals, please refer to the *Vision for Success and Master Plan Goals Crosswalk* table in the Appendix.

Educational Master Plan Goals and Objectives (2022-2025)

Goal 1   Provide all students with high-quality academic programs and clear pathways to reach the timely completion of their educational goals.

Guided Pathways

Pillar 1: Create clear curricular pathways to employment and further education.

Pillar 2: Help students choose and enter their pathway.

Objective 1.1. Develop a student-centered, and equity-infused strategic enrollment management plan, which ensures the flexible delivery of the instruction and learning supports that are needed to eliminate equity gaps and serve the diverse communities across the College's geographic boundaries. This plan will address outreach, marketing, retention, persistence, success, educational goal achievement, and course scheduling.

Objective 1.2. Strengthen and expand strategic, mission-aligned partnerships with regional K-12 districts, four-year colleges and universities, local industries and employers, and non-profit organizations.

Objective 1.3. Enhance and strengthen adult education to provide innovative student-centered programs that provide seamless, easily navigable pathways for adult learners in the College's service area.

Objective 1.4. Improve operational effectiveness and ensure students' access to consistent, accurate, easily obtained information and support through the analyses of existing policies and procedures and the revision of antiquated practices that are barriers to the efficient, equitable delivery of programs and services.

Goal 1   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

3. Continuously improve integrated planning and institutional effectiveness in processes within a collaborative culture of evidence.

7. Commit to community partnerships and relationships and being actively involved in the local communities we serve.

Goal 2   Ensure learning by providing all students with the support needed to meet their education and career goals.

Guided Pathways

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 2.1. Increase professional learning opportunities, which are focused on innovative approaches to improving student success and eliminating opportunity and outcomes gaps between different student populations.

Objective 2.2. Increase or enhance partnerships with nonprofits and local agencies to address students' basic needs, including but not limited to, food, housing, and medical and mental health resources.

Objective 2.3. Increase on-campus and community-based student engagement opportunities to develop communities of belonging and support, as well as enriched experiences beyond the classroom (i.e., campus life activities and events, athletics, volunteer service).

Objective 2.4. Pursue grant opportunities and build collaborative relationships with community, business, and alumni to augment and enhance curricular and student support programs.

Goal 2   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.

5. Integrate strategic foresight into our planning to better anticipate the future needs of our students and communities through innovation and technology.

6. Offer safe, reliable, and welcoming environments and provide services that contribute to a safety net for students and the college communities.

Goal 3   **Align WCC's career education programs with the needs of current and future labor markets and provide students with opportunities to develop 21st century workplace knowledge and skills.**

Guided Pathways

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 3.1. Redesign existing and/or offer new instructional programs (credit and noncredit) in high-demand occupations that provide living wages.

Objective 3.2. Strengthen partnerships with local businesses and industries to expand experiential, career exploration, and work-based learning opportunities (e.g., internships, apprenticeships, portfolio development, and resumé building).

Goal 3   *YCCD Strategic Plan Goal Alignment*

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.

7. Commit to community partnerships and relationships and being actively involved in the local communities we serve.

Goal 4   **Identify and reduce opportunity and outcomes gaps among different student populations and strengthen a culture of equity, diversity, inclusion, and social justice.**

Guided Pathways

Pillar 1: Create clear curricular pathways to employment and further education.

Pillar 2: Help students choose and enter their pathway.

Pillar 3: Help students stay on their path.

Pillar 4: Ensure that learning is occurring with intentional outcomes.

Objective 4.1. Create equitable structures, processes, and instructional approaches that remove barriers to students' success and address structural inequities in programs and support services for students at all teaching sites and in all modalities.

Objective 4.2. Regularly review classroom and campus climates and create opportunities for engagement and community-building centered on equity-focused, anti-racist, intersectional lens, and inclusive practices.

Objective 4.3. Encourage widespread engagement in the College's participatory governance processes and proactively broaden representation from a diversity of employee roles, backgrounds, and perspectives.

Goal 4   *YCCD Strategic Plan Goal Alignment*

2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.

3. Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.

Chapter 7

Planning Implications for Technology and Facilities

Technology and Facility Implications for Consideration

- To increase students' access to courses, programs, services, and campus life, the College should consider expanding state-of-the art technologies (e.g., telepresence with high-definition video and stereophonic sound) which link students from multiple teaching sites to courses delivered at a particular location and enable real-time collaborations for both instructional and student support purposes. This approach would allow the College to potentially offer courses at sites of employment and also expand its dual enrollment offerings at area high schools, which would have multiple benefits (e.g., lessen commute times, increase access to programs and services) for a range of students.

- Explore ways to expand and improving communication systems and increasing the delivery of services via technology, which support the student experience from entry through completion.

- In light of climbing housing costs, income inequalities in the region, students' housing insecurities, and long commute times for area residents, explore options for low-cost student housing.

- Because students' connections with faculty contribute significantly to their persistence and success, especially for historically under-represented populations, consider office space for adjunct faculty, as they are the majority of faculty and serve the greatest number of students. Additionally, ensure that adjunct faculty have access to the technological tools needed to maintain communications with their students.

- To enhance student connections, consider options for additional student gathering spaces, meeting rooms, tutoring and supplemental instruction spaces, and "quiet zones" for studying, relaxation, or meditation.

- Explore additional IT infrastructure upgrades and invest in technology that improves student access and success, including but not limited to an expanded laptop loan program for students, broadband "hubs" for students in areas with limited and unreliable service, and universal design of computers and workstations.

- Specific and urgent technology priorities, which are essential to achieving this Educational Master Plan goals include, but are not limited to:
  - a replacement cycle to upgrade obsolete and inefficient technology;
  - cloud servers and backups for data resources; and,
  - software upgrades to support student-centered institutional functions (e.g., e-transcripts, degree audit, financial aid, scheduling, retention, planning, and curriculum)

Assessing Future Program Space Needs

- Assess current and future facilities via central questions, such as
  – How do current facilities support Vision for Success and Student Equity and Achievement goals?
  – Over the previous five years, which program(s) are growing, stable, or shrinking?
  – How has distance learning impacted the space needs of instructional programs?
  – What new instructional approaches, such as "flipped classrooms" and Hy-flex modalities, will impact space needs?
  – What new programs will the College develop over the next five to ten years and what facilities will be needed to support the delivery of instruction in these programs?
  – For Career Education Programs:
    ◆ What have industry advisory boards indicated as high priorities for Career Education programs?
    ◆ What impact will efforts to meet industry demands have on program and space needs?
  – What noteworthy implications for future technology or facilities have been noted in program reviews?
  – How will the College address the need for the remote delivery of support services?

Chapter 8

Annual Educational Master Plan (EMP) Implementation and Evaluation Protocol

Woodland Community College understands that effective planning requires a documented, transparent approach to implementing the goals and objectives of this Educational Master Plan. Thus, the implementation and evaluation protocols delineated in this chapter reflect WCC's authentic commitment to ensuring that the visionary principles of the *Woodland Community College Educational Master Plan 2022-2025* translate to the meaningful, usable, and measurable actions needed for WCC to meet its mission and vision.

Development of the Annual Educational Master Plan (EMP) Implementation Plan

- The President's Office oversees the implementation of the Educational Master Plan through an Annual EMP Implementation Plan, which follows this general timeline and process:
  - August: Fall Convocation Planning Summit: The College community will review the Educational Master Plan goals and objectives, identify the goals and objectives that were accomplished in the prior year, and provide input to the WCC Management Team regarding activities needed to achieve EMP goals and objectives for the following academic year.
  - September – November: WCC Management Team reviews input from the Fall Convocation Planning Summit and creates the Annual EMP Implementation Plan, which identifies for the following academic year:
    a. annual activities, which are needed to achieve each EMP Goal and Objective;
    b. the Activity Process Owner - appropriate position, which will be responsible for overseeing the completion of the activity;
    c. outputs and outcome(s) for each activity; and,
    d. resource(s) needed to align with college wide annual planning and resource request process.
  - January – March: The President and the Dean of Institutional Effectiveness and Student Success will present the Annual EMP Implementation Plan to the Planning and Institutional Effectiveness Committee (PIE) and College Council for input and feedback prior to finalizing the Annual EMP Implementation Plan.
  - May: The Annual EMP Implementation Plan for the following academic year will be posted on the College website.
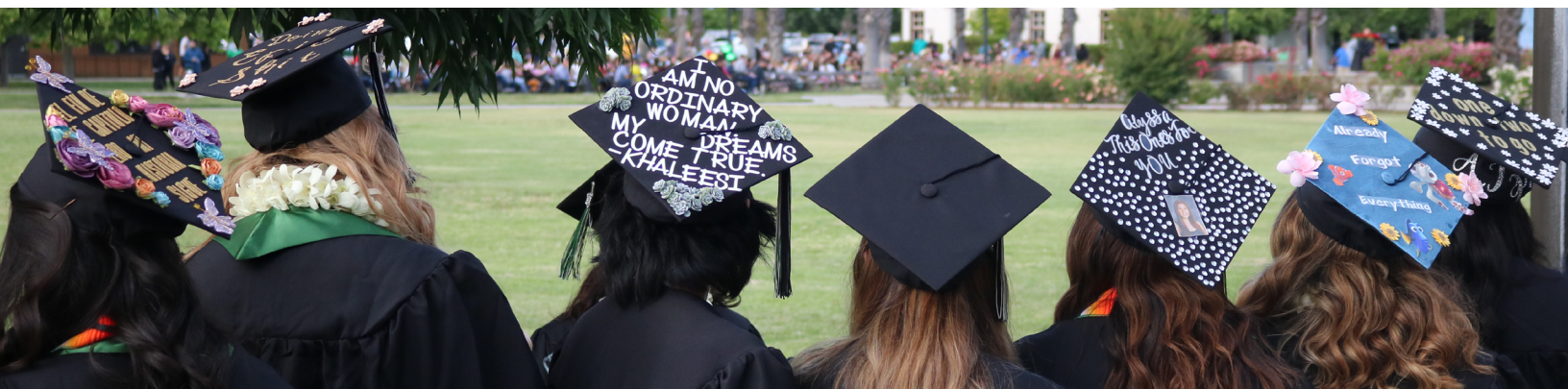
Annual Implementation Plan Reporting Process:

- On or before April 30: Activity Process Owners will each complete an *Annual Implementation Plan Report*.
- *Annual Implementation Plan Reports* will be captured in a streamlined (e.g., a single page fillable pdf), easily accessible document, which will include:
  - the status of each activity – complete; not complete;
  - outcomes for completed activities; and,
  - for activities not completed, approximate percentage or portion that has been completed, and a completion deadline.

Appendix

1. Planning Process Timeline and Benchmarks
2. Assessment of the Prior Educational Master Plan
3. External Environmental Scan Profiles
4. Internal Environmental Scan Profiles
5. Summary of Mission, Vision, and Values Survey Results
6. Summary of Student Focus Groups
7. Summary of Equity Assessment (RSS Consulting - pending)
8. WCC Stakeholder Assemblies and Forums
9. Vision for Success and Master Plan Goals Crosswalk
10. Woodland Community College Facilities Priorities List (November 2021)
11. Woodland Community College: Remaining Obligation Bond Funding Projects
12. Educational Master Plan Working Group Members

Woodland Community College