WOODLAND COMMUNITY COLLEGE

ACCJC Accreditation Midterm Report

SUBMITTED BY:

Woodland Community College
2300 East Gibson Road
Woodland, CA 95776

SUBMITTED TO:

Accrediting Commission for
Community and Junior Colleges
331 J Street, Suite 200
Sacramento, CA 95814
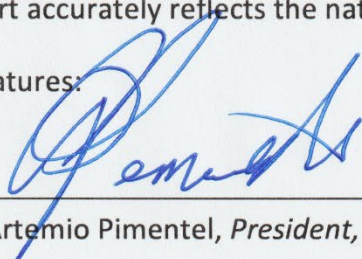
Submitted: October 17, 2022

To: Accrediting Commission for Community and Junior Colleges

                       Western Association of Schools and Colleges

From: Dr. Artemio Pimentel, President

                       Woodland Community College

                       2300 East Gibson Road

                       Woodland, CA 95776

I certify there was broad participation and review by the campus community and believe this report accurately reflects the nature and substance of this institution.
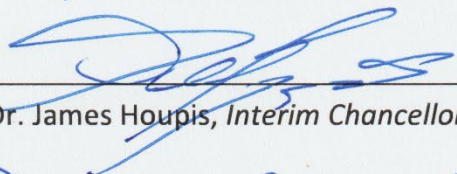
Signatures:

_____   10/13/22
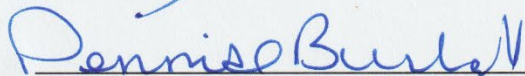Dr. Artemio Pimentel, *President, WCC*   (Date)

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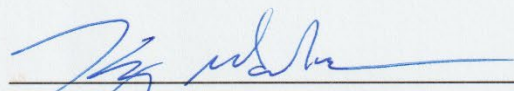Dr. James Houpis, *Interim Chancellor, YCCD*   (Date)

_____   10-13-2022
Dennise Burbank, *Chairperson, YCCD Governing Board*   (Date)

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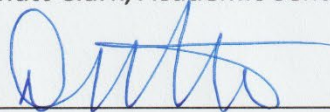Kasey Gardner, *Vice President of Instruction, Accreditation Liaison Officer, WCC*   (Date)

_____   10/13/22
Dr. Matt Clark, *Academic Senate President, WCC*   (Date)

_____   10/13/22
Dena Martin, *Faculty Accreditation Lead, WCC*   (Date)

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REPORT PREPARATION

The college's accreditation efforts are led by Accreditation Liaison Officer Kasey Gardner with the support of the Faculty Accreditation Lead Dena Martin. While many members of the college and district community contributed to the report, past Academic Senate President Christopher Howerton and current Academic Senate President Dr. Matt Clark were highly involved in the preparation.

Woodland Community College President Dr. Artemio Pimentel reviewed the report and prepared it for district review and approval. During our review process we also collected input from a variety of governance groups and stakeholders listed below.

The Yuba Community College District staff and Board of Trustees also fulfilled important roles in generating, reviewing, and certifying the report prior to submission.

Governance Groups Involved in Report Preparation:

- YCCD Board of Trustees
- WCC Planning and Institutional Effectiveness (PIE)
- WCC Academic Senate
- WCC Distance Education and Curriculum Committees
- WCC College Council
- WCC Office of Institutional Effectiveness
- District and College Academic Senate (DCAS)
- District College Coordinating Council (DC3)

PLANS ARISING FROM THE 2018 SELF-EVALUATION PROCESS

SELF-EVALUATION PLAN ONE: YCCD IT partner with Data Inquiry Group (DIG) to complete a data dashboard and communication plan to increase student achievement dialogue.

Status: Complete

District data dashboards were developed and implemented in partnership between the two colleges and district services. Deans have been using the dashboards to improve scheduling and better follow enrollment trends and completion in their specified areas. The dashboard are also used by committees, such as the WCC Student Success Committee, visit the equity dashboard on a regular basis to see data disaggregated by race and ethnicity. Faculty also engage with the data dashboards, in real-time, to look at disaggregated data when completing their program reviews. [1.19-1.23]

Dashboard trainings were held throughout the district and at the colleges to help individual stakeholders understand how to use the dashboards. In the 20-21 and 21-22 academic years, institutional effectiveness deans at both colleges held flex training at their respective colleges and at the district management council. [1.24-1.26]

The district research team, in collaboration with the Woodland Community College institutional effectiveness office, is continuing work with a consulting firm to add additional dashboards based on institutional needs. Dashboards are under development for guided pathways, AB705, productivity, equity, faculty load, and irregularly scheduled courses.

SELF-EVALUATION PLAN TWO: Implement Online Advising through Canvas and Cranium Cafe across all programs and departments.

Status: Modified and Completed

The college made some progress pre-pandemic in launching and integrating Cranium Café as a single-stop online platform. However, Cranium Café was overtaken by the emergence of zoom as the preferred technology of students and staff during the pandemic. As a result, we've modified this goal to conduct our online advising and services via zoom instead of Cranium Café. [1.34-1.35]

OVERVIEW OF IMPLEMENTATION AND SHIFT TO ZOOM

Action	Timeline	Leader of Change
Counselors trained in Cranium Café	Summer 2019	Dean of Student Services
Rollout to students, training to students on how to log into and use Cranium	Summer 2019	Dean of Student Services
All Counselors trained in Cranium Café	Fall 2019 and Spring 2020	Student Feedback and Distance Education
Pivot to Zoom with Pandemic	Spring 2020	Dean of Student Services
Challenges arise with Cranium Café	Fall 2021	Counselors
Integrated Zoom into SARS	Fall 2020	VP of Student Services
Categorical programs, A&R, and outreach trained in zoom to SARS integration	Spring 2021	Dean of Student Success and Institutional Effectiveness
Modalities at scale: Phone, zoom, and in-person services	Summer 2021	VP of Student Services

SELF-EVALUATION PLAN THREE: Complete the College Integrated Management Plan to reflect staffing, technology, and facility needs in the EMP.

Status: In Progress

The college's planning processes are run through the newly created Planning and Institutional Effectiveness (PIE) committee. Committee membership is diverse and reflects the local stakeholders in college planning. Agendas are publicly available in the district board docs portal and major planning decisions are then approved by the Academic Senate and College Council. [1.27-1.28] The college also completed a new Educational Master Plan to cover the 2022-2025 academic years. [1.32]

STAFFING UPDATE

A comprehensive staffing plan was under development in 2018-2019 but efforts were sidelined due to administrative turnover, the pandemic, and the district's fiscal issues which have dominated planning in 2021-2022. In the absence of a formal plan, the college president has been informally engaging in dialogue with the academic senate leadership and management team when making staffing decisions. The staffing task force of the PIE committee has been tasked with leading the development of a comprehensive plan and has made progress in revising the process for full-time faculty positions. [1.33]

TECHNOLOGY UPDATE

The District Technology Committee formed an IT Master Plan workgroup in the 2019-2020 academic year that was working to develop a 2020-2025 Technology Master Plan. The work was disrupted by new priorities to respond to the continuously evolving needs created by the global pandemic.

During the pandemic, IT worked to: transition employees to remote work, build capacity in online education, plan and execute the use of HEERF dollars, deploy laptops and hotspots to students, and train users on new tools like Camtasia and Snagit. IT was also instrumental in deploying new Zoom-enabled classrooms, as well as the technological backbone for our testing and vaccination protocols needed to reopen.

The goal is to begin work on a new technology plan in the Fall of 2022 that is aligned with the district and colleges' new strategic plans approved in 2021-2022. [Page 10, 1.32]

FACILITIES UPDATE

Facilities planning and project development involves the college governance structure, district stakeholders, and college leadership to review and update the facilities prioritization. [1.29-1.31]

SELF-EVALUATION PLAN FOUR: Establish a technology-specific survey for faculty and staff to inform an institutional effectiveness cycle for technology resources and support.

Status: In Progress

The District Technology Committee charge includes researching, planning, and providing technology solutions to meet the needs of the Yuba Community College District aligned with the Integrated Planning Model [1.10, 1.11]. This includes obtaining information about the college's use of technology. This was delayed due to the pandemic.

At the start of the pandemic, March 2020, a survey was conducted to establish the current level of technology available all students across the district service area to support fully online instruction. The results demonstrated large inequities in students' access to computers and the necessary high bandwidth internet service to adequately use them.

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

RESPONSE TO RECOMMENDATIONS FOR IMPROVEMENT

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. (Standard III.A.5)

Status: Completed and cleared via Follow-up Report in March 2020

DISTRICT RECOMMENDATION 2 *(Improvement)* In order to improve institutional effectiveness, the team recommends that all board policies are reviewed per the district board policy. (Standard IV.C.7)

Status: Completed

Yuba Community College District (YCCD) has addressed the improvement recommendation and the organization affirms it will sustain the improvement changes to continue to meet the standard.

BACKGROUND

YCCD has had a five-year cycle of review for the district board policies for many years. This review cycle is outlined in Board Policy 2410 - Board Policies and Administrative Procedures that was adopted in 2004. The policy states that *"The Chancellor will conduct a comprehensive review of all board policies every five years and will provide a report to inform the Governing Board that the review was conducted and apprise it of any needed revisions or updates to board policies."*

In the years prior to the 2018 comprehensive accreditation visit, the district had significant turnover in several executives and administrative support positions that were responsible for coordinating the board policy updates. Due to these transitions, many board policies were not updated per the established update cycle. In preparation for the 2018 accreditation visits, the district identified 183 past due policies and created and executed a plan to update these policies during the 2018-2019 academic year. As of the October 2018 accreditation visit, one hundred forty-one (141) of the past due policies were updated and approved through the district governance process. An additional thirty-three (33) were undergoing committee review and nine (9) were under review by the Chancellor's Cabinet.

PROGRESS TO DATE

As of August 11, 2022, all Board Policies have been updated and are current. [1.42] The district has taken a series of additional steps below to ensure regular updates are made:

Step One: Development of a Board and Administrative Procedure Handbook [1.6], which was approved by the District Consultation and Coordination Council (DC3) on June 30, 2020. This handbook documents the five-year comprehensive approval cycle, the bi-annual legal review updates, formatting standards, retention/achieving standards, and general resources.

Step Two: A new cycle of review began on July 1, 2022. The previous plan was intended to be implemented in 2020, but the COVID-19 pandemic delayed the implementation due to other pressing priorities.

Five-Year Cycle of Comprehensive Chapter Reviews

(22/23 – 27/28 Academic Years)				
Board Policies	**Administrative Procedures**	Leadership Review (Subject matter areas)	Cabinet/Constituent Review	Board Policy Committee Review and Board Consideration
Chapter 1: The District	Chapter 1: The District	Summer 2022 Chancellor's Office	N/A	Fall 2022
Chapter 2: Board of Trustees	Chapter 2: Board of Trustees			
Chapter 3: General Institution	Chapter 3: General Institution	Summer 2023	Fall 2023	Spring 2024
Chapter 4: Academic Affairs*	Chapter 4: Academic Affairs*	10+1 Policies and Procedure review based on calendar adopted by DCAS*		
Chapter 5: Student Services*	Chapter 5: Student Services*	Summer 2024	Fall 2024	Spring 2025
Chapter 6: Business & Fiscal Affairs	Chapter 6: Business and Fiscal Affairs	Summer 2025	Fall 2025	Spring 2026
Chapter 7: Human Resources	Chapter 7: Human Resources	Summer 2026	Fall 2026	Spring 2027
Final Review	Final Review	Summer 2027	Fall 2027	Spring 2028

The continuous review cycle allows for:

✓ An annual review for legal updates and pressing revisions
✓ a five-year comprehensive chapter review of all documents
✓ Balances workload among groups
✓ Completion of the five-year comprehensive chapter review and provide an additional year for research in year six if needed.

Step Three: A standing agenda item on the monthly DC3 Committee Agenda was added (Review Status of BPs and APs) so that all constituency groups are aware of the adoption and review date for each board policy and administrative procedure. The agenda item also includes a link to the BP/AP tracking chart maintained by the district. [1.7]

Step Four: A board policy review calendar was created and paired with a "just-in-time" board policy training procedure. A few policies are provided to the Board of Trustees each month for education, allowing for informal review and discussion about the policy prior to its formal review. All policies are being read through a Diversity, Equity, and Inclusion (DEI) lens. [1.8-1.9]

Step Five: As noted in the handbook, twice a year legal updates are incorporated into all off-cycle Board Policies, and these are brought through the governance cycle in a batch to ensure legal currency of all policies.

NEXT STEPS

The district will continue to update board policies per the procedure outlined in the handbook. The process is now fully documented and is sustainable through the monthly reporting of progress to DC3, a key district governance body.

- Starting in Fall 2022, the District Senior Executive Team (DSET) has committed to dedicating time during the monthly DSET meeting to review and update Board and Administrative Procedures.
- The district is researching how to use Board Docs to track review cycles and legal review updates. We would like to use this database to generate tracking reports, eliminating the need for excel documents.
- Annual training will be provided to Administrative Assistants and executives responsible for updates.

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. (Standard II.A.3)

Status: Completed

The college's response to this recommendation was two-fold; make current SLO information easier for campus stakeholders to find and update in syllabi and follow up by deans to ensure compliance.

CURRENT SLOS AND COURSE OUTLINES IN ELUMEN

At the time this recommendation was made, the college stored SLO language in two unconnected databases resulting in confusion about which SLOs were correct if there was a mismatch. The new system has a single workflow to update course SLOs with the Course Outline of Record (COR).

Additionally, faculty can easily access their CORs on a public-facing site as they develop their syllabi. In fact, reviewing the latest course outline is part of the recommended course development process from our instructional designer. [1.37] To further close the loop, the college has developed Canvas shells housing professional development related to curriculum and SLOs, including required syllabus elements.

COMPLIANCE MECHANISMS

The instructional deans in each division review syllabi periodically for compliance to the COR and current SLOs. One of the best compliance mechanisms is the evaluation process, in which the syllabi are reviewed, and any updates documented for formal follow-up. [1.58]

The college's continuous improvement processes collect SLO assessment information from faculty at the end of each term. Since faculty are required to report on SLOs, in a hard-coded collection portal, it is apparent when SLOs from the course being taught don't match those in the reporting system. [1.39]

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. (Standard II.A.7)

The college requires distance education faculty to be trained in the requirements for distance education under its recently updated Distance Education Handbook. As a result, many of the faculty have been trained in online teaching requirements such as accessibility, instructional design, and substantive interaction. [1.13-1.14] The college requires all faculty teaching online to submit a plan for regular and effective contact in all online courses. [1.36, 1.43]

Furthermore, the previously described Distance Education handbook describes the college's Peer Online Course Review process used both to prepare all courses for online instruction and to align with the expectations of the California Virtual Campus (CVC).

REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE: STUDENT LEARNING OUTCOMES AND INSTITUTION SET STANDARDS

STUDENT LEARNING OUTCOMES

TRANSITION TO ELUMEN FOR SLO COLLECTION

The college transitioned to the eLumen system in January 2021 to improve the collection of assessment data on student learning outcomes for all instructional and student support services. The eLumen platform allows faculty and staff to use one system to complete program reviews and student learning outcome assessments. The SLO assessment process is strengthened by the ability of the eLumen system to create SLO performance tables to allow faculty to reflect on the outcomes presented. Additionally, the process has been strengthened by having a communal scale of assessment that all faculty utilize. Faculty were trained on the communal scale of assessment during professional development activities and individual training from the Dean of Student Success and Institutional Effectiveness. The college also created a canvas page for faculty which contains SLO resources and is available to faculty at any time. [1.54-1.55]

The college has also identified authentic assessments as a growth opportunity to refine its culture of assessment. Authentic assessment has been part of the college's professional development opportunities, aligned with training to advance student equity. [1.52-1.53 and 1.57] Reflection at the department level using the collected data can lead to dialogue and proposals for improvement that arise from the departments. [1.56]

SLO assessment efforts could be improved by raising the collection rate, particularly with part-time faculty in instruction. Deans have added SLO assessment training to part-time faculty orientation, shared trainings with part time faculty in department meetings, and send reminders each term to increase the completion rate. [1.38, 1.39]

SLO TRAINING FOR FACULTY

Dean of Institutional Effectiveness and faculty leadership from our Planning and Institutional Effectiveness (PIE) committee composed a canvas training for SLO assessment and have conducted workshops to train faculty and administrators on the process. [1.44]

SLO COMPLIANCE

Compliance is the responsibility of our faculty under our current contracts and academic expectations. Deans oversee the collection of the data, pulling reports after finals are complete and sending reminders to faculty who are not yet in compliance. [1.45]

INSTITUTION SET STANDARDS

Each Spring the college prepares its ACCJC Annual Report to set and report on the past three years of performance against the Institution Set Standards (ISS). The reports are prepared by the Accreditation Liaison Officer, reviewed by campus stakeholders, and presented as information to the Board of Trustees. In addition to dialogue in the preparation of the report, Woodland Community College also anticipates questions that the board may have about the reports.

REVIEW OF 2022 ACCJC ANNUAL REPORT INSTITUTION SET STANDARDS

Course Completion: The college has met its set floor goal of 75% over the past two years; however progress has slow in reaching towards the stretch goal of 85%. There are significant resources invested in student retention activities like subject tutoring, supplemental instruction, and embedded tutors. Additionally, the college has been piloting an early alert system to better connect students to support just as they need it. Finally, the college has been investing in equity workshops, speakers, and training to best prepare our curriculum and support services to help students' complete courses.

Certificate Completion: The college exceeded the floor and stretch goal in academic year 2019-2020 which resulted in the establishment of a new stretch goal of 75 total certificates in 2020-2021. The college was able to maintain its progress into 20-21 and is hopeful to reach the new stretch goal in future years. Continuous efforts to align curriculum to industry needs, support students to course completion, and to re-engage with students that stopped attending are being used to reach the goal.

Degrees Awards: Increasing annual awards of associate degrees led the college to increase its stretch goal to 450 degrees in 2020-2021, a goal that was missed by only two degrees. Continuing efforts to grow overall student enrollment, retention, and success will help the college increase its total count of degrees issued. The above-described curriculum and retention efforts are part of the college's strategy to meet this goal, as well as to continue to develop new programs in our new Performing and Culinary Arts building.

Transfer: After exceeding its goals in 2019-2020, the college just met its transfer floor of 200 with 202 transfers in 2020-2021. Anecdotally, the financial shock and overall uncertainty about the transfer experience may have had an impact on student interest during this time period. In response, the college has formed new partnerships with UC Davis, such as Avenue B, and the California College Corps statewide grant to make Woodland Community College an attractive option for transfer students.

Licensure Examination Pass Rates: Data collection and the limited number of licensure programs in the college's academic portfolio make this a very brief section of the report. The college tracks and reports on the passage rates in EMT, analyzing them in advance of potential questions from the Board of Trustees. [1.46-1.47]

Employment Rates: Data collection challenges in this area stem from the small population of total completers in our Career Education programs, as well as the limited effectiveness of the CTE Outcomes surveys at collecting information about our graduates. The challenges in this area are well documented in the college's ACCJC Annual Reports. Including some years where we were able to have sufficient data to estimate graduate employment rates.

COLLEGE GOALS AND PROJECTS

1. **TRAINING AND CERTIFICATION OF DE FACULTY** – Distance Education

Faculty complete mandatory training to be assigned online courses and are also required to document the methods they use in online courses to ensure substantive interaction is used in student teaching and learning. [1.13, 1.36] Currently 263 instructors have completed the online teaching training and during the 2021-2022 academic year 163 instructors attended 25 sessions related to online teaching [1.14].

The documentation for substantive interaction is part of the Peer Online Course Review (POCR) process. POCR is a continuous cycle. POCR is aligned by instructor and course with 21 instructors completing the POCR review process and many more courses currently going through the process. The process includes self-evaluation, 2 normed peer evaluations, feedback to instructor, revisions to course, and a final determination of alignment [1.15].

2. **STUDENT SUPPORT SERVICES ONLINE** – Library and Academic Support

Online tutoring, library reference, and Academic Success Workshops are available online to all students via the academic department websites and/or Canvas sites. [1.16] All tutoring subjects that are available in person are also available online and any unmet needs are covered under the NetTutor contract. [1.17] The Student Success Center has also made it easier for students to book/access tutoring by creating an online booking option. [1.18] Academic Success Workshops are available asynchronously and synchronously. Library reference appointments are available online. The library has expanded its digital collections to include streaming media.

3. **DISTANCE LEARNING IT SUPPORT AND TECHNOLOGY**

Since 2017 the Information Technology department has worked with college faculty and staff to ensure a wide variety of technology-based training is available during convocation week [1.5], staff development days, and Spring professional development days [1.4]. This year alone professional development has been offered on information security, avoiding phishing attacks, eLumen, using point-to-point classrooms, technology update, and Self-Service functionality like census, add/drop, and waitlists.

For additional information on instructional hardware and instruction between sites, please refer to the district goals and projects section four near the end of the document.

4. **DEGREE PATHWAYS AND CURRICULUM**

The college's 2018 Institutional Self Evaluation Report (ISER) identified four major milestones in this area: Identify courses needed in distance education, approve the identified courses for distance education, offer those sections, and then make the needed investments in professional development to support equitable student success in distance education.

For the first three milestones, all but ten of the college's courses are approved for distance education delivery and regularly offered via distance education in a post-covid enrollment environment. [1.50] The college also applied and was approved for substantive change to offer all its programs except Welding and Emergency Medical Technician at 50% or more distance education. [1.48-1.49]

For equitable success in distance education, the college provides prospective distance education students support transitioning to online learning, online and face-to-face academic support, early alert intervention, and referrals to other support services. The college has also adopted partial alignment to the California Virtual Campus Online Education Initiative course rubric as a standard for each section to be offered online. The college is engaged in a series of professional development and student equity-driven efforts from pathways to data disaggregation to improve these outcomes. The annual distance education report prepared by the college for the Board of Trustees highlights both the growth, regulatory compliance, and data analysis of the outcomes of students online. [1.51]

DISTRICT GOALS AND PROJECTS

1. HUMAN RESOURCES – Electronic systems and forms to conduct hiring, evaluation, and other HR processes (ISER 263)

Status: In Progress

The district has hired a permanent CHRO whose responsibilities include the maintenance of appropriate job descriptions for faculty, staff, and administrators. In March 2022, the district contracted with a third-party consultant to conduct a comprehensive classification and compensation study for all classified, confidential, and manager/supervisor/administrator positions. The contactor will update all job descriptions for these employee groups and provide the district with tools to both maintain and regularly update these job descriptions. The Agreement for Services (AFS) with the third-party consultant is attached [1.1].

The District's Human Resources Office has also created a process to ensure job descriptions are created and maintained for certain classes of temporary employees including substitutes, short-term, and professional expert employees, which are reviewed when hiring into these temporary categories. The district's "cheat sheet" on this topic and an example of this type of job description is attached [1.2]. While this classification study is pending, the District's Human Resources Office will continue to review faculty position descriptions as positions are

posted for hire and work to identify strategies to update faculty (full-time and part-time) job descriptions on a regular cycle.

2. **FISCAL SERVICES** – Local budget control and budgetary alignment at the Woodland Campus (ISER 264)

Status: In Progress

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.

The district's financial information is posted on the district's website. Financial reports are also available through the district's Colleague software so departments and colleges can review and monitor their department budgets. The district budget reports are widely disseminated, with presentations made to DC3, the Board's Subcommittee Finance Committee, and the Board of Trustees and accessible to everyone via Board Docs. The position control is budgeted by the district fiscal services department at the district level. Each of the colleges and district services is responsible for the allocation of their appropriate discretionary funds at the entity level.

The budget process begins with the colleges and district services providing their discretionary tentative budget projections aligned with their institutional mission and planning to the district services. The Chancellor's cabinet has agreed to allocate all new resources based on a 3-year rolling FTES average which has been utilized to allocate many of the new one-time and ongoing resources received from the state during the pandemic (i.e. student recruitment and retention, basic needs, and LGBTQ+ funding).

The district is in process of assessing the Student-Centered Funding Formula, with the intent to revisit the district's internal allocation process for colleges and district services. The district intends to develop a new resource allocation methodology in the near future. The Chancellor's Cabinet and DC3 reviews the FTES targets for each of the colleges and have aligned the budget for reaching the targets. [1.3]

3. **IT** – WCC Staffing Level/Support, Training on Campus, and Replacement Cycle (ISER 264)

Status: In Progress

The District Technology Committee created an IT Master Plan workgroup that was working to develop a 2020-2025 Technology Master Plan when COVID hit in 2020. Unfortunately, that work was discontinued as IT resources were shifted from long term strategic planning to triaging the continuously changing situation created by the global pandemic.

IT worked to transition employees to remote work and assisted in migrating traditionally face-to-face courses to online education in a matter of weeks. IT developed several strategic plans related to the utilization of CARES and HEERF funding to increase broadband connectivity for

students on campus and via wireless hotspots. The district IT department, in conjunction with the campuses, implemented new Chromebook and laptop checkout lab for students to use. These labs included the ability to checkout Chromebooks from each campus library location.

District IT also established regular training for faculty and staff on how to digitize instruction that was previous face-to-face in Adobe Creative Cloud, Camtasia, and SnagIt. The professional development program increased training on Canvas and Canvas Studio and even held training on how to use Zoom and Teams for remote instruction. This transitioned to developing plans for allowing social distancing as in-person services began to resume and providing social distancing in the classrooms with our new Zoom-enabled classrooms. [1.4-1.5]

In the last twelve months efforts were refocused again on bringing students and employees back to campus but with vaccination and testing protocols that our team had to develop and implement. The IT Enterprise Applications group developed an online COVID Tracker to integrate with our mobile apps and allow for all stakeholders to upload their documentation and ensure compliance with district policies.

As the pandemic changed and escalated, we have seen a large increase in retirements and position vacancies which has forced the remaining team members to primarily focus on system and user maintenance along with pandemic related issues. The goal is to resume a more normal planning and development cycle as we enter 2022-2023 with work to begin on a new five-year technology plan in the Fall of 2022.

4. **IT FACILITIES** – Status on Point-to-Point and Zoom Rooms (ISER 265)

Status: In Progress

Yuba Community College District has a long history of using video to provide distance education throughout our rural communities. Originally this was accomplished using the Education Broadcast Spectrum and local television channels to deliver instruction directly to student's homes. This transitioned to our Point to Point (P2P) classrooms where two-way interactive courses were broadcast live from one location to other campuses across the district.

With the pandemic starting in 2020 we had nine classrooms available to send and receive P2P instruction. Over the last two years we have added an additional 42 classrooms with Zoom room technology to allow for social distancing and remote or hybrid instruction. Unlike previous iterations of P2P, this technology allows participants to connect from anywhere, and not just from P2P enabled classrooms. In addition to the existing zoom rooms, YCCD has acquired additional technology to outfit 30 more classrooms.

As an organization we have approximately 15 more classrooms that could be transitioned to the Zoom room standard with some minor facilities and technology updates. The cost for implementation is estimated at $30,000 per room.

FISCAL REPORTING

Woodland Community College is not under enhanced fiscal monitoring from ACCJC. The college's two most recent ACCJC Fiscal Reports are included in this report as evidence. [1.40-1.41]

APPENDIX
Evidence Appendix

Evidence	Description	Link
Agreement for Services	Agreement for Services: Classification and Compensation Study	1.1
YCCD Temporary Employees Cheat Sheet	YCCD Temporary Employees Cheat Sheet	1.2
Evidence of Standard III.D	YCCD Website, Financial Reports, Committee Minutes, and Presentations	1.3
Professional Development Schedule	WCC Professional Development Schedule: January 18-21, 2022	1.4
Convocation Week Agenda	WCC Convocation Week Agenda: Fall 2021	1.5
Board Policies & Administrative Procedures Handbook	Board Policies & Administrative Procedures Handbook	1.6
DC3 Meeting Agenda Subject: Review Status of BPs and Aps	Agenda Item 6.01 Review Status of BPs and APs	1.7
Board Policy Review Calendar	Board Policy Review Calendar	1.8
Board Policy Education and Orientation Calendar	Board Policy Education and Orientation Calendar	1.9
District Technology Committee Charter	District Technology Committee Charter 2021-2022	1.10
YCCD Integrated Planning Model	YCCD Integrated Planning Model	1.11
WCC Technology Survey	WCC Technology Survey – March 2020	1.12
Roster: Faculty Completing Online Training	Roster: Faculty Completing Online Training	1.13
DE Training Attendance	DE Training Attendance 2021-2022	1.14
POCR Timeline and Workflow	POCR Timeline and Workflow	1.15

Assistance and Research Webpage	Assistance and Research Webpage	1.16
List of Subjects Tutored	List of Subjects Tutored	1.17
Access Online Tutoring Webpage	Access Online Tutoring Webpage	1.18
Enrollment Trends Data	Enrollment Trends – YCCD Census Enrollment for Spring 2021 & 2022	1.19
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