2016-2019

# WOODLAND COMMUNITY COLLEGE EDUCATIONAL MASTER PLAN

Woodland Community College
Lake County and Colusa County Campuses

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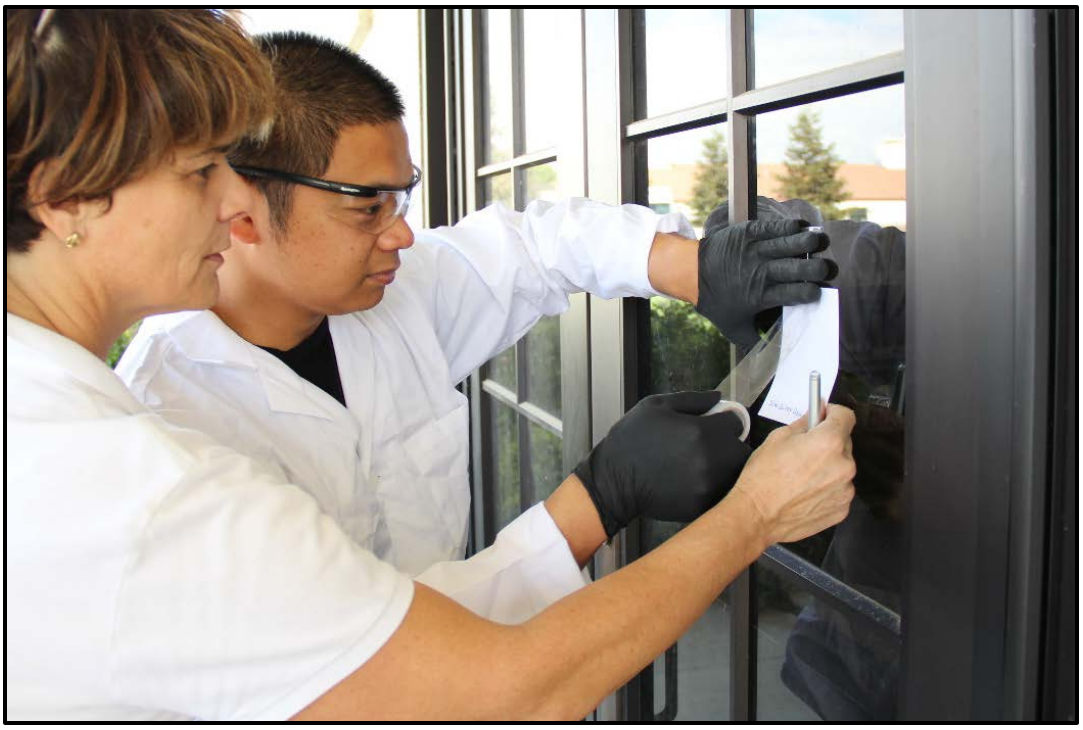


# EXECUTIVE SUMMARY

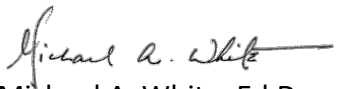
## PRESIDENT'S MESSAGE

Dear Colleagues and Community Partners,

On behalf of Woodland Community College, I present to you our 2016-2019 Educational Master Plan Executive Summary. The comprehensive WCC Educational Master Plan (https://wcc-emp.yccd.edu/) document describes much more of the nearly two-year process our College underwent as well as the data informing our Objectives and Actions.

While undergoing our two-year WCC self-evaluation, the YCCD Board of Trustees took action January 14, 2014 to align the Lake County Campus (LCC) with Woodland Community College. The Colusa County Campus (CCC) of Woodland Community College had opened doors for service to students at its present Williams site in spring 2011. Thus, our Educational Master Plan considers the three diverse communities we now serve in Yolo, Lake, and Colusa Counties. I am confident you will see a commitment to each of our communities in this Executive Summary as well as the comprehensive Educational Master Plan found online.

Sincerely,



Michael A. White, Ed.D.
WCC President

## MISSION STATEMENT

*The mission of Woodland Community College is to provide quality degrees, career certificates, transfer programs, and life-long skills.*

*This is important at WCC because our growing community demands increased higher education attainment as well as workforce development.*

*This is important at CCC because the increased higher education attainment strengthens our diverse rural community.*

*This is important at LCC because higher education and career training benefit our diverse community economically and socially.*

*We do this at WCC by creating guided academic pathways to meet all students' needs.*

*We do this at CCC by increasing access to academic and career technical programs to meet the needs and expectations of the regional economy.*

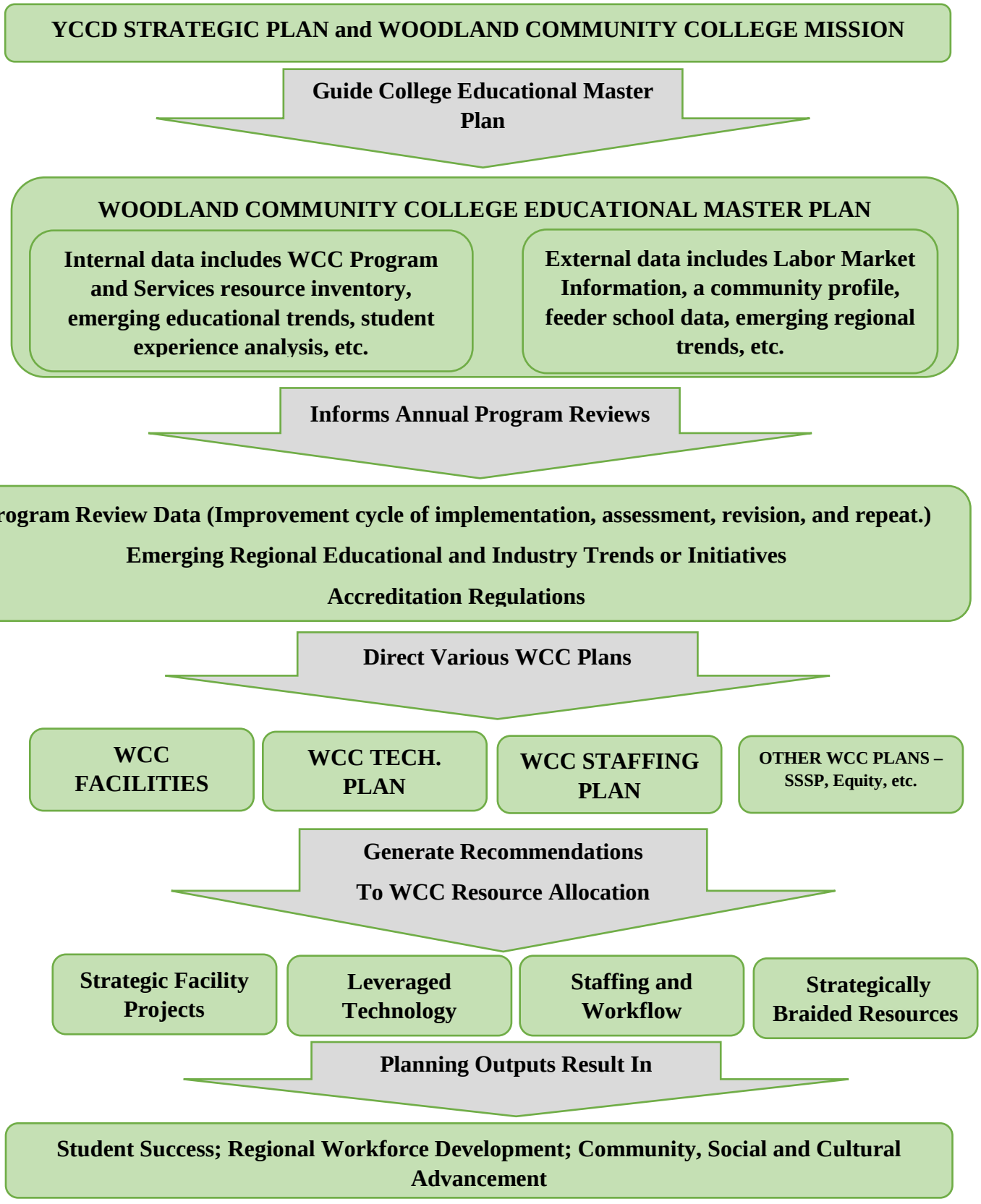
*We do this at LCC by providing access to educational opportunities, services, and technology supporting student success.*

## EDUCATIONAL MASTER PLAN PURPOSE

The purpose of an Educational Master Plan (EMP) is to: 1) maintain institutional focus; 2) align all College programs and services; 3) frame innovation for the College; and 4) provide an external perspective as well as from within. The Woodland Community College (WCC) Educational Master Plan (EMP) operationalizes Yuba Community College District (YCCD) Strategic Goals. Informed by YCCD Strategic Goals, the WCC Educational Master Plan considers the unique needs within the communities we serve in Yolo, Lake, and Colusa Counties.

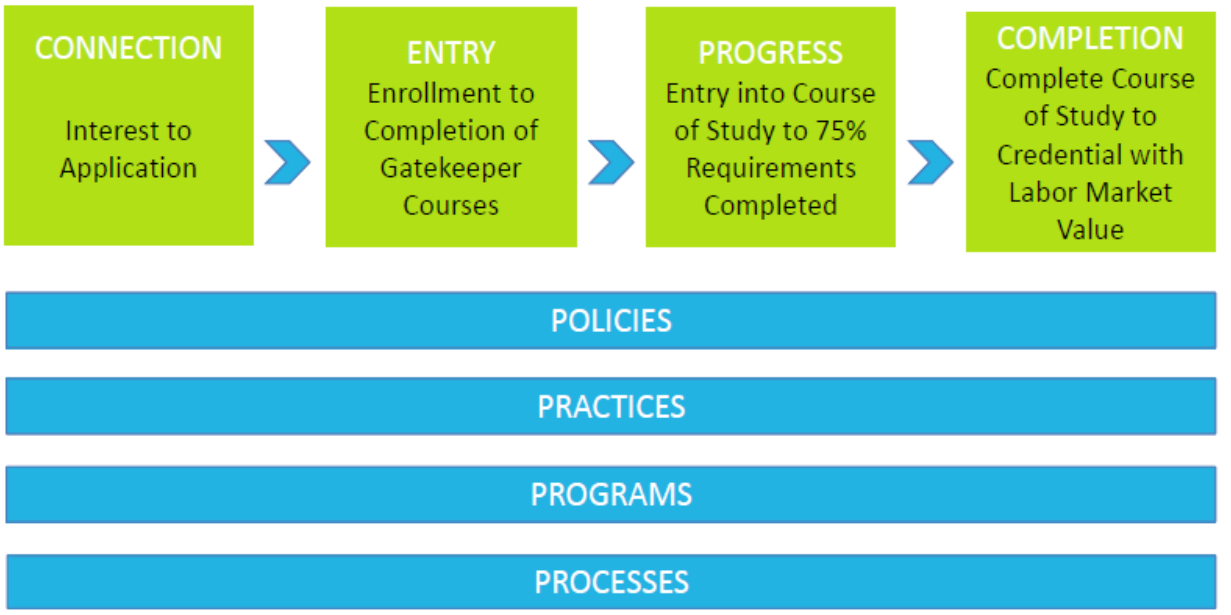
Completion by Design (CbD) and Center for Community College Student Engagement (CCCSE) research undergird the Educational Master Plan for the three campuses comprising Woodland Community College – Woodland main campus, Lake County Campus, and Colusa County Campus. In combination, these two well-established bodies of research provide our College a comprehensive framework from which to examine overall institutional effectiveness.

## INTEGRATED PLANNING MODEL



## COMPLETION by DESIGN FRAMEWORK

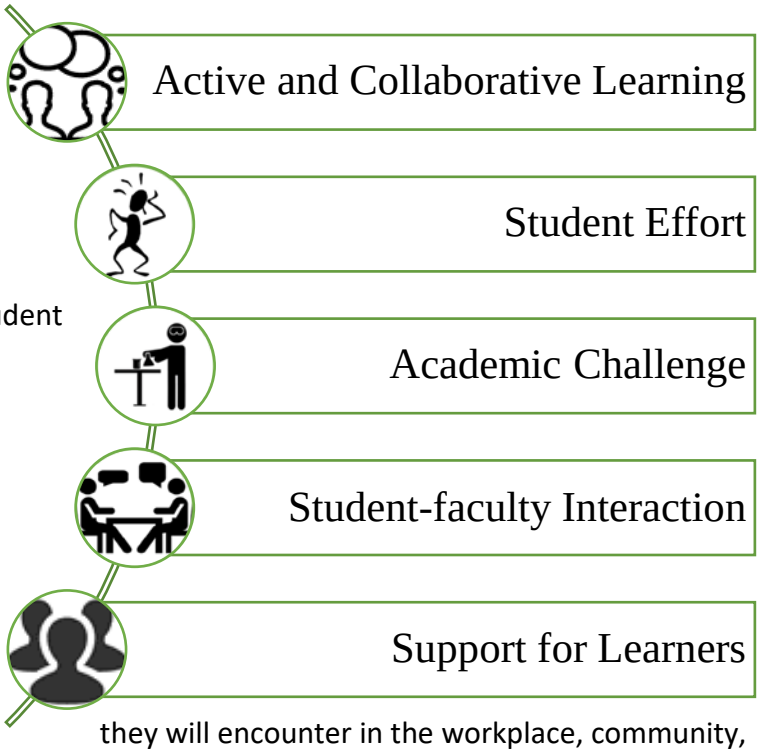
Collaborative and systemic change requires an examination of how all College policies, practices, programs, and processes effect students; either supporting or hindering their academic achievement. Following students through the four main stages of their interaction with Woodland Community College (***Connection*, *Entry*, *Progress*, and *Completion***) helps our College identify where students stumble or become sidetracked and thus, where there are opportunities to prevent students from dropping out and to improve their momentum toward program completion.




Potential new students in the *Connection* phase are encouraged to apply, secure financial aid, begin developing college/career plans, and initially enroll in the appropriate level of courses. First-semester students in the *Entry* phase refine their respective college/career plans, succeed in gateway courses, and enroll in an academic program as quickly as possible, making higher education relevant to the student's unique interests. Further, along their academic pathway, students in the *Progress* phase enroll into and successfully complete increasingly rigorous program courses as efficiently as possible using available support resources. Finally, College program alignment supports students nearing the *Completion* phase as they move successfully to the next level of education or advance in the labor market.

## STUDENT ENGAGEMENT BENCHMARKS

The research findings are unequivocal. Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their college studies and to achieve at higher levels. Five Center for Community College Student Engagement (CCCSE) ***Benchmarks*** have been shown to be powerful indicators of effective teaching, learning, and student retention.

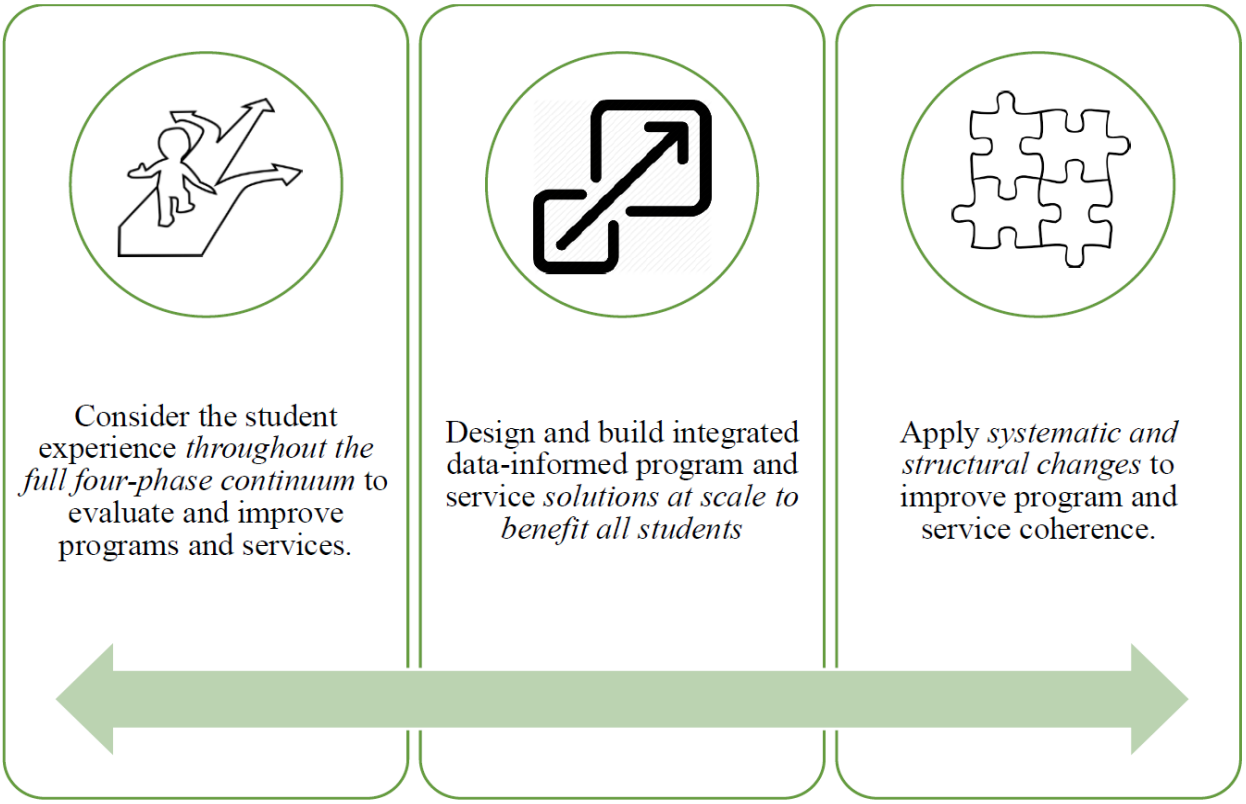



*Active and Collaborative Learning* occurs when students work with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives. (e.g., made a class presentation, asked questions in class, worked with other students outside of class to complete assignments). *Student Effort* contributes

significantly to learning and educational goal achievement. "Time on task" is a key variable. (e.g., prepared two or more drafts of a paper, worked on a project that required integrating multiple ideas, used a computer lab or tutoring services). *Academic Challenge* includes the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. (e.g., number of assigned textbooks, number and length of papers written, working harder than you thought you would, campus emphasis on time spent studying). Through *Student-faculty Interaction* instructors become role models, mentors, and guides for continuous, lifelong learning. (e.g., discussed grades or assignments with faculty, discussed career plans, discussed class readings with faculty outside of class, and received prompt feedback on assignments). College-wide *Support for Learners* helps cultivate positive working and social relationships through services targeted to assist students with academic and career planning, academic skill development, and other issues that may affect both learning and retention. (e.g., encouraged contact among students from different economic, social, and racial or ethnic backgrounds, campus provided resources to help student achieve academically and socially).

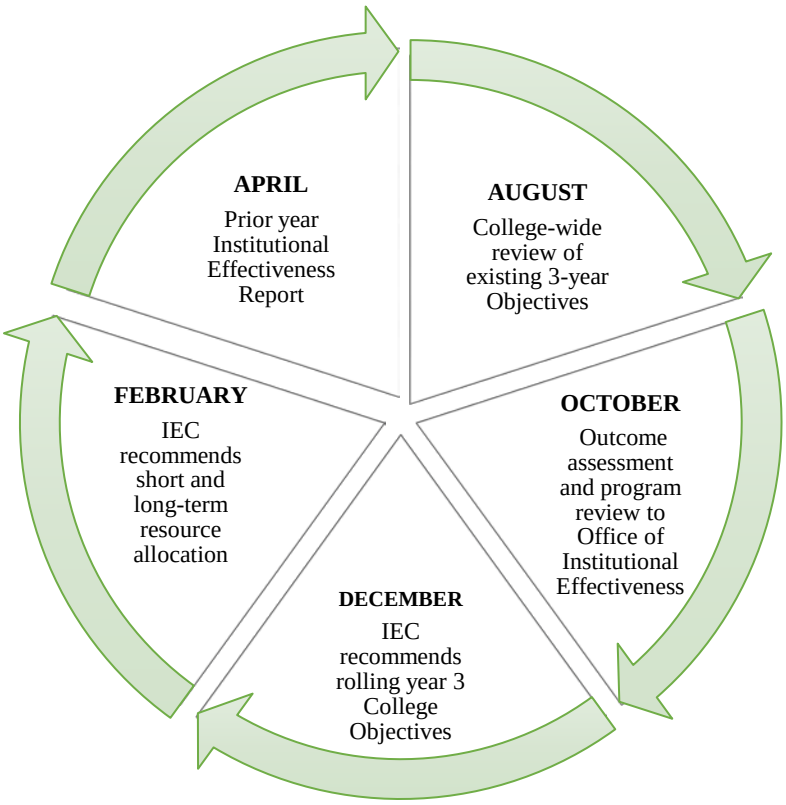
## COLLEGE PLANNING PRINCIPLES

Achieving the five student engagement benchmarks (*Active and Collaborative Learning, Student Effort*, *Academic Challenge, Student-faculty Interaction, Support for Learners)* demands a College-wide commitment to collaborative and systematic student support. Additionally, removing institutional obstacles and enhancing academic momentum through the students' four Completion by Design (CbD) phases (*Connection, Entry, Progress, and Completion*) requires an analysis of all existing College policies, programs, practices and procedures. As a result, three CbD essentials emerge from our Educational Master Plan evaluative process and outcomes as foundational Woodland Community College ***Principles***.


Consider the student experience *throughout the full four-phase continuum* to evaluate and improve programs and services.
Design and build integrated data-informed program and service *solutions at scale to benefit all students*
Apply *systematic and structural changes* to improve program and service coherence.

## COLLEGE 3-YEAR PLANNING CYCLE

Our College planning aligns with Yuba Community College District governing board's Strategic Plan as well as long range and annual integrated planning cycles. Long range planning and District Goals provide Woodland Community College with a planning "horizon" reflected in the College Educational Master Plan.




Short-term planning, on the other hand, provides our College response time to emerging educational trends, dynamic state budgets, regional initiatives, and the like. Each academic year begins with a review of established College 3-year Objectives (what we want to do) and associated Action Plans (how we plan to do it) designed to improve student achievement. Student achievement measures are examined, prompting hypotheses for any identified student success outcomes. Established Objectives are then reaffirmed or adjusted according to these "discoveries" and hypotheses.

Student outcome assessments and program reviews, aligned with these Objectives, inform the annual December creation of rolling third-year College Objectives. Resource allocations developed in the early spring semester may reflect year 1, 2, and/or 3 College Objectives, depending upon the initiative complexity and cost. Each academic year end is marked by a thorough April review and distribution of the prior year's Institutional Effectiveness Report focused on College Objectives as an accountability framework.

This cycle of continuous quality improvement is the essence of institutional effectiveness and improving student learning outcomes.

## STUDENT ACHIEVEMENT MEASURES and ACCOUNTABILITY

At its core, institutional effectiveness is focused specifically on improving student achievement outcomes through evidence-based practices and on improving the opportunities for the unique communities we serve. Targeting meaningful student achievement ***Measures*** aligns with the Aspen Institute's recommended best practice and serves as a College-wide accountability standard:

> "It is essential that Woodland Community College choose a handful of student success measures that matter to students—including completion and post-graduation success—in order to keep the college focused on what matters most. … The College can then can spend time examining student success data to assess what needs improving; sharing a clear and simple set of facts around which urgency for improvement can be built broadly throughout the campus; and then leading a process to set collective goals around the gaps in student success that are most compelling. Then, existing and future strategies can be grounded in a common sense of purpose and an evidence-based understanding of the barriers to achievement at the college."

The graphic below depicts 10 YCCD governing board-approved student achievement measures for WCC students as they progress through the four Completion by Design student experience phases. These annual measures hold our College accountable to the students and community we serve.

| STUDENT CONNECTION PHASE MEASURES | STUDENT ENTRY PHASE MEASURES | STUDENT PROGRESS PHASE MEASURES | STUDENT COMPLETION PHASE MEASURES |
|---|---|---|---|
| *Math and English College Readiness Rates* | *Successful Progression through Developmental Courses* | *Successful Completion of Gateway Courses* | *Certificate Completion Rates* |
| | *Successful Course Completion Rates* | *Semester to Semester Persistence Rates* | *Degree Completion Rates* |
| | | *Year to Year Persistence Rates* | *Transfer Rates* |
| | | | *Employment Rates* |

## COLLEGE OBJECTIVES

College ***Objectives*** provide a College-wide accountability framework and promote institutional focus. Annual progress reports provide internal and external audiences with an accounting of our progress towards stated Objectives. Each spring semester, the College reviews the next year's Connection, Entry, Progress, and Completion Objectives. Program reviews provide a similar assessment at the program and course levels. Faculty, staff, and administration have an early opportunity in the subsequent fall to consider how their respective program review actions may drive future College Objectives, or the reverse, how College Objectives might inform program reviews. Actions embedded in other College plans – Equity, SSSP, and the like – are also aligned with the next year's College Objectives.

### WCC CONNECTION OBJECTIVES

- 2016-2017 *Increase male application rate by 5% on or before June 30, 2017.*
- 2017-2018 *Increase male application rate by 5% on or before June 30, 2018.*
- 2018-2019 *Increase male application rate by 5% on or before June 30, 2019.*

### WCC PROGRESS OBJECTIVES

- 2016-2017 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.*
- 2017-2018 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.*
- 2018-2019 *Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019.*

### WCC ENTRY OBJECTIVES

- 2016-2017 *Increase spring 2017 successful course completion rate by 2% on or before June 30, 2017.*
- 2017-2018 *Increase fall 2017 successful course completion rate by 2% on or before June 30, 2018.*
- 2018-2019 *Increase fall 2018 successful course completion rate by 2% on or before June 30, 2019.*

### WCC COMPLETION OBJECTIVES

- 2016-2017 *Increase all students' Certificate award rate by 20% on or before June 30, 2017.*
- 2017-2018 *Increase all students' Certificate award rate by 20% on or before June 30, 2018.*
- 2018-2019 *Increase all students' Certificate award rate by 20% on or before June 30, 2019.*

## COLLEGE ACTIONS

College ***Actions*** drive three-year Completion by Design-phased Objectives (in green), providing a comprehensive accountability framework for the College. Tables 1 through 4 list WCC Actions prioritized through College planning processes and aligned with targeted annual Objectives. These Objectives and Action Plans provide our College with a high degree of institutional focus. Large-scale institutional advancement Actions (Table 5) also support CbD Objectives.

**Table 1. CONNECTION PHASE OBJECTIVES and ACTIONS**
***Students' initial interest through submission of the application***

| |
|---|
| 2016-2017 Objective: Increase male College application rate by 5% on or before June 30, 2017. |
| Hire and Train WCC & LCC/CCC (2) Permanent Full-time Outreach Specialists |
| Design, Execute and Assess a Single Online College Orientation |
| Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program |
| 2017-2018 Objective: Increase male College application rate by 5% on or before June 30, 2018. |
| Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars |
| Design, Execute, and Assess Unique WC/LCC/CCC Student Success Stories Marketing Strategy Leveraging "Your College, Your Future" Brand |
| Design, Execute, and Assess an On-site Matriculation Process for High School Students |
| 2018-2019 Objective: Increase male College application rate by 5% on or before June 30, 2019. |
| Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors |
| Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support |
| Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity |
| Design, Execute, and Assess an On-site Matriculation Process for Adult Learners |

**Table 2. ENTRY PHASE OBJECTIVES and ACTIONS**
***Students' enrollment through completion of first year "gatekeeper" courses***

| |
|---|
| 2016-2017 Objective: Increase spring 2017 course completion rate by 2% on or before June 30, 2017. |
| Design, Execute and Assess a Pilot Spring FYE (Math and English First) Policy for First Semester Remedial Students |
| Design, Execute and Assess a Pilot Online Tutorial Service |
| Design, Execute, and Assess Phase One of Woodland Student Success Center Capital Project |
| 2017-2018 Objective: Increase fall 2017 course completion rate by 2% on or before June 30, 2018. |
| Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument |
| Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students |
| Design, Execute, and Assess a Scaled Online Tutorial Service |
| 2018-2019 Objective: Increase fall 2018 course completion rate by 2% on or before June 30, 2019. |
| Design, Execute, and Assess a Comprehensive Supplemental Instruction Program |
| Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners |
| Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students |
| Design, Execute, and Assess Phase Two of Woodland Student Success Center Capital Project |

**Table 3. PROGRESS PHASE OBJECTIVES and ACTIONS**
***Students' entry into courses of study through completion of 75% of requirements***

| |
|---|
| 2016-2017 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017. |
| Design, Execute, and Assess Degree Audit Program |
| Design, Execute, and Assess Automated CbD-based "Momentum Point" Email/Text Program |
| Design, Execute, and Assess a Student Welcome Space on Woodland Campus |
| 2017-2018 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018. |
| Design, Execute, and Assess Execute Electronic Education Plans (SEPs) |
| Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First) |
| Design, Execute, and Assess College-wide Canvas Gradebook Policy |
| 2018-2019 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019. |
| Design, Execute, and Assess College and Career Pathways |
| Design, Execute, and Assess a CCC Shuttle Program |
| Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins |

**Table 4. COMPLETION PHASE OBJECTIVES and ACTIONS**
***Students complete course of study through certificate/degrees with labor market value***

| |
|---|
| 2016-2017 Objective: Increase certificate award rate by 20% on or before June 30, 2017. |
| Design, Execute, and Assess a Graduation Workshop Program |
| Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan |
| Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility, Technology, and Service Hour Enhancements |
| 2017-2018 Objective: Increase certificate award rate by 20% on or before June 30, 2018. |
| Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program |
| Design, Execute, and Assess an Online Counseling Program |
| Design, Execute, and Assess CCC/LCC/WC Alumni Associations as Peer Mentors |
| 2018-2019 Objective: Increase certificate award rate by 20% on or before June 30, 2019. |
| Design, Execute, and Assess Two-Year Course Enrollment Program |
| Design, Execute, and Assess Academic Programs (3) using 100% OER Materials |
| Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in Gap Analysis |

**Table 5. INSTITUTIONAL ADVANCEMENT ACTIONS**
***Advancement Activities Informed by Regional and Educational Trends***

Complete the LCC Realignment Plan

Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of Technology, Facility, and Staffing Planning

Design, Execute, and Assess a WCC Committee Structure to Improve Institutional Effectiveness

Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)

Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic, and Student Support Services

Design, Execute, and Assess LCC and CCC Foundation Advisories

Design, Execute, and Assess a College-wide Structure to Support Guided Pathways

Design, Execute, and Assess WCC EMP with Associated Technology, Facility, and Staffing Plans

## STRATEGIC EXPLORATION

Annual College Actions and Objectives provide our College with a high degree of institutional focus. Informed by regional Labor Market Information and other external elements, our College has also identified forward-looking points for ***Strategic Exploration*.** The three high-level Strategic Exploration lists below do not have outcome targets, as is the case for College Objectives, nor are they presented within the Specific Action-Measures-Assigned to-Relevant Plans-Time Bound-Resourced ("SMART-R") Action benchmarks. Strategic Exploration provides the College with possible long-range horizons toward which related Objectives and Actions may be developed. Strategic Exploration, undergirded by data, allows our College the opportunity to imagine and resource future program development.

### COLUSA COUNTY CAMPUS STRATEGIC EXPLORATION

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates)
- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Manufacturing and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Elementary Education Teacher Associates Degree for Transfer (ADT) development
- Health Care program(s) development

### LAKE COUNTY CAMPUS STRATEGIC EXPLORATION

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates)
- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Advanced Technology, Manufacturing, and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Culinary Arts and Wine Industry program development/linkages
- Elementary Education Teacher Associates Degree for Transfer (ADT) development
- Health Care program(s) development

### WOODLAND CAMPUS STRATEGIC EXPLORATION

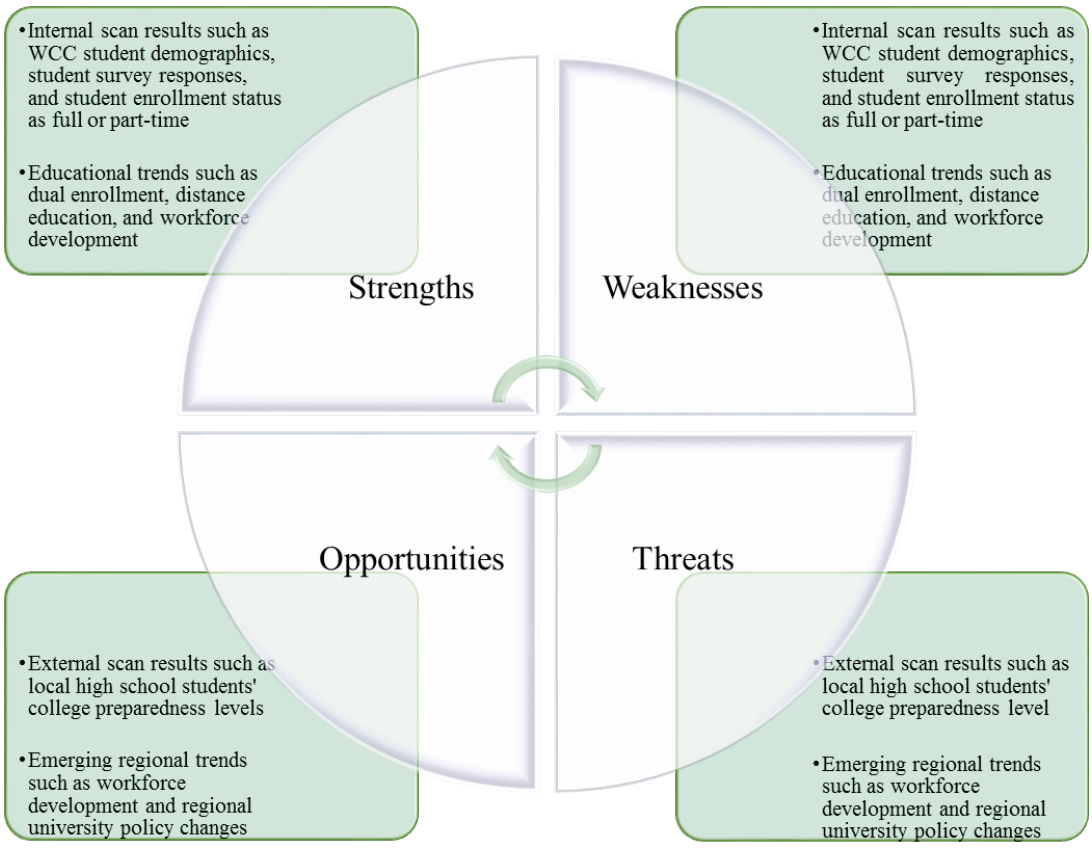
- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates)

- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (addresses identified regional Advanced Technology, Manufacturing, Clean Economy, and Food Production clusters)
- Business Administration logistics program development
- Culinary Arts program development
- Elementary Education Teacher Associates Degree for Transfer (ADT)
- Health Care program(s) development

## ENVIRONMENTAL SCAN

Thoughtful WCC Objectives and supporting action plans result in engaged students who persist through completion of their respective academic endeavors. Successful College activities are then scaled and resourced; the essence of WCC Principles (*Student Continuum, Systematic Change, Data-informed Solutions)* and institutional effectiveness in general. Program and service growth, in turn, position WCC to better serve our communities in the regional workforce development, community, social and cultural advancement arenas.

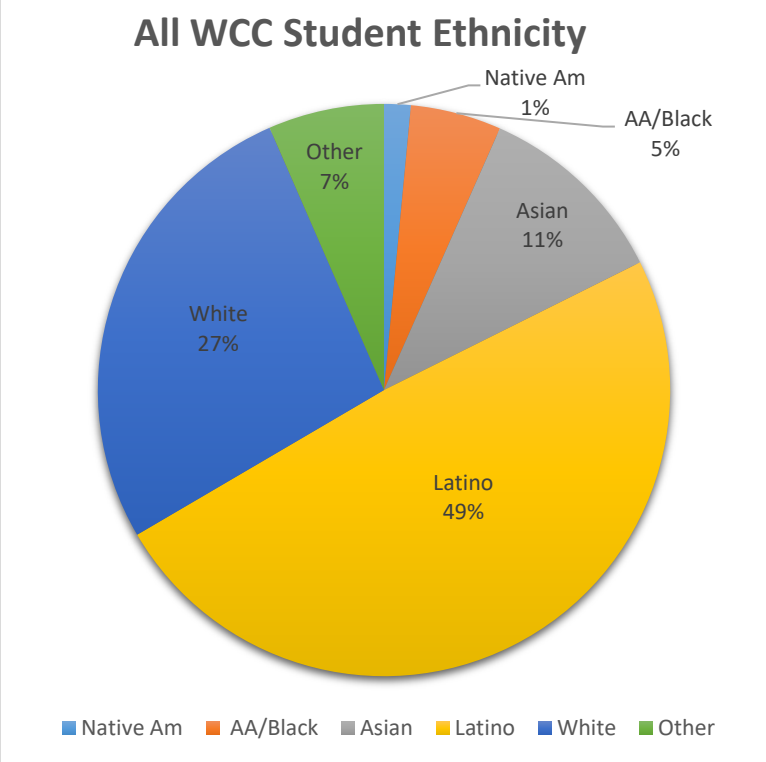
Finding scalable solutions that remove institutional obstacles and enhance students' academic momentum through the four CbD phases (*Connection, Entry, Progress, and Completion*) first requires an analysis of all existing College policies, programs, practices and procedures. Benchmarking how the College promotes student engagement (*Active and Collaborative Learning, Student Effort, Academic Challenge, Student-faculty Interaction, and Support for Learners*) throughout is inherent in our comprehensive analysis. The SWOT (*Strengths, Weaknesses, Opportunities and Threats*) scanning tool provides context for the reader, making sense of what can oftentimes be complex and conflicting signals to WCC decision-makers.



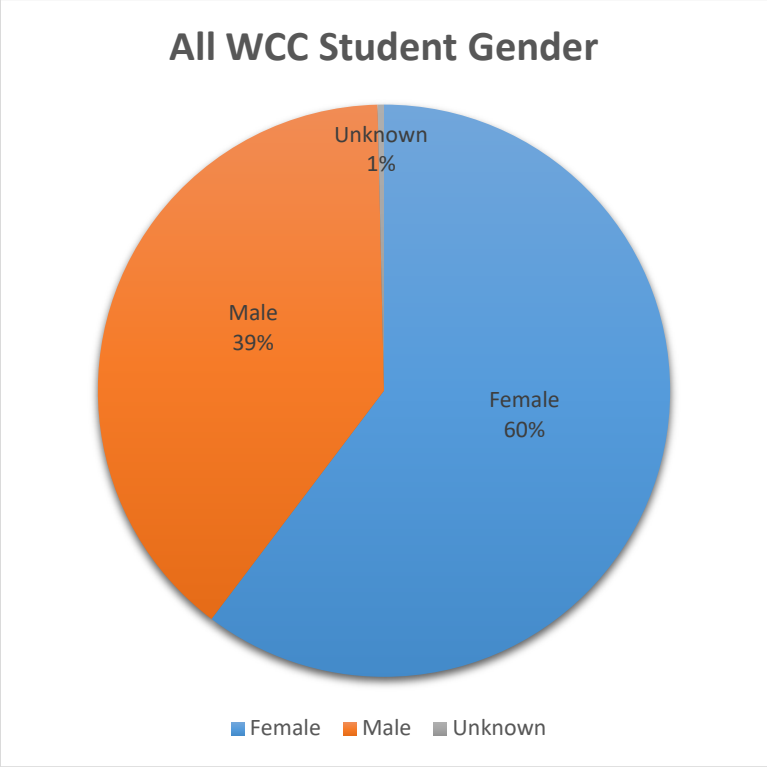
## INTERNAL SCAN: STRENGTHS and WEAKNESSES

Quite simply, healthy organizational systems regularly "peer inward" at themselves to analyze existing policies, practice, programs, and procedures. Woodland Community College and community college system characteristics may either enhance or impede student achievement as institutional "strengths" or "weaknesses", respectively. What follows first is a summary description of WCC student characteristics as well as a self-assessment of College progress towards a number of promising higher education initiatives that may improve our students' achievement rates.

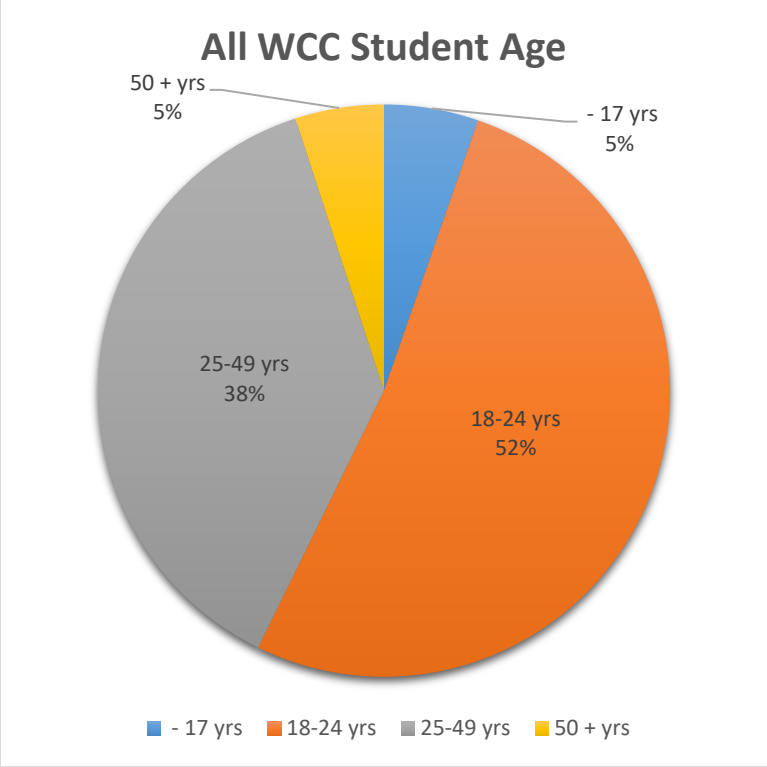
***STUDENT CHARACTERISTICS***. Nearly half of all 2015-2016 WCC students self-identified as Latino/Hispanic. Colusa County Campus students (77%) are more likely to be Latino, as are Woodland campus students (47%), than Lake County Campus students (27%). Exceeding the 25% Latino student enrollment threshold earns Woodland Community College a federally-designated Hispanic Serving Institution (HSI) status. Our CbD student experience grounded Educational Master Plan is designed to move the College from Hispanic Serving Institution status to our own self-definition as a premier "Hispanic Graduating Institution" by identifying and removing policies, practices, programs, and procedures that create underrepresented students' graduation barriers. In so doing, all WCC students will benefit.

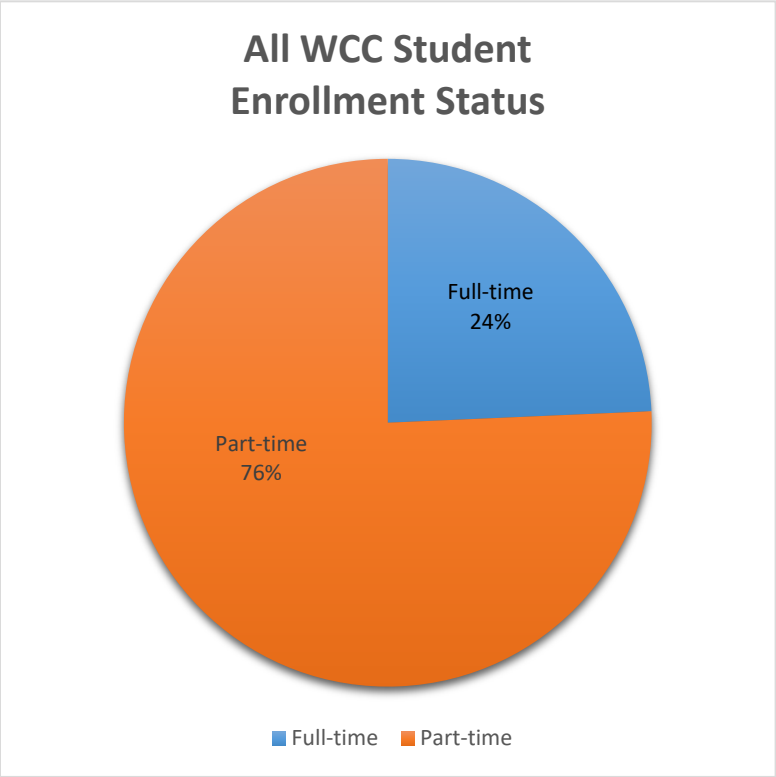


Woodland Community College (60%) are more likely to be female than all California Community College students (53.1% female).

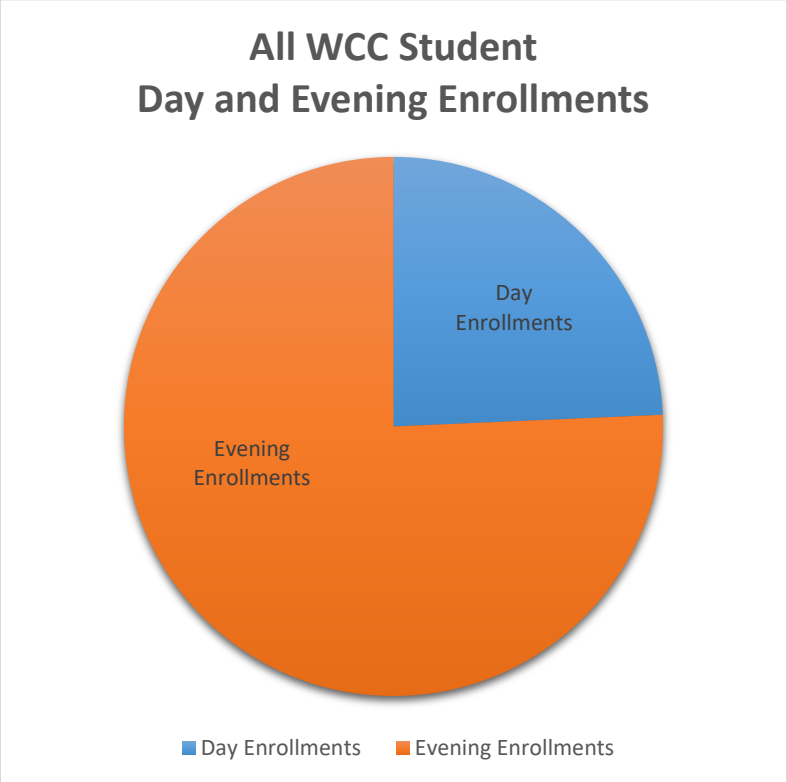



In general, the age of Woodland Community College students mirrors the state system average. Disparate student age may require instructional as well as academic and student support service differentiations.

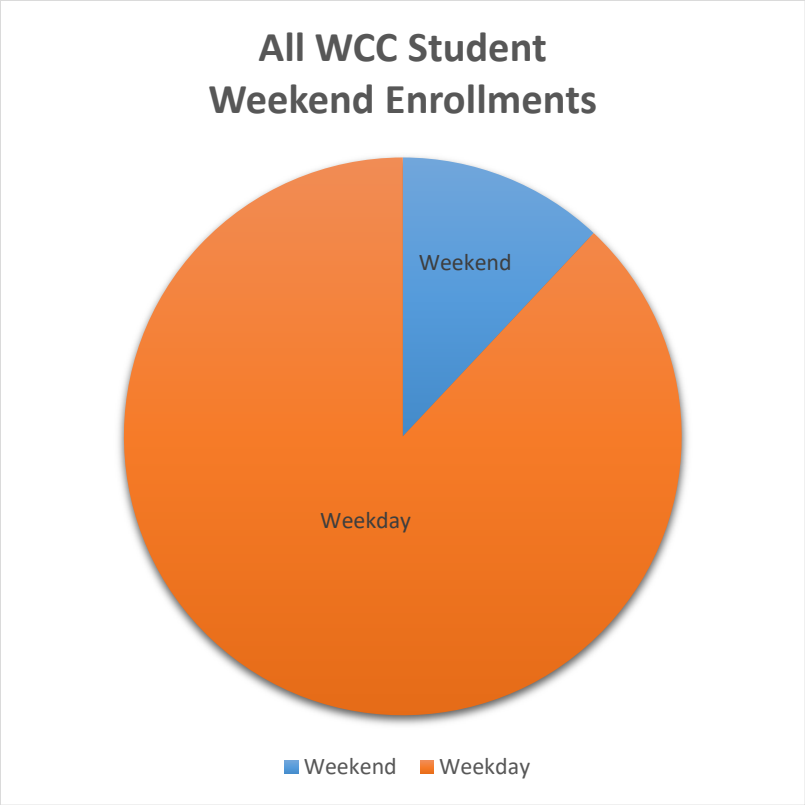




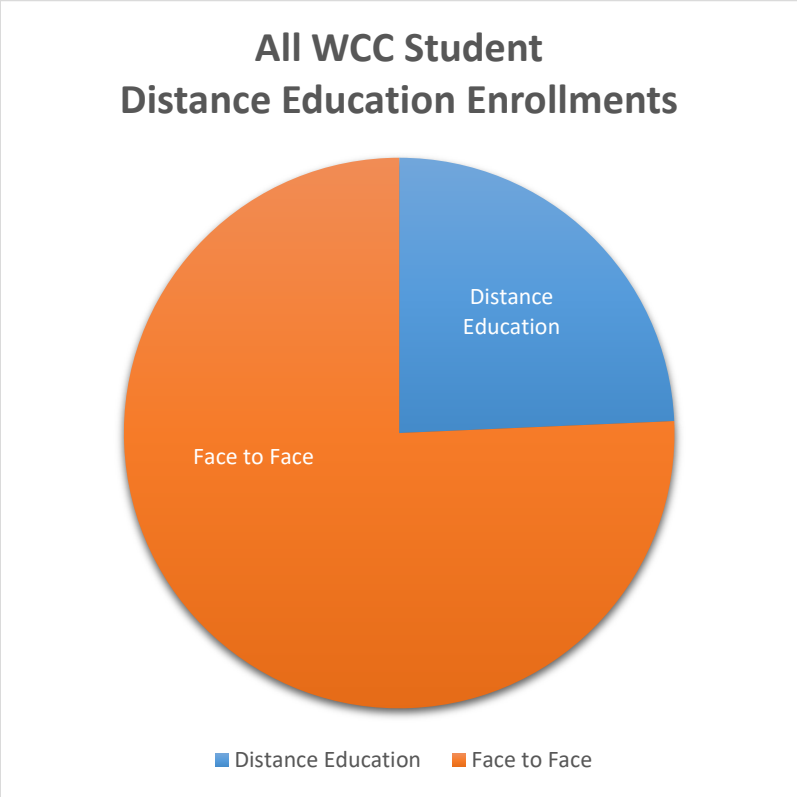

Woodland Community College students (24%) are less likely to enroll as full-time students than the state average (30%). Research shows that full-time students are more likely to persist and complete certificates and/or degrees.




About 4,296 WCC students enrolled in 2015-2016 evening sections. This number represents approximately 29.3% of the year's total Full-time Equivalent Enrollments (FTES).




About 1,161 WCC students enrolled in 2015-2016 evening sections. This number represents approximately 7.3% of the year's total Full-time Equivalent Enrollments (FTES).

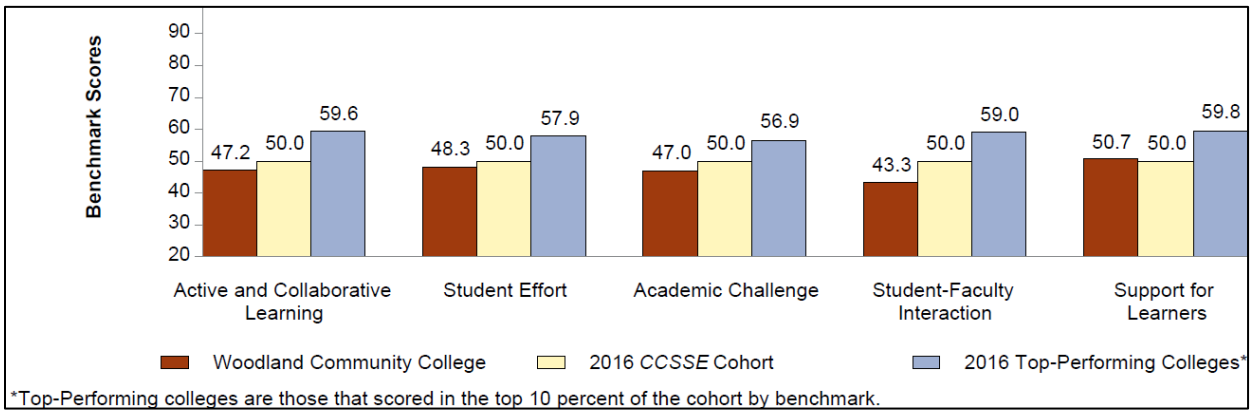



About 1,243 WCC students enrolled in 2015-2016 distance education sections. This number represents approximately 7.9% of the year's total Full-time Equivalent Enrollments (FTES).

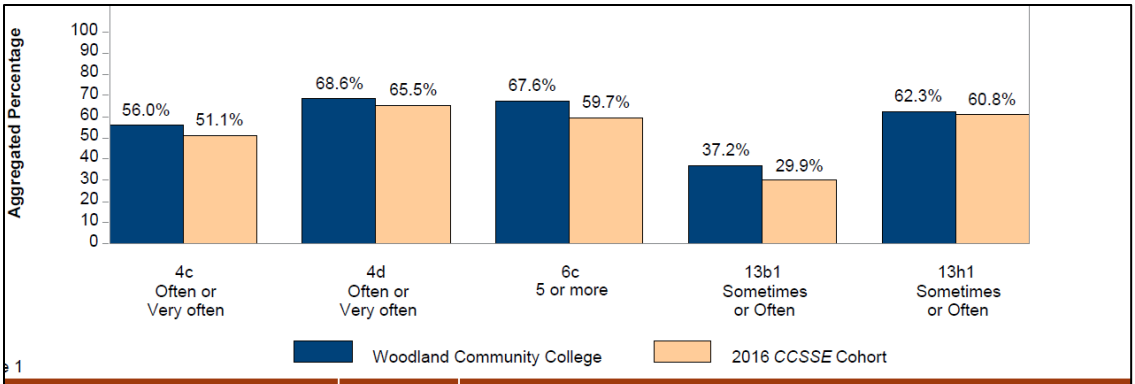
***STUDENT ENGAGEMENT.*** **Woodland Community College recognizes that student engagement levels must improve.** Two Center for Community College Student Engagement (CCSSE) reports provide college-specific data as well as benchmark comparisons between our College, top-performing colleges, and the CCSSE cohort. The first of these two reports (continuing student surveys) highlight aspects of highest and lowest student engagement at WCC, as well as results from five CCSSE special-focus items.

- *Level of Academic Challenge* (e.g., number of assigned textbooks, number and length of papers written, working harder than you thought you would, campus emphasis on time spent studying)
- *Student Faculty Interaction* (e.g., discussing grades or assignments with faculty, discussions about career plans, discussed class readings with faculty outside of class, received prompt feedback on assignments)
- *Supportive Campus Environment* (e.g., campus provides resources to help student achieve academically and socially)
- *Enriching Educational Experiences* (e.g., participates in co-curricular experiences, the availability of independent studies, using electronic technology to complete assignments)
- *Active and Collaborative Learning* (e.g., made a class presentation, asked questions in class, worked with other students outside of class to complete assignments

The table below compares WCC to a three-year cohort of similarly small, rural colleges across the country as well as 2016 top-performing colleges. A quick view of the five benchmark scores (mean score of 50) provides our College with a baseline from which we can improve.

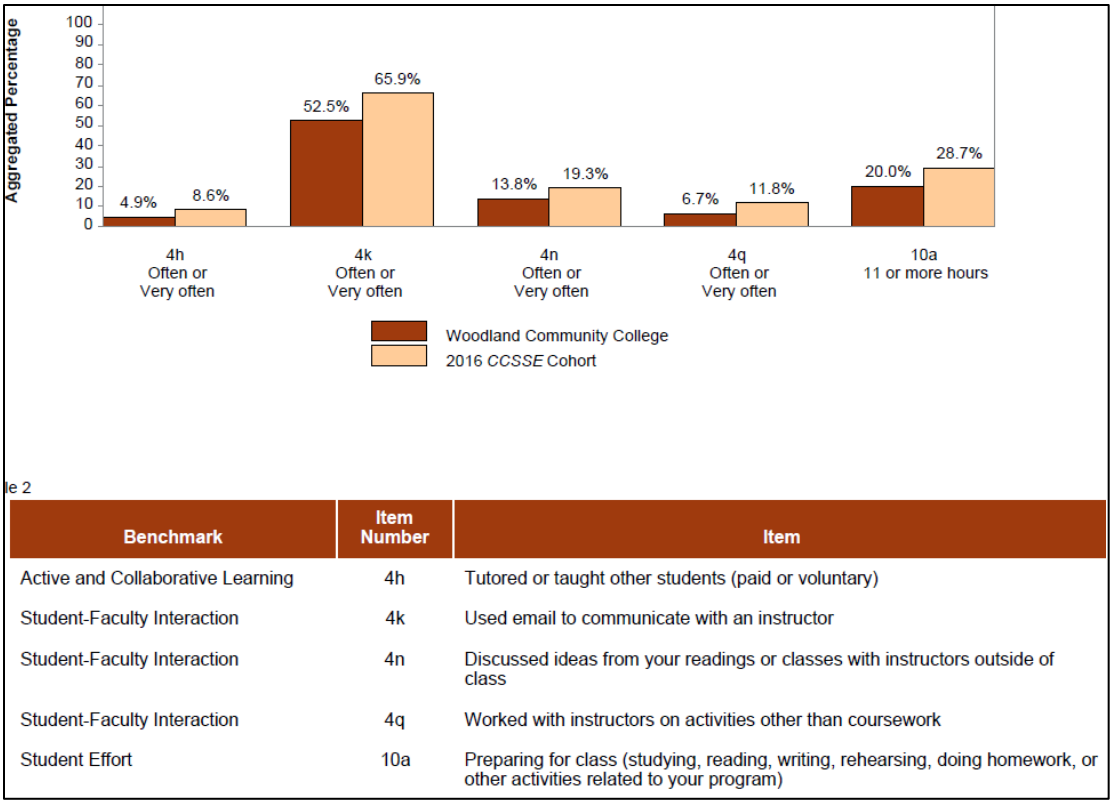



Digging deeper into the data, continuing WCC student responses indicate better than average perceived student effort in some areas (prepared two or more drafts of a paper before turning it in) and perceived academic challenge (number of written papers or reports, etc.).




| Benchmark | Item Number | Item |
|---|---|---|
| Student Effort | 4c | Prepared two or more drafts of a paper or assignment before turning it in |
| Student Effort | 4d | Worked on a paper or project that required integrating ideas or information from various sources |
| Academic Challenge | 6c | Number of written papers or reports of any length |
| Support For Learners | 13b1 | Frequency: Career counseling |
| Student Effort | 13h1 | Frequency: Computer lab |

Conversely, a closer look into specific survey questions also indicate low levels of WCC student engagement. WCC student responses indicate less than optimal perceived student active and collaborative learning (tutored or taught other students) as well as student-faculty interaction (used email to communicate with instructor).




le 2

| Benchmark | Item Number | Item |
|---|---|---|
| Active and Collaborative Learning | 4h | Tutored or taught other students (paid or voluntary) |
| Student-Faculty Interaction | 4k | Used email to communicate with an instructor |
| Student-Faculty Interaction | 4n | Discussed ideas from your readings or classes with instructors outside of class |
| Student-Faculty Interaction | 4q | Worked with instructors on activities other than coursework |
| Student Effort | 10a | Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) |

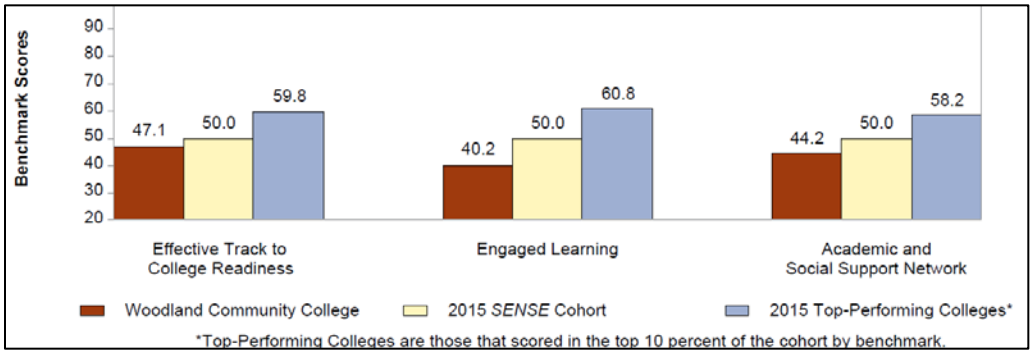
The second Center for Community College Student Engagement survey focuses on first semester WCC students. The Survey of Entering Student Engagement (SENSE) report highlights aspects of highest and lowest first semester student engagement at WCC, as well as results from six SENSE special-focus items.

- *Early Connections* (e.g. at least one college staff member (other than instructor) learned my name). When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out.
- *High Expectations and Aspirations* (e.g. the instructors at this college want me to succeed). Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement.
- *Clear Academic Plan and Pathway* (e.g. I was able to meet with an academic advisor at times convenient for me). When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track.
- *Effective Track to College Readiness* (e.g. I learned to improve my study skills). Nationally, more than six in 10 entering community college students are underprepared for college-

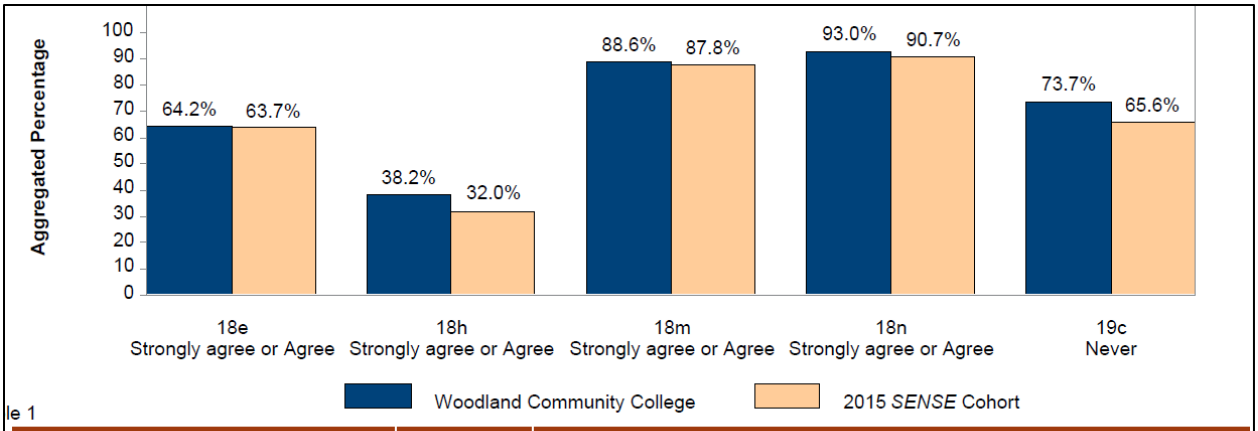
level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

- *Engaged Learning* (e.g. participate in Supplemental Instruction, work with other students on a project/assignment during class). Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.
- *Academic and Social Support Network* (e.g. all instructors clearly explained academic and student support services available at this college). Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

The table below compares WCC to a three-year cohort of similarly small, rural colleges across the country as well as 2016 top-performing colleges. A quick view of the six benchmark scores (mean score of 50) provides our College with a baseline from which we can improve services to first-semester students.




Digging deeper into the data, first-semester WCC student responses indicate better than average perceived academic and support network in some areas (instructor clearly explained course syllabi) and perceived high expectations and aspirations (frequency: turned in an assignment late).

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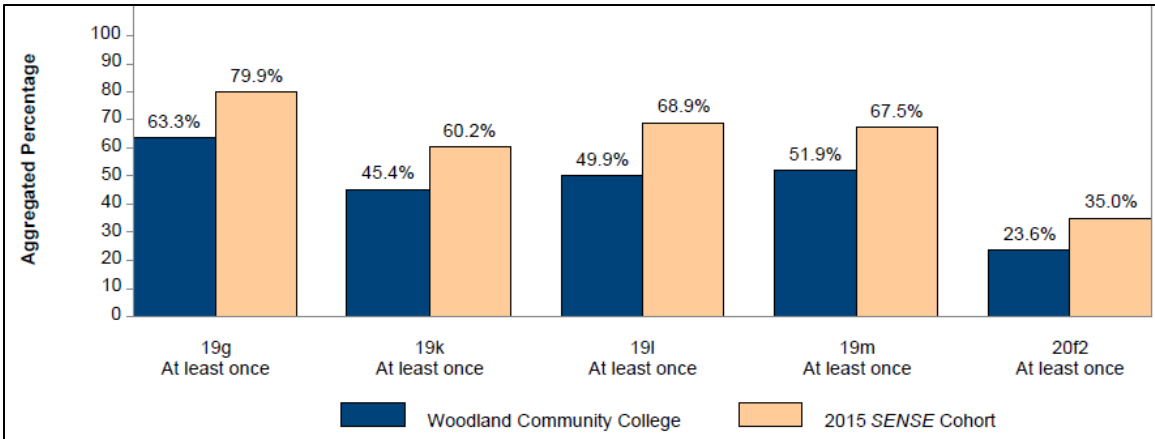
| Benchmark | Item Number | Item |
|---|---|---|
| Clear Academic Plan and Pathway | 18e | An advisor helped me to select a course of study, program, or major |
| Clear Academic Plan and Pathway | 18h | A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take |
| Academic and Social Support Network | 18m | All instructors clearly explained course grading policies |
| Academic and Social Support Network | 18n | All instructors clearly explained course syllabi (syllabuses) |
| High Expectations and Aspirations | 19c | Frequency: Turned in an assignment late |

Conversely, a closer look into specific survey questions also indicate low levels of WCC first-semester student engagement. WCC student responses indicate less than optimal perceived student engaged learning (worked with other students on a project or assignment during class, used an electronic tool to communicate with an instructor about coursework, etc.).




ble 2

| Benchmark | Item Number | Item |
|---|---|---|
| Engaged Learning | 19g | Frequency: Worked with other students on a project or assignment during class |
| Engaged Learning | 19k | Frequency: Used an electronic tool to communicate with another student about coursework |
| Engaged Learning | 19l | Frequency: Used an electronic tool to communicate with an instructor about coursework |
| Engaged Learning | 19m | Frequency: Discussed an assignment or grade with an instructor |
| Engaged Learning | 20f2 | Frequency: Used writing, math, or other skill lab |

## Example WCC Student Engagement Responses Reflected in Action Plans

- Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins
- Design, Execute, and Assess a Student Welcome Space on Woodland Campus
- Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility, Technology, and Service Hour Enhancements

***COMPLETION AGENDA.*** **Woodland Community College lists as a strength the work we have underway to improve local student completion rates.** This Educational Master Plan, with intentional Objectives and Action Plans, demonstrate that commitment to the communities we serve. Nationally, the American Association of Community Colleges (AACC), along with five other organizations, share the same commitment to student completion. These partner organizations (the Association for Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development, and the Phi Theta Kappa Honor Society) are committed to producing 50% more students with high-quality degrees and certificates by 2020. California Competes studies show our state needs 11.9 million degrees (bachelor's, associates, and certificates) by 2025 to remain economically competitive. Some of the key points from the national Completion Agenda initiative are:

- Responsibility for completion is shared throughout the institution and the community.
- Completion must be embedded into the fabric of the institution.
- Students want to be engaged and involved in the completion agenda; they want the data.
- We have a responsibility to increase completion rates, and we have a legacy to create.
- Completion should be made a part of the institution's strategic plan.
- The completion agenda must be transparent and data driven.
- Community colleges must encourage the completion of certificates, degrees, etc. (which are valuable to your community, to your students, to business and industry).

| **Example WCC Completion Agenda Responses Reflected in Action Plans** |
|---|
| ➢ Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan<br>➢ Design, Execute, and Assess Two-Year Course Enrollment Program<br>➢ Design, Execute, and Assess a College-wide Structure to Support Guided Pathways |

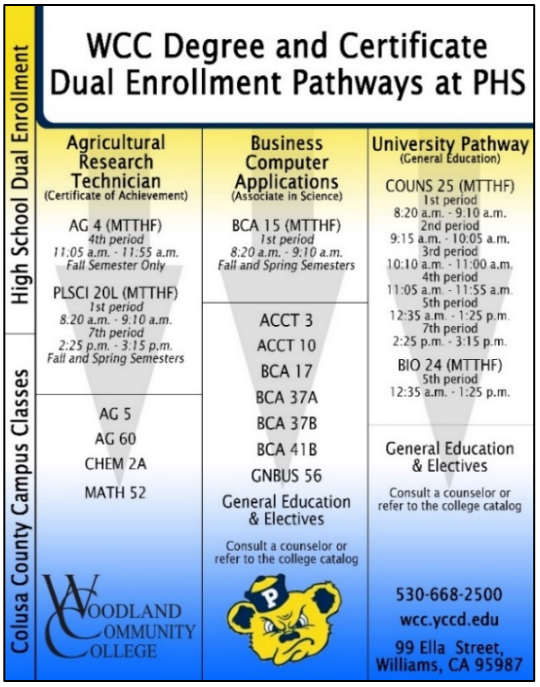
***DISTANCE EDUCATION.*** **Woodland Community College recognizes the need to further develop a comprehensive Distance Education Program.** The Public Policy Institute of California (PPIC) Report of 2015 states: "Setting expectations and preparing students to make the best possible use of online learning technology is an important best practice." Woodland Community College participates in the state-wide Online Education Initiative and College Action Plans reflected in this document (online orientation and tutorial services, for example) direct the development of a comprehensive distance education program. The California Online Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly

more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. The OEI supports the Completion Agenda, providing appropriate resources to help all students succeed. Well-designed online WCC courses and programs, effectively meeting students' needs and conforming to regulatory statues, are critical to student success. WCC, along with the OEI, is also working on more ways to assist colleges in directly supporting students, including online counselor support, online proctoring technology, library services and the like.

**Example WCC Distance Education Responses Reflected in Action Plans**

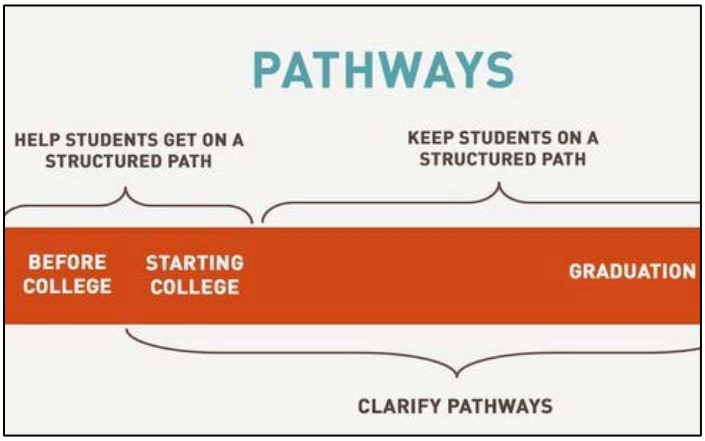
- Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic, and Student Support Services
- Design, Execute and Assess a Single Online College Orientation
- Design, Execute and Assess a Pilot Online Tutorial Service

***DISTANCE ENROLLMENT.*** **Dual enrollment promises to be a strength at WCC.** Students who are dually enrolled during high school are more likely to earn high school degrees, enroll in college, enroll in college, enroll full time, and persist in college than were students without these experiences. Research shows that the single most important factor in determining college success is the academic challenge of the high school courses students take. Bringing college-level rigor to the high school years enhances both high school and college success. In fact, a student who earns at least 12 college credits prior to high school graduation has the highest likelihood of graduating from a post-secondary institution within four years. For Hispanic Serving Institutions like Woodland Community College, dual enrollment is a significant student success initiative, as Excelencia in Education has recognized these programs to be some of the most promising for Latino students.



| Example WCC Distance Education Responses Reflected in Action Plans |
|---|
| ➢ Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars<br>➢ Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support |

***GUIDED PATHWAYS.*** Woodland Community College has much work to do in the guided pathway arena. As part of the Completion Agenda, a growing number of community colleges are seeking to improve student outcomes by redesigning academic programs and student support services following the guided pathways approach. These institutions are mapping out highly structured, educationally coherent program pathways for students to follow by starting with the end in mind; consulting with 4-year education providers and with employers to ensure that program learning outcomes are clearly aligned with the requirements for success in further education and careers. Guided pathway colleges design program maps to assess and improve learning across programs, not just single courses. They are also rethinking new student intake systems to create program on-ramps that help students choose and enter a program of study as quickly as possible. Guided pathway colleges closely monitor students' progress toward program completion and give frequent feedback and support to help keep students on track. California community colleges, like WCC, have much work to do in this institutional effectiveness arena; redesigning the traditional "cafeteria style" (too many student choices resulting in slow completion) academy model. Action Plan Table 5 document our commitment to this work. The state system now supports a pilot California Guided Pathways initiative and appears ready to expand this redesign.

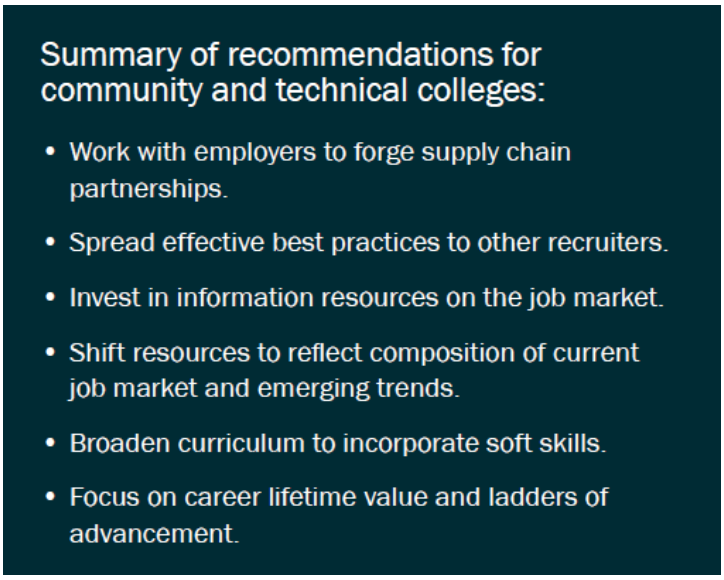



| Example WCC Guided Pathways Responses Reflected in Action Plans |
|---|
| ➢ Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)<br>➢ Design, Execute, and Assess a College-wide Structure to Support Guided Pathways |

***ONLINE EDUCATIONAL RESOURCES (OER).*** At the insistence of Associated Students of Woodland Community College, what was once an institutional weakness promises to become a College strength. Recent California legislation is indicative of state educational leaders' acknowledgment of high textbook costs and an effort to reduce those costs. Along with the Student Success Act of 2012 (SB 1456), legislation established a state-wide online education resources council and a digital open source library. The use of Open Education Resources (OER) is expected to provide "students and their families with sorely needed financial relief". US Government Accounting figures show annual California Community College textbook costs are more than 150% of enrollment fees. In a recent Student Engagement survey WCC students indicated over 56% of all students work for pay to offset the costs of their education. Students may have to work fewer hours as the College adopts and scales the OER project, making textbooks less expensive and, thus, freeing students to pursue their academic studies. In the fall of 2016, WCC received an OER grant from the CCCCO to pilot on online educational resource initiative. Again, an institutional commitment to this project is declared in Table 5: Institutional Effectiveness Action Plans.

| **Example WCC Online Educational Resource Responses Reflected in Action Plans** |
| --- |
| ➢ Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program<br>➢ Design, Execute, and Assess Academic Programs (3) using 100% OER Materials |

***WORKFORCE DEVELOPMENT.*** **In the future, Woodland Community College's workforce development focus can be heightened.** There is now a national and state-wide emphasis upon providing more and/or better community college CTE programs. Business, civic, and educational leaders across our country share concerns over the steady erosion of America's middle class and the polarization of incomes.




The recommendation summary to the left is excerpted from *Bridge the Gap: Rebuilding America's Middle Skills*. In this report, Harvard Business School, Burning Glass, and other job market analysts address the dichotomy between unacceptable national underemployment rates and industry reports lamenting the difficulty in finding a qualified middle-skill workforce. The authors define middle-skill positions as requiring more education and training than a high school diploma but less than a four-year college diploma. California's Strong Workforce initiative is a result of a state-wide industry and education partnership intended to enhance Career Technical Education (CTE) to meet job demands.

While our College analysis of LMI data does indeed focus on middle-skills positions, a deeper examination of workforce needs shows many regional career opportunities may also require a bachelor's degree or higher. As a key driver in the regional labor market supply chain, WCC must provide opportunities ranging from Career Technical Education certificates to advanced degree preparation. Included in advanced degree preparation, of course, are Arts and Science courses and programs.

| **Example WCC Workforce Development Responses Reflected in Action Plans** |
| --- |
| ➢ Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of Technology, Facility, and Staffing Planning<br>➢ Design, Execute, and Assess a College-wide Structure to Support Guided Pathways |

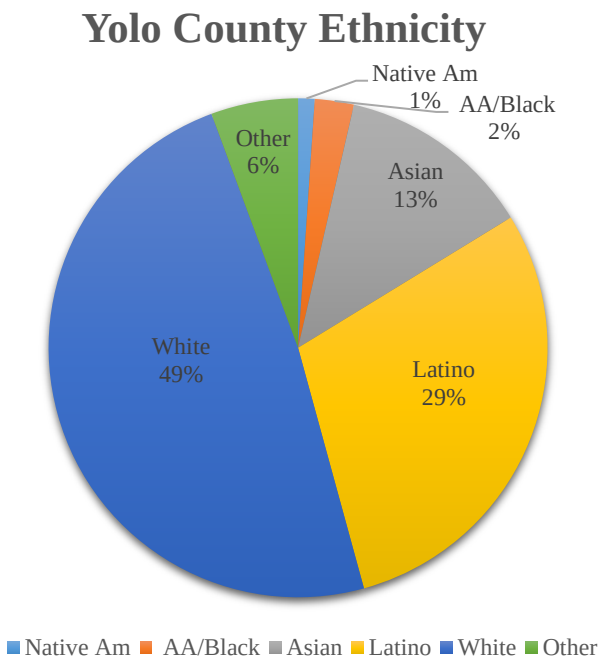
## EXTERNAL SCAN: OPPORTUNITIES and THREATS

Healthy organizational systems also regularly "peer outward", examining potential opportunities for growth and success, or the opposite, threats. Local high school student achievement rates, for example, may be so strong as to represent an opportunity for timely student completion rates. Conversely, lower high school math and English college preparedness levels may pose a threat to certificate or degree completion. Emerging regional or national industry and four-year college/university trends may also present themselves to WCC as opportunities or threats.

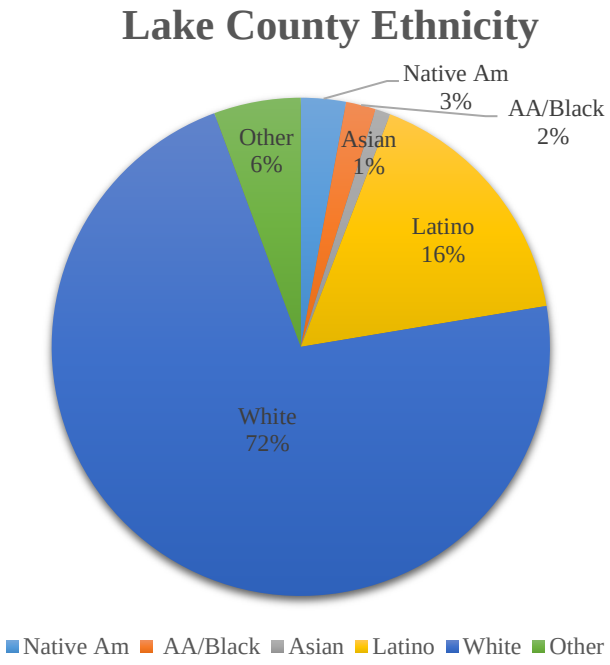
***ACCREDITATION.*** Woodland Community College sees opportunity in accreditation "continuous quality improvement" process and accountability measures. Woodland Community College is authorized to operate as a postsecondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. Recent "signals" ("Warren Bill" and the like) suggest the United States may be moving toward a more federalized process for accreditation in response to the large amount of federal funding for higher education and rising student debt. Additionally, the 2014 Workforce Innovation and Opportunity Act (WIOA) brings together the Department of Labor (DOL) through formula grants to the states and adult education, literacy, and vocational rehabilitation programs administered through the Department of Education (DOE). This confluence of federal activity suggests WCC, along with all other community colleges, prepare for federally-determined "bright line" student achievement standards.

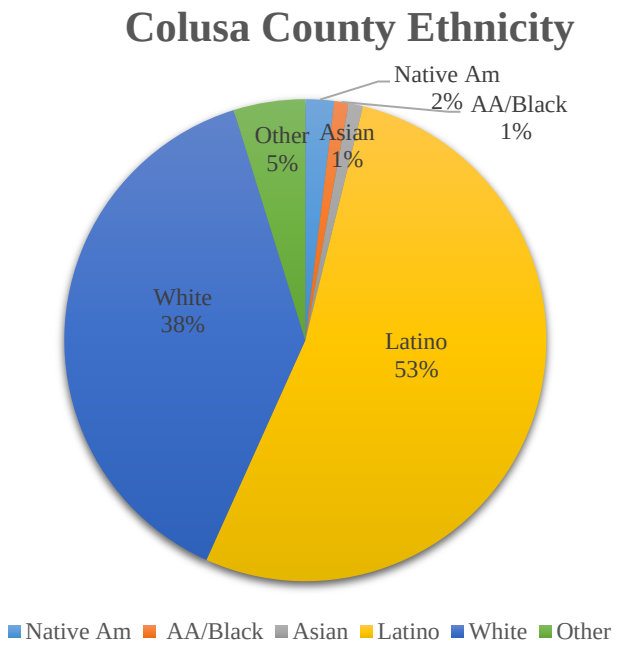
| **Example WCC Accreditation Responses Reflected in Action Plans** |
| --- |
| ➢ DESIGN, EXECUTE, AND ASSESS A COLLEGE-WIDE DATA INQUIRY GROUP (DIG)<br>➢ DESIGN, EXECUTE, AND ASSESS WCC EMP WITH ASSOCIATED TECHNOLOGY, FACILITY, AND STAFFING PLANS |

***SERVICE AREA DEMOGRAPHICS.*** Service area data informs our Educational Master Plan and identifies another opportunity to positively impact our diverse communities. Yolo, Lake, and Colusa County demographic data sourced from 2010 U.S. Census reports also describe both opportunities and threats to our College as we design, implement, and assess programs and services for student learning and achievement. Ethnicity,




Like many community colleges across the country, WCC student data does not always mirror that within our service area. Students of color are more likely to enter higher education through the community college system, and thus, are disproportionately represented on our campuses when compared to the service area.






***OPPORTUNITY INDEX.*** **Existing conditions represented by Opportunity Index measures threaten the well-being of WCC service area citizens.** Developed by Measure of America and Opportunity Nation, the Opportunity Index gives policymakers and community leaders a powerful tool to advance opportunity-related issues and work, advocate positive change and track progress over time. The Opportunity Index focuses on the conditions present in different communities and is designed to connect economic, educational and civic factors to help identify concrete solutions to lagging conditions for economic mobility. From preschool enrollment to income inequality, from volunteerism to access to healthy food, expanding opportunity depends on the intersection of multiple factors. The Index measures 16 indicators, and scores all 50 states plus the District of Columbia on a scale of 0-100 each year. In addition, more than 2,600 counties are graded A-F, giving policymakers and leaders a useful tool to identify areas for improvement and to gauge progress over time.

These five categories, A, B, C, D, and F, reflect reasonable distinctions among the approximately 2,400 counties ranked. As with states, it is also possible to understand how a county does in terms of opportunity within each of the three dimensions: (1) Jobs and Economy; (2) Education; and (3) Community Health and Civic Life. Woodland Community College serves communities in Colusa, Lake, and Yolo Counties. The overall Colusa County Opportunity Index grade is "C", Lake County is C-, and Yolo County is B-. Depending upon location, Yolo County citizens may have disparate economic, educational, and civic opportunities.

| | |
|---|---|
| Colusa County Opportunity Index Grade | C |
| Lake County Opportunity Index Grade | C- |
| Yolo County Opportunity Index Grade | B- |

***JOBS.*** The availability of jobs is critical to opportunity, and today's high unemployment rates have put the need for jobs center stage. Nonetheless, a job is not the only ingredient necessary for a prosperous and sustainable economy that allows for economic security and mobility; an abundance of low-wage jobs, for instance, do not create optimal conditions for long-term opportunity. In addition, local residents must be prepared for today's and tomorrow's jobs, and also must be in a position to accumulate savings to weather life's inevitable ups and downs and to make the large expenditures—a house in a good school system, a car to get to work, college tuition—necessary for upward mobility. Finally, internet access is becoming the default expectation for banking, government services, job applications, and work—part and parcel of life's essential infrastructure. Three tables describe Colusa, Lake, and Yolo County Opportunity Index economic indicators.

| Economy | Colusa County | State Avg. | National |
|---|---|---|---|
| **Unemployment rate** | 15.8% | 6.1% | 5.1% |
| **Median household income** | $48,820 | $56,338 | $48,906 |
| **Population below the poverty line (%)** | 12.5% | 16.8% | 15.8% |
| **Ratio of household Income at the 80th percentile to that of the 20th percentile** | 3.7 | 5.3 | 5.0 |
| **Banking institutions per 10,000 pop.** | 3.7 | 2.7 | 3.9 |
| **Households spending <30% of income on housing** | 64.1% | 55.3% | 65.4% |

| Economy | Lake County | State Avg. | National |
|---|---|---|---|
| **Unemployment rate** | 7.1% | 6.1% | 5.1% |
| **Median household income** | $34,209 | $56,338 | $48,906 |
| **Population below the poverty line (%)** | 25% | 16.8% | 15.8% |
| **Ratio of household Income at the 80th percentile to that of the 20th percentile** | 4.9 | 5.3 | 5.0 |
| **Banking institutions per 10,000 pop.** | 2.3 | 2.7 | 3.9 |
| **Households spending <30% of income on housing** | 49.4% | 55.3% | 65.4% |

| Economy | Yolo County | State Avg. | National |
|---|---|---|---|
| **Unemployment rate** | 6.1% | 6.1% | 5.1% |
| **Median household income** | $52,339 | $56,338 | $48,906 |

| | | | |
|---|---|---|---|
| **Population below the poverty line (%)** | 19.1% | 16.8% | 15.8% |
| **Ratio of household Income at the 80th percentile to that of the 20th percentile** | 5.4 | 5.3 | 5.0 |
| **Banking institutions per 10,000 pop.** | 2.5 | 2.7 | 3.9 |
| **Households spending <30% of income on housing** | 54.9% | 55.3% | 65.4% |

***EDUCATION.*** In a globalized economy in which knowledge is paramount, education is a key factor in expanding opportunities and protecting people from the most severe consequences of economic downturns. At every stage along the educational journey, a quality educational experience is vital. Research has consistently identified a quality preschool to be the most cost-effective intervention to enable every child to enter school on an equal footing. High school and college graduates earn significantly more over their lifetimes than high school and college dropouts, respectively.

| Education | Colusa County | State Avg. | National |
|---|---|---|---|
| **Preschool enrollment** | 49% | 48.4% | 47.1% |
| **On-time H.S. graduation** | 86% | 80.4% | 81.4% |
| **Associates Degree or Higher (%)** | 23% | 38.9% | 37.7% |

| Education | Lake County | State Avg. | National |
|---|---|---|---|
| **Preschool enrollment** | 51.6% | 48.4% | 47.1% |
| **On-time H.S. graduation** | 91% | 80.4% | 81.4% |
| **Associates Degree or Higher (%)** | 26.1% | 38.9% | 37.7% |

| Education | Yolo County | State Avg. | National |
|---|---|---|---|
| **Preschool enrollment** | 59.5% | 48.4% | 47.1% |
| **On-time H.S. graduation** | 89% | 80.4% | 81.4% |
| **Associates Degree or Higher (%)** | 45.2% | 38.9% | 37.7% |

***COMMUNITY HEALTH.*** Evidence shows that the level of community institutions, networks and norms, together known as social capital, play an important role in expanding people's opportunities, including the opportunities to attend good schools and find good jobs, and to collectively solve problems such as crime, unhealthy environmental conditions, and others (Putnam, 2000). Volunteerism and group membership are two important measures of social capital because they can make important contributions to community trust and connectedness and to the building of networks and other vital social infrastructure. Community safety is included in this dimension as a proxy both for its contribution to social capital and for its vital role in community health. Communities with high levels of crime, including drug abuse, lack the environment in which schools and businesses can thrive—two key pillars of economic mobility—and in which residents feel safe to establish the links and connections for cohesive

***SOCIAL NETWORKS.*** Violent crime has an obvious impact on victims' health directly, and the chronic stress of danger and its effects on the ability of children to get exercise have longer-term deleterious effects on health. Communities with limited healthy food options and a dearth of medical personnel can contribute to unhealthy lifestyles and ultimately, poor health.

| Community Health & Civic Life | Colusa County | State Avg. | National |
|---|---|---|---|
| **Violent crime per 100,000 pop.** | 215.9 | 396.2 | 387.8 |
| **Youth not in School and Not Working (% ages 16 to 24)** | 19.8% | 13.8% | 13.8% |
| **Primary care providers per 100,000 pop.** | 37.3 | 268.9 | 286.5 |
| **Grocery Stores and Supermarkets per 10,000 population** | 5.6 | 2.2 | 2.2 |

| Community Health & Civic Life | Lake County | State Avg. | National |
|---|---|---|---|
| **Violent crime per 100,000 pop.** | 512.3 | 396.2 | 387.8 |
| **Youth not in School and Not Working (% ages 16 to 24)** | 33.5% | 13.8% | 13.8% |
| **Primary care providers per 100,000 pop.** | 109.6 | 268.9 | 286.5 |
| **Grocery Stores and Supermarkets per 10,000 population** | 3.6 | 2.2 | 2.2 |

| Community Health & Civic Life | Yolo County | State Avg. | National |
|---|---|---|---|
| **Violent crime per 100,000 pop.** | 269.2 | 396.2 | 387.8 |
| **Youth not in School and Not Working (% ages 16 to 24)** | 8% | 13.8% | 13.8% |
| **Primary care providers per 100,000 pop.** | 356.2 | 268.9 | 286.5 |
| **Grocery Stores and Supermarkets per 10,000 population** | 2.1 | 2.2 | 2.2 |

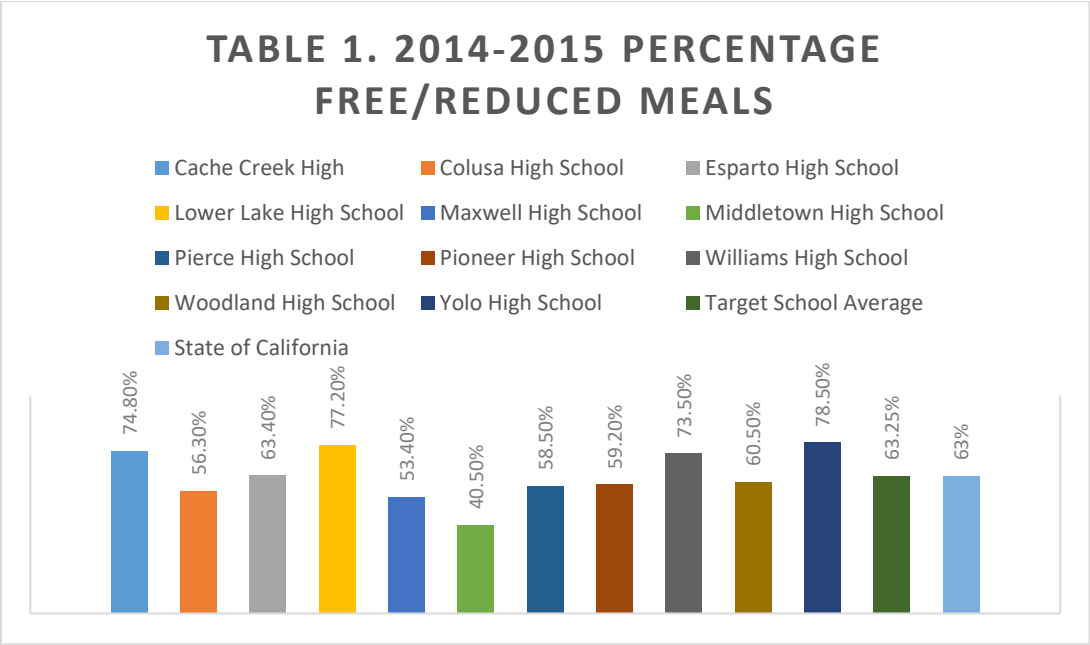
**Example WCC Opportunity Index Responses Reflected in Action Plans**

- Design, Execute, and Assess LCC and CCC Foundation Advisories
- Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors
- Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity

***HIGH SCHOOL DEMOGRAPHICS.*** Beyond the Opportunity Index, service area high school student data informs our Educational Master Plan and identifies another opportunity to positively impact our communities. Student demographics may describe both opportunities and threats to our College as we design, implement, and assess programs and services for

student learning and achievement. Each of the following graphs depict California Department of Education data for the Yolo, Lake, and Colusa County high schools we serve.

The percentage of district free and reduced meals often serves as a poverty indicator. For example, table 1 below shows four of our service area high schools of Cache Creek (74.8%), Lower Lake (77.2%), Esparto (73.5%), and Maxwell (78.5%) far exceed the California state average (63%).




Clearly, language barriers may represent a threat to individual students' college preparation levels and challenge effective WCC program and service delivery. Our College has great opportunity to develop English as a Second Language (ESL) program aligned with existing high school and adult education programs. Table 2 shows Cache Creek (34%), Pioneer (31.6%), Esparto (25.3%), and Williams (21.3%) high schools with the greatest percentage of identified ESL students.

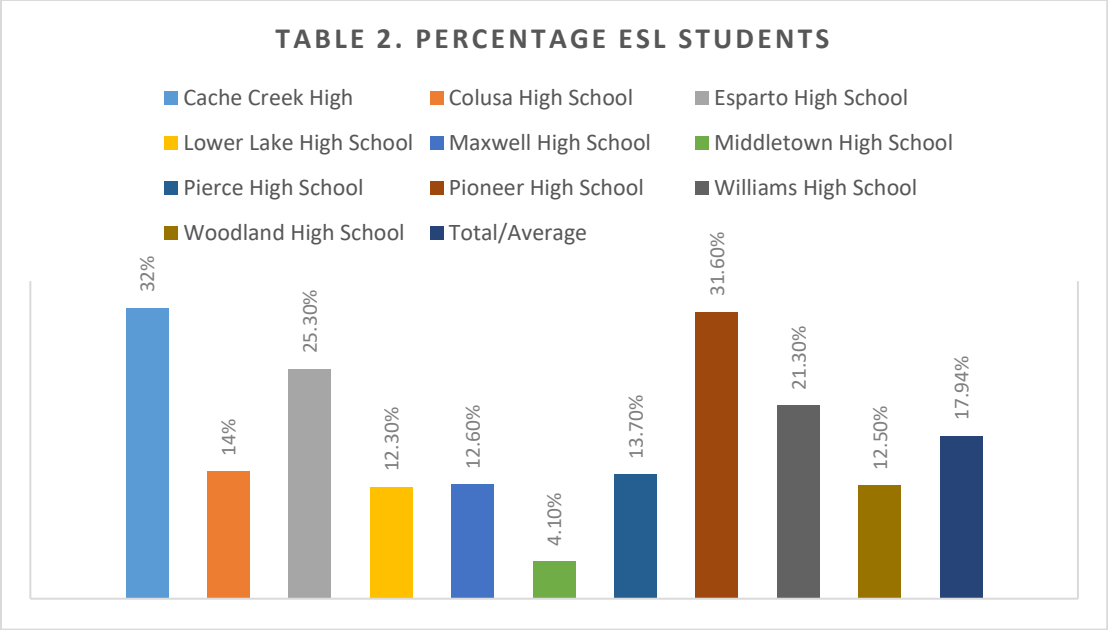



Table 3 indicates great opportunity to effect Colusa (78%), Lower Lake (64%), and Maxwell (75%) high school students' persistence rates which are below the state average (80.8%) for this cohort.

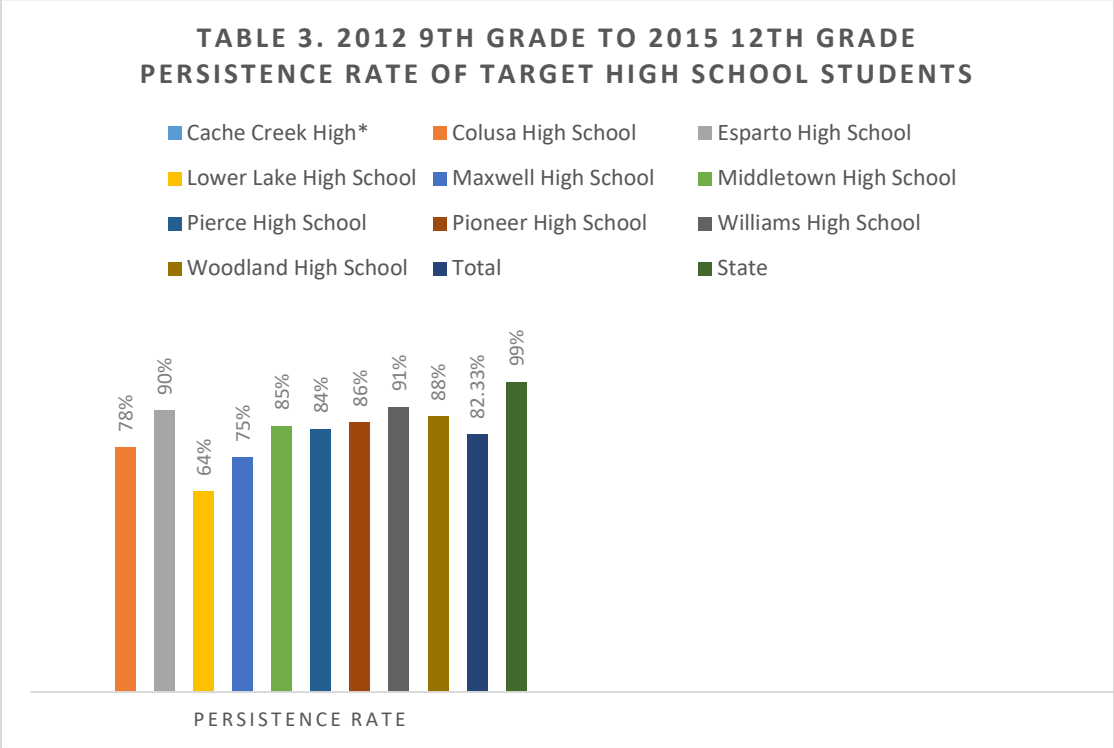
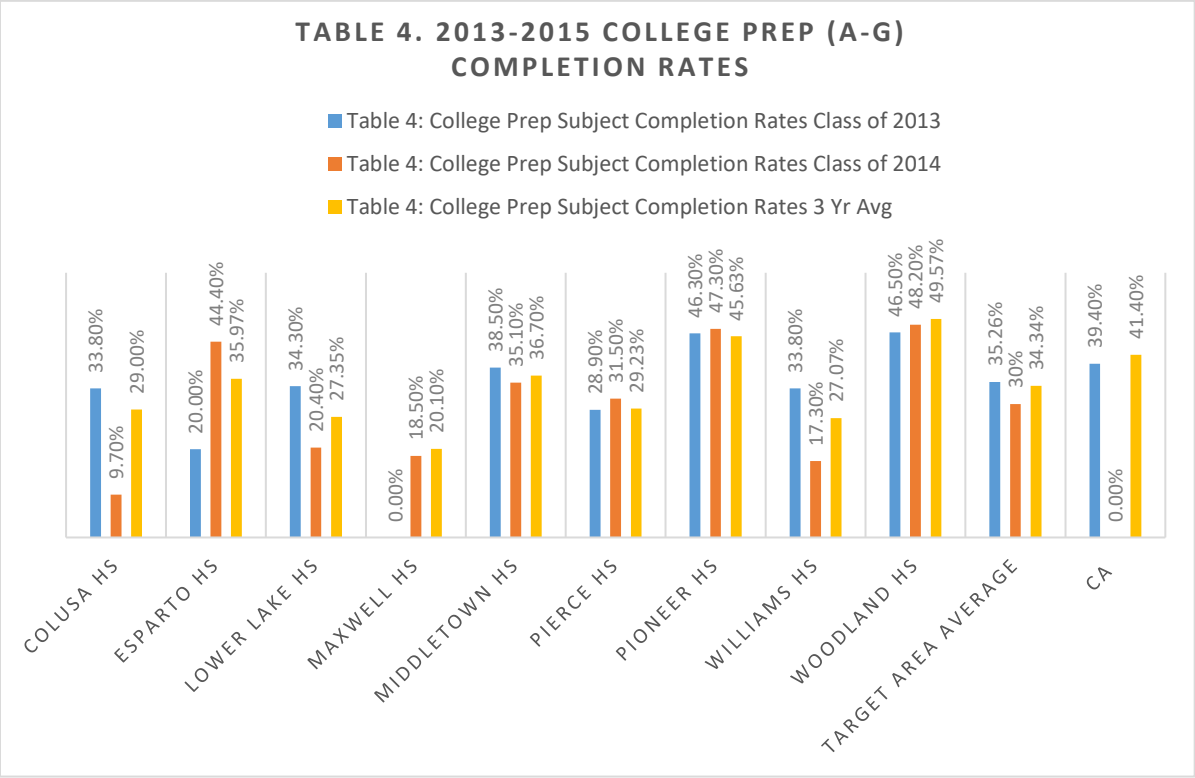


Table 4 shows each service area high school college preparation (A-G) completion rates. All but Woodland (49.5%) and Pioneer (45.6%) high schools are below the state A-G completion rate (41.4%), providing us great opportunity to improve students' preparation levels, especially in Lake and Colusa Counties.




**Example WCC High School Demographic Responses Reflected in Action Plans**

- Design, Execute, and Assess an On-site Matriculation Process for High School Students
- Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors
- Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity

***DOING WHAT MATTERS FOR CALIFORNIA JOBS AND THE ECONOMY.*** **Woodland Community College sees great opportunity in this state-wide initiative.** The strategy for Doing What Matters for Jobs and the Economy is a four-pronged framework to respond to the call of our nation, state, and regions to close the skills gap. The four prongs are:

- *Give Priority for Jobs and the Economy* - There is a serious and growing shortage of skilled workers for major regional industry sectors across California—while there are also hundreds of thousands of people who are unemployed or underemployed statewide. This EMP describes how our College plans to take a regional approach to identify labor market trends, evaluate how each collegiate region is responsive to market demands, and decide which programs matter most to jobs and the economy as well as how and where they will be delivered.
- *Make Room for Jobs and the Economy* – Woodland Community College is positioned to help solve the mismatch between skills and jobs in our state and service areas. As the needs of our labor market and our students changes, we must continuously evaluate the effectiveness of courses and programs of study in order to deliver for regional and local communities. This means is a constant evaluation to retool/rethink programs as industry evolves.
- *Promote Student Success* – Our College and K-12 partners collect and analyze a variety of data to measure student success, enabling comparisons across programs to examine how are career technical education (CTE) students achieving their postsecondary and workforce goals over time; which CTE programs are the most effective at helping students achieve their postsecondary and career goals; how returning adults, including veterans, can better take advantage of our programs to reskill and upskill; and how can we improve programs to better prepare students for success in college and the workforce?
- *Innovate for Jobs and the Economy* - Innovative public/private partnerships which enable us to close the skills gap of our state's labor force begin with working together to create solutions. As part of Doing What MATTERS for Jobs and the Economy framework, our College considers industry partnerships (advisory boards and professional advisers) invaluable to solving complex workforce training needs.

***INDUSTRIES and OCCUPATIONS.*** **There is great opportunity for Woodland Community College's three campuses to develop intentional CTE, as well as General Education, programs using industry and occupation data.** Examining local Labor Market Information (LMI) provides our College a "window" into current and future regional employment trends; a tremendous opportunity to build intentional, value-added programs. College programs and services should reflect middle-skill employment trends as well as transfer pathways, ensuring a vibrant local

economy. Yolo, Lake, and Colusa County LMI data prepared by the California Employment Development Department (EDD) and Economic Modeling Specialists International (EMSI) is summarized here. Greater detail (occupations, related occupations, skill requirements, and work activities) may be found in the attached appendices.

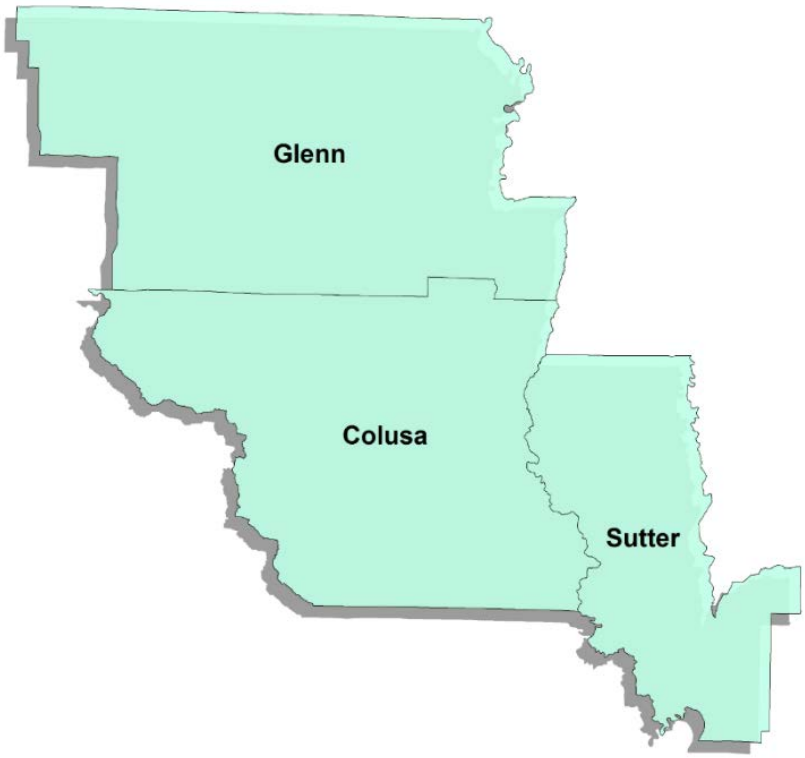
As defined by the EDD, an industry cluster describes a specific grouping of companies with highly similar business activities. Cluster research is a widely accepted standard of practice for developing regional prosperity strategies to address multiple facets of a region's complex economy. Industry clusters reduce operating costs by shortening supply chains; increasing the flow of information regarding new business opportunities; concentrating workforce training needs in select occupations; and speeding up the identification of gaps in products or services. Firms in identified clusters also may have a reduced risk of failure, as these firms are better supported by the supply chain and can respond more rapidly to shifts in the marketplace. These businesses are economically interdependent and may have common supply chains, labor needs, technologies, and markets. Industry clusters identified in Yolo, Lake, and Colusa Counties are those that demonstrated the greatest opportunity for new jobs, rising wages, business expansion, and career development possibilities.

Interpreting the EDD bubble charts:

- The size of the bubble indicates the employment size (% increase, Regional Concentration compared to CA, number of jobs).
- The horizontal axis indicates the annual growth rate, or employment change, over the study period. Growth to the right on the graph is positive.
- The vertical axis indicates the concentration of an industry relative to the State. A concentration of 1.0 or higher indicates that the industry is more concentrated in the region than in the State. A concentration greater than 1.0 indicates a higher concentration of jobs in the industry cluster than found statewide, and industry clusters with a LQ of 1.25 or higher are considered heavily concentrated. A high concentration indicates a competitive advantage and an area of regional specialization compared to the state. Industry clusters with higher location quotients generally consist of export industries, and are the region's strong economic sectors. In theory, they are producing more goods and services than the region alone can consume and thus export the excess goods or services to consumers in areas outside of the region and bring wealth back to the local economy.
- Industries in the right, upper quadrant show growth over the last five years and a higher concentration in the region compared to California.

***Colusa County Campus.*** Industry clusters identified in the three-county region – including Colusa, Glenn, and Sutter counties – are those that demonstrated the greatest opportunity for new jobs, rising wages, business expansion, and career development possibilities. Eight regional industry clusters emerge for Woodland Community College-Colusa County Campus, comprising 123 industries across the three-county region. During the study period, 2011 through 2016, these eight industry clusters together demonstrated a combination of:

- Expanding opportunity (job and/or firm growth)
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)




These industry clusters include (in order of size by total number of jobs):

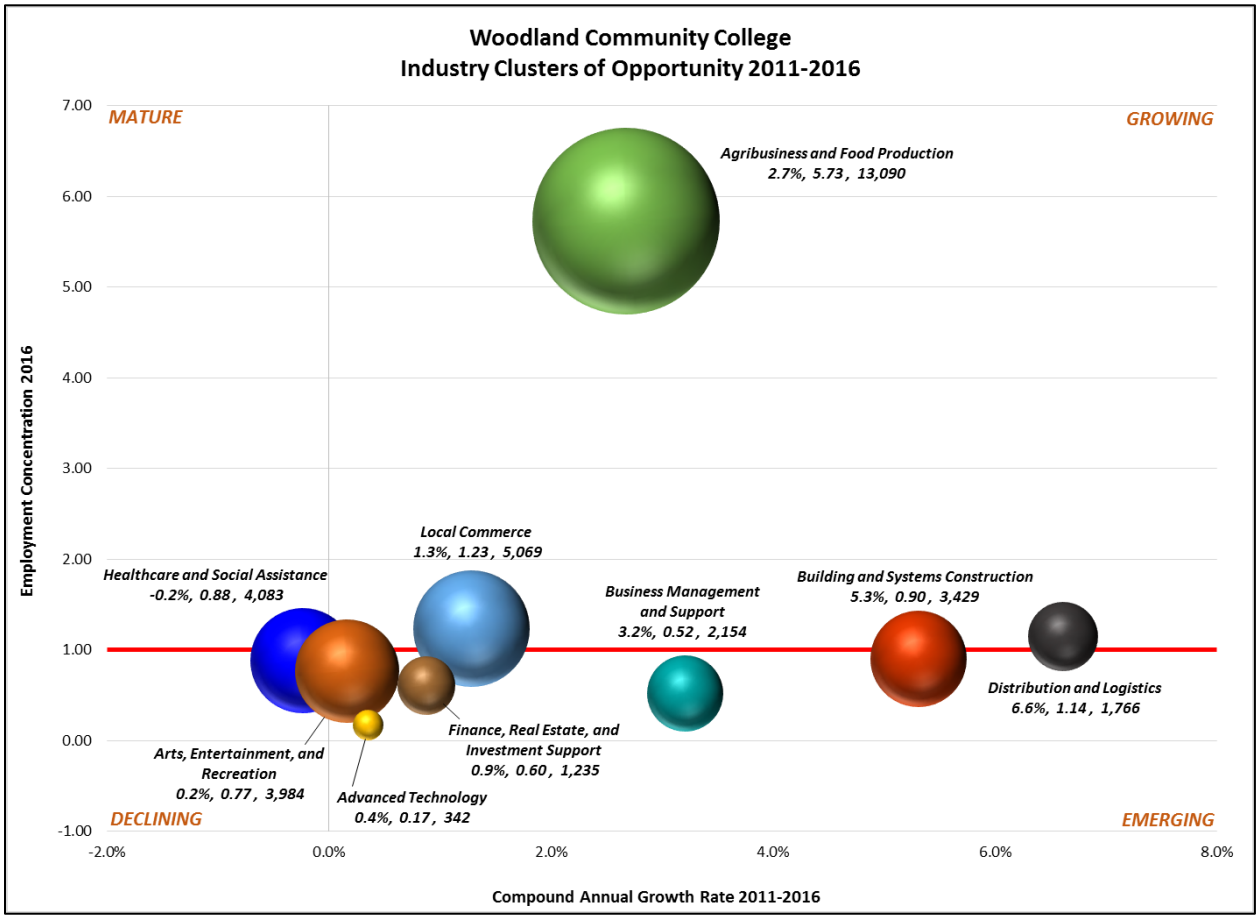
- **Agribusiness and Food Production** - includes establishments primarily engaged in growing crops, raising animals, and the manufacturing of food. This cluster employed 13,090 people in 2016, or 33.5 percent of the region's workforce. Manufacturing industry clusters in this region focus on agriculture and construction. Viniculture and

Enology industry clusters are small, and thus included within the agriculture industry cluster.

- **Local Commerce** - includes local merchants, retailers, and wholesalers. These establishments are primarily engaged in retail activity. This cluster employed 5,069 people in 2016, or 13.0 percent of the region's workforce.
- **Health Care and Social Assistance** - includes private health care providers and other health-related support services, employed 4,083 people in 2016, and comprised 10.4 percent of the region's employment. Businesses in this industry cluster primarily provide health care services and health products for individuals.
- **Arts, Entertainment, and Recreation** - includes firms primarily involved in the leisure, hospitality, and tourism industries. This cluster employed 3,984 people in 2016 and accounted for 10.2 percent of the region's employment. Establishments in this industry cluster provide the region with facilities and services to meet varied cultural, entertainment, and recreational interests.
- **Building and Systems Construction** - includes firms focused on the physical infrastructure of communities that serve the area's needs for roadways, housing, and commercial structures. The cluster employed 3,429 workers in 2016 and comprised 8.8 percent of total regional employment.
- **Business and Innovation** - provided 2,496 jobs among businesses involved in accounting, legal services, consulting services, and waste management. These firms made up 6.4 percent of total regional employment in 2016.
- **Transportation and Warehousing** - contains businesses involved in transportation and supporting industries, such as long distance and specialized freight trucking, courier services, and warehousing and storage. The industry cluster employed 1,766 workers and provided 4.5 percent of total regional jobs in 2016.
- **Investment Support** - includes firms primarily engaged in finance, insurance, and real estate. This cluster's employment stood at 1,235 in 2016 and comprised 3.2 percent of the region's total employment.

Collectively, these industry clusters comprised 90.0 percent of total regional jobs in 2016 and 92.4 percent of the region's total wages. The total number of jobs in the three county region increased by 4,522, from 34,555 in 2011 to 39,077 in 2016. The region's jobs grew at a rate of 2.5 percent annually, or 12.5 percent over the five-year study period. Average annual wages increased from $36,725 in 2011 to $37,890 in 2016.

Exhibit D. CCC Region Industry Clusters 2011-2016




The comprehensive three-county report is attached as an appendix to this Educational Master Plan. College planning leadership continue to examine the full Employment Development Department (EDD) report, which includes projected occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

**CCC STRATEGIC EXPLORATION**

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).
- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (Manufacturing and Food Production clusters)
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis
- Elementary Education Teacher Associates Degree for Transfer (ADT)
- Health Care program(s) development

***Lake County Campus.*** Ten regional industry clusters comprise 175 industries across a five-county region surrounding the Lake County Campus of WCC. During the study period, 2010 through 2015, these ten industry clusters together demonstrated a combination of:

Expanding opportunity (job and/or firm growth)

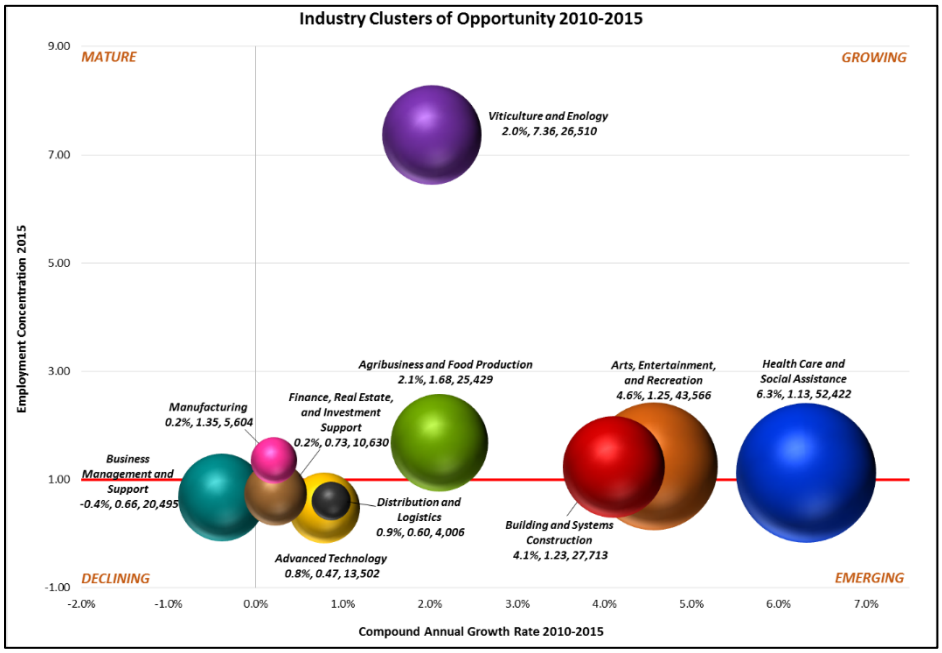
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)

Collectively, these ten Lake County Campus regional industry clusters comprised 82.7 percent of total regional jobs in 2015 and 84.2 percent of the region's total wages. The total number of jobs in the five county region increased by 34,808, from 243,311 in 2010 to 278,119 in 2015. The region's jobs grew at a rate of 2.7

percent annually, or 13.5 percent over the five-year study period. Total wages increased from $45,801 to $46,746.

- Health Care and Social Assistance
- Arts, Entertainment, and Recreation
- Building and Systems Construction
- Viniculture and Enology
- Agribusiness and Food Production
- Business Management and Support
- Advanced Technology
- Finance, Real Estate, and Investment Support
- Manufacturing
- Distribution and Logistics

Exhibit D. LCC Region Industry Clusters 2010-2015




A comprehensive five-county report supports exhibit D (above). College planning leadership continue to examine the full Employment Development Department (EDD) report, which includes specific occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

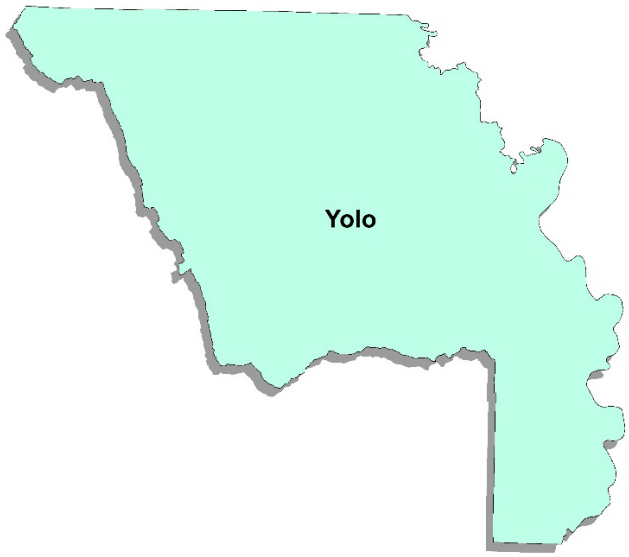
| LCC STRATEGIC EXPLORATION |
| --- |
| ➢ Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).<br>➢ Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis<br>➢ Agriculture Associate Degree for Transfer (ADT) scheduling emphasis<br>➢ Agriculture Engineering/Technologies program development (meets Advanced Technology, Manufacturing, and Food Production clusters)<br>➢ Business Administration Associate Degree for Transfer (ADT) scheduling emphasis<br>➢ Culinary Arts and Wine Industry program development/linkages<br>➢ Elementary Education Teacher Associates Degree for Transfer (ADT)<br>➢ Health Care/Social Assistance program(s) development |

***Woodland Main Campus.*** Nine Yolo County regional industry clusters comprise over 130 industries. These nine industry clusters made up 52.9 percent of the total regional jobs in 2015, and 46.4 percent of the region's total wages. In order of size by total number of current and future jobs, these are:

- Agribusiness, Food and Beverage Production
- Arts, Entertainment, and Recreation
- Healthcare and Social Assistance
- Building and Systems Construction

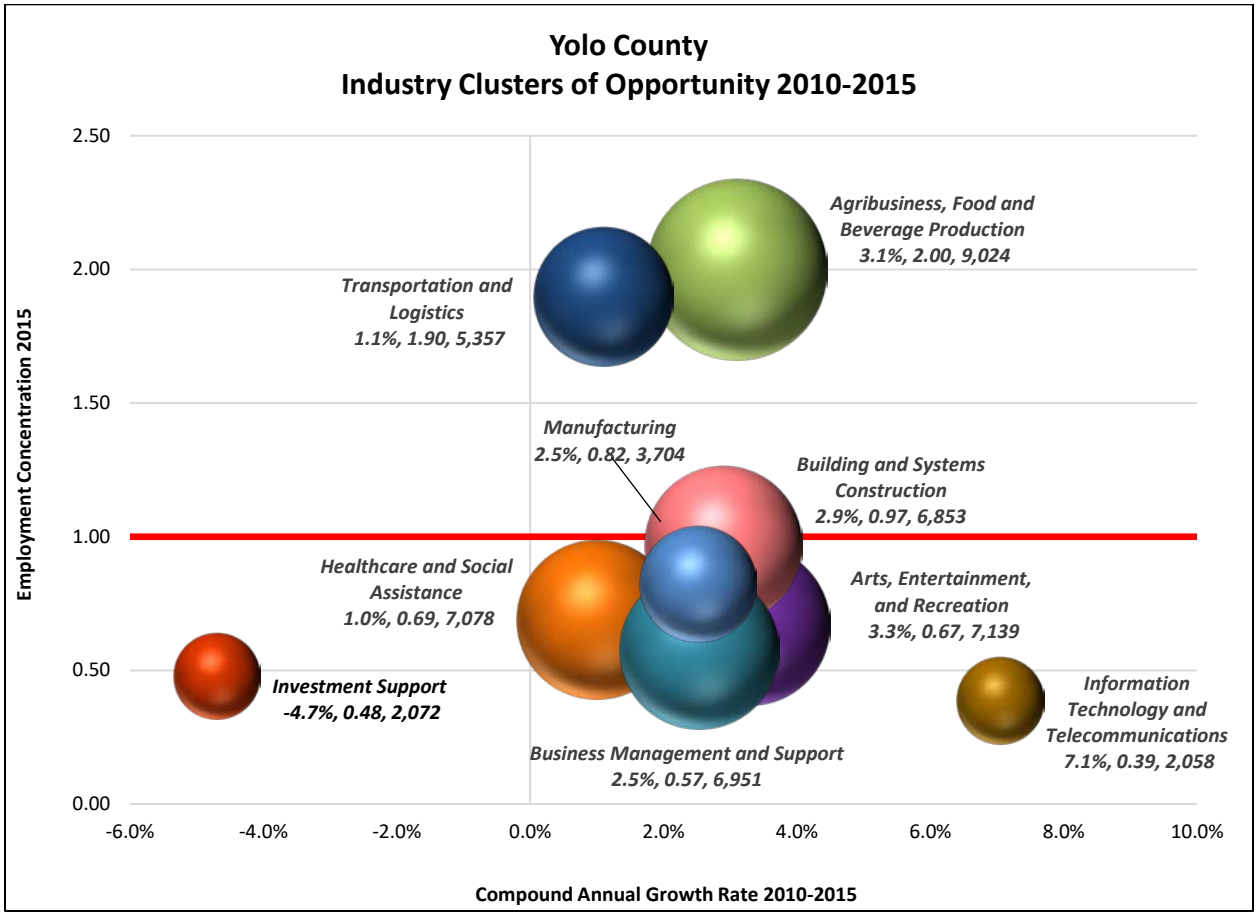
- Business Management and Support
- Transportation, Warehousing, and Logistics
- Manufacturing
- Investment Support
- Information Technology and Telecommunications

In Yolo County, Agriculture, Food and Beverage industry cluster posted 2015 annual average wages of $40,419. Occupations supporting crop production, product wholesalers, as well as food and beverage manufacturing are increasingly in demand. Related to the "Farm to Fork" regional movement, Arts, Entertainment, and Recreation was the second largest cluster, reporting 7,139 jobs, or 7.5 percent of the region's employment, and a concentration of 0.67. The highest annual wages were found in Information Technology and Telecommunications, with an average wage of $64,508.




Exhibits A and B below are visual representations of the 2010-2015 Yolo County Industry Clusters. Each bubble represents regional industry clusters and displays three important data elements: 2010-2015 compound annual growth rate, 2015 employment concentration, and 2015 employment size.

Exhibit A. Yolo County Industry Clusters 2010-2015




From a broader perspective, ten Capital Region (includes Yolo County) industry clusters comprise over 195 industries. These ten industry clusters made up 57.3 percent of the total regional jobs in 2015, and 57.0 percent of the region's total wages. During the study period, 2010 through 2015, these ten industry clusters together demonstrated a combination of:

- Expanding opportunity (job and/or firm growth)
- Job quality (wage growth)
- Improving competitiveness (strong or growing specialization, concentrated employment)
- Career potential (job opportunities at entry, mid, and high wage levels)

In order of size by total number of current and future jobs, these are:

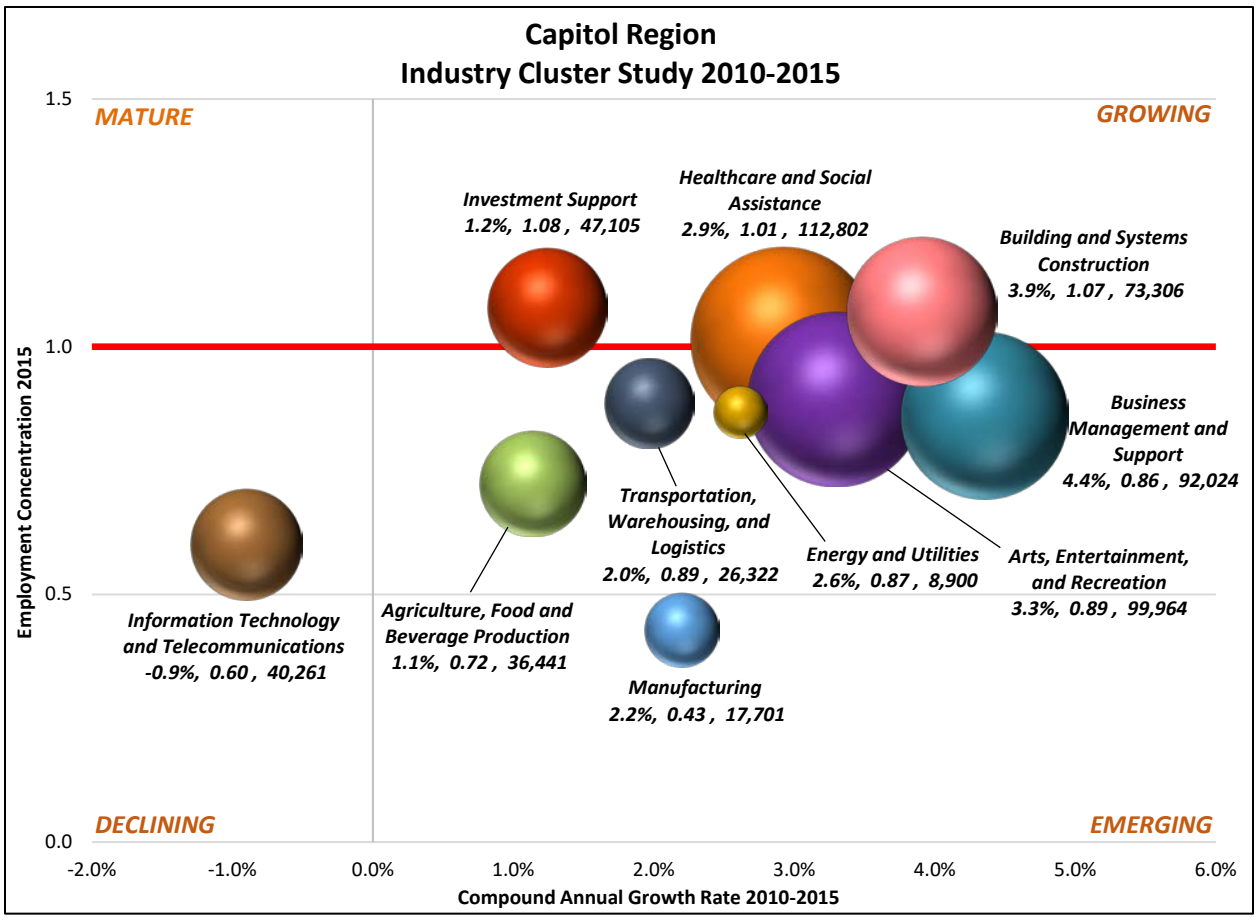
- Healthcare and Social Assistance
- Arts, Entertainment, and Recreation
- Business Management and Support

- Building and Systems Construction
- Investment Support
- Information Technology and Telecommunications
- Agribusiness, Food, and Beverage Production
- Transportation, Warehousing, and Logistics
- Manufacturing
- Energy and Utilities

In the Capital Region, the Healthcare and Social Assistance industry cluster was the largest in 2015, accounting for 11.6 percent of the total jobs. Arts, Entertainment, and Recreation made up 10.3 percent of the total regional jobs. The highest annual wages were found in Information Technology and Telecommunications, with an average Capital Region wage of $107,020.

The chart below is a visual representation of the Capitol Region Industry Clusters. Each bubble represents regional industry clusters and displays three important data elements:
2010-2015 compound annual growth rate, 2015 employment concentration, and 2015 employment size.

Exhibit B. Capitol Region Industry Clusters 2010-2015




While the above 2010-2015 labor market data is created using *actual* employment numbers, industry and occupational employment *projection* data further informs our College decision-making. In partnership with the Centers of Excellence (COE), regional leaders developed the Sacramento Capital Region Next Economy Cluster Research action plan to accelerate job creation and new investment in six high-growth business (industry) clusters. These Sacramento Capital Region industry cluster projections align very well with historical trends. Six Capital Region clusters and example occupations in demand were identified in the Next Economy report:

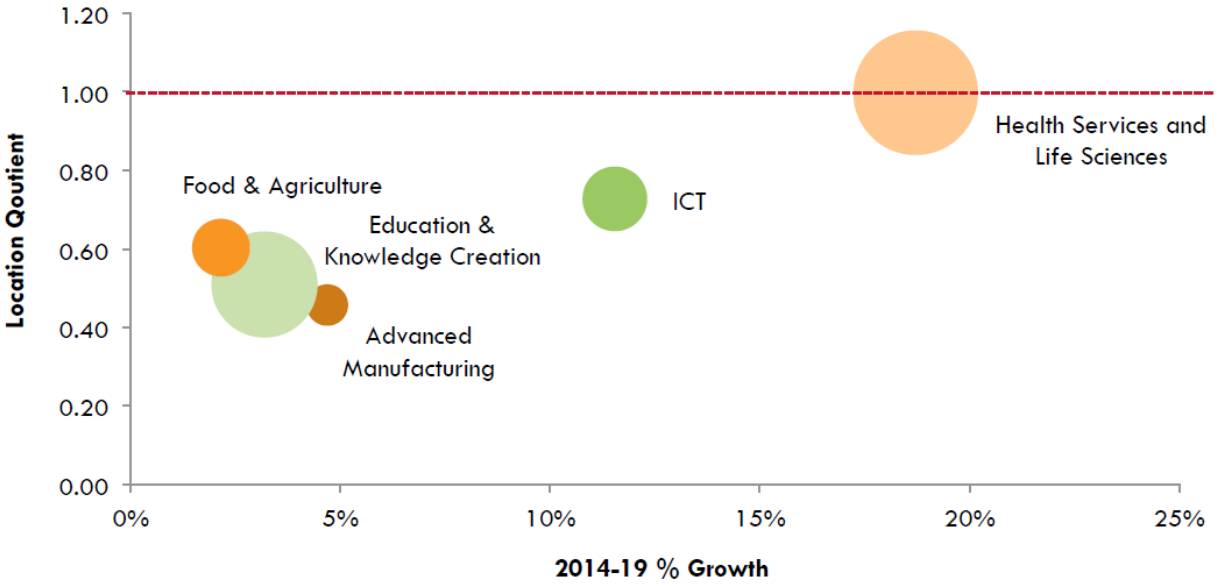
- Advanced Manufacturing: electrical and mechanical engineers, machinist, computer-controlled machine tool operators, welders, cutters, solderers, brazers and first-line supervisors of production operating workers;
- Clean Economy: (Energy and Resource Efficiency, Renewable Energy, Sustainable Agriculture, etc.) soil and water conservationists, farm and ranch managers, solar and wind engineers, energy auditor, solar contractor and sales representative;
- Education and Knowledge Creation: elementary and secondary teachers and training/

development specialists, library workers, editors, textbook authors;

- Food and Agriculture: food scientists, plant breeders, farm equipment mechanics, pest control advisors, environmental scientists, skilled food processing control processing technicians, mechanics, Spanish-speaking business/management, and farmers;
- Information and Communications Technologies (ICT): database administrators, network administrators, security professionals, retailers/wholesalers, and software development specialists;
- Life Sciences and Health Services: registered nurses, EMTs/paramedics, social assistance, and health information technicians.

Exhibit C below compares the concentration of cluster employment to the projected five-year growth rate in the region, where the size of the bubble indicates the total number of jobs for each industry cluster. Concentration of employment is measured by location quotient analysis which compares the total employment in a region relative to the total employment in a larger area, in this case, California. Clusters and industries with location quotients higher than 1 (usually LQ 1.25 or higher) imply that the cluster is producing more of the product or services than is consumed by local residents. The excess products and services are typically exported outside of the region, which increases the region's overall wealth and competitive position.

Exhibit C. Projected Growth by Concentration



All of the clusters, except Life Sciences and Health Services, have a location quotient below 1, indicating a lower than average concentration of employment. The Health Services and Life Sciences cluster has a location quotient of 1.00, indicating average employment levels. Low to average location quotients indicate that the Next Economy clusters are not likely to outperform other regions in the state, unless there is strategic action that increases the region's competitive

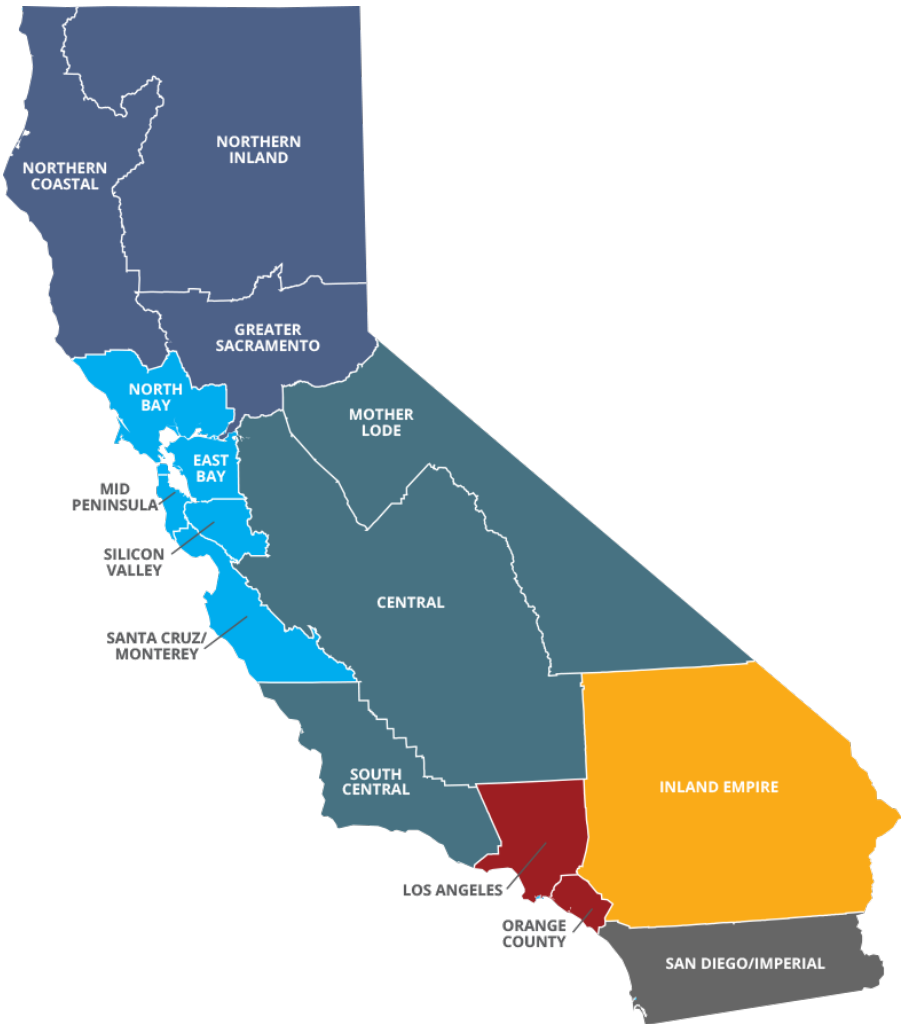
position in these areas. All clusters had positive growth rates with Life Sciences and Health Services having the largest growth rate and ICT with the second largest growth rate.

The comprehensive Yolo County and Capital Region historical reports, as well as the Next Economy 2014-2019 Capital Region industry cluster projections, are attached as an appendix to this Educational Master Plan. College planning leadership continue to examine the full Employment Development Department (EDD) reports, which includes specific occupational data within each of the industry clusters. To date, there are several areas of strategic exploration.

**WCC STRATEGIC EXPLORATION**

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates).
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (meets Advanced Technology, Manufacturing, Clean Economy, and Food Production clusters)
- Business Administration logistics program development
- Culinary Arts program development
- Elementary Education Teacher Associates Degree for Transfer (ADT)
- Health Care program(s) development

***REGIONAL CONSORTIA.*** There is also great opportunity for Woodland Community College to leverage regional best practices and resources as part of the North/Far North DWM and other consortia. California community colleges are organized into ten economic regions. Regional consortia provide leadership for colleges to integrate and coordinate economic development and vocational educational programs and services. Working regionally also provides colleges the opportunity to develop and coordinate staff development. Increasing the knowledge of programs and services in the region, and disseminating best practices to enhance workforce development is ultimately the desired outcome. Woodland Community College (Greater Sacramento), the Lake County Campus (Northern Coastal) and the Colusa County Campus (Northern Inland) span three of the state's ten regional sectors. The North/Far North (NFN) regional hub includes all WCC's campuses and 14 other Northern California Community Colleges. Within the NFN economic region, ten priority and emergent CTE sectors include: Advanced Manufacturing; Advanced Transportation & Renewables; Agriculture, Water & Environmental Technologies; Energy, Construction & Utilities; Global Trade & Logistics; Health; ICT/Digital Media; Life Science/Biotech; Retail/Hospitality/Tourism; and Small Business. Woodland Community College hosts the Agriculture Deputy Sector Navigator and the Small Business Deputy Sector Navigator.




Woodland Community College participates in other regional consortia, such as the North Central Adult Education Consortium (NCAEC). While overlapping many of the ten NFN regional industry sectors, NCAEC aligns with YCCD boundaries and the two colleges serve as local coordinating hubs. Woodland Community College hosts the NCAEC Director.

***REGIONAL UNIVERSITIES.*** There is great opportunity for Woodland Community College to leverage the California Community College Guided Pathway initiative, and in so doing, better inform our students by aligning academic and career opportunities. Baccalaureate transfer, including specific program and selectivity requirements, can vary by institution and program. Students are best served when they fully understand requirements of common destination institutions, such as California State University, Sacramento and the University of California at Davis. Comprehensive academic program plans, or guided pathways, should also provide students with baccalaureate-level career information.

As our College works towards implementation of Guided Pathways (Institutional Action: Design, Execute, and Assess a College-wide Structure to Support Guided Pathways) and seeks to become a "Hispanic Graduating Institution", particular attention may first be given to those universities of choice for our students. Alignment with these receiving institutions and the high-value programs they offer WCC students, serves our communities well. Below are historical transfer rates for WCC. Lake County Campus and some 2016 data are not yet available.

**Transfers by Segment**

| | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| **Transfers** | | 98 | 184 | 158 | 148 | |
| **Segment** | | | | | | |
| California State Universiy (CSU) | | 73 | 136 | 96 | 114 | |
| University of California (UC) | | 19 | 45 | 52 | 27 | 46 |
| In-State Private (ISP) | | 3 | 1 | 2 | 2 | |
| Out-of-State (OOS) | | 3 | 2 | 8 | 5 | |

**Transfers by Institution with the Highest Enrollment**

| | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| CSU Sacramento | | 61 | 103 | 75 | 92 | |
| UC Davis | | 16 | 40 | 49 | 24 | 41 |
| In-State (ISP) | | | | | | |
| Out-of-State (OOS) | | | | | | |

**All CSU Transfers by Ethnicity**

| | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| African American | | 1 | 3 | 4 | 3 | |
| American Indian | | 2 | 1 | 2 | 0 | |
| Hispanic/Latino | | 42 | 61 | 47 | 58 | |
| Asian | | 1 | 18 | 8 | 10 | |
| White | | 17 | 34 | 27 | 24 | |
| Pacific Islander | | 0 | 0 | 0 | 0 | |
| Two ore More Races | | 3 | 2 | 2 | 5 | |
| Unknown | | 5 | 12 | 5 | 5 | |

**UC Transfers by Ethnicity**

| | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| African American | | | | | | |
| American Indian | | | | | | |
| Hispanic/Latino | | 5 | 18 | 24 | 12 | 14 |
| Asian | | 4 | 8 | 10 | 5 | 9 |
| White | | 8 | 16 | 14 | 8 | 19 |

# INTEGRATED PLANNING

## YCCD STRATEGIC PLAN

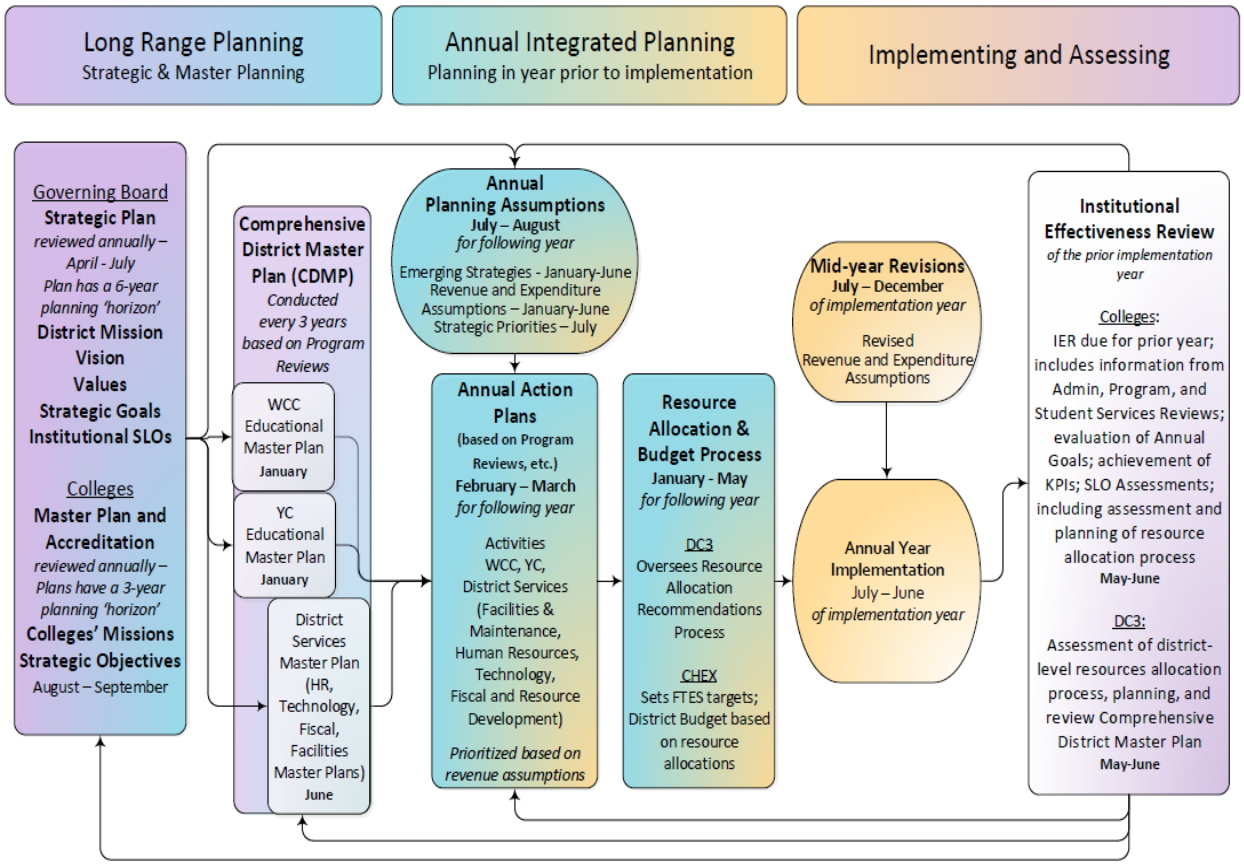
Yuba Community College District Governing Board strategic planning processes begin with the periodic review and adoption of Mission, Vision, and Value statements; creating an overarching "trajectory" for the District. Long range District Strategic Goals articulate the Board's Vision, driving institutional change implemented through College Master Plans as well as District Services Master Plans. In so doing, College and District Services Master Plans become operational in nature, addressing program and service sustainment, expansion, or even reduction as deemed appropriate within the local planning processes. As depicted in the schematic below, annual institutional effectiveness measures then inform future long and short range planning at the Board and College levels. This cycle of continuous quality improvement is the essence of institutional effectiveness supporting the 5 Yuba Community College District Strategic Goals:

YCCD Strategic Goals (Adopted October 2014)

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;
2. Integrate planning and institutional effectiveness processes within a culture of evidence;
3. Strengthen our CORE* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff;
4. Complete multi-college district transition in structure, roles, responsibilities, and processes;
5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives.

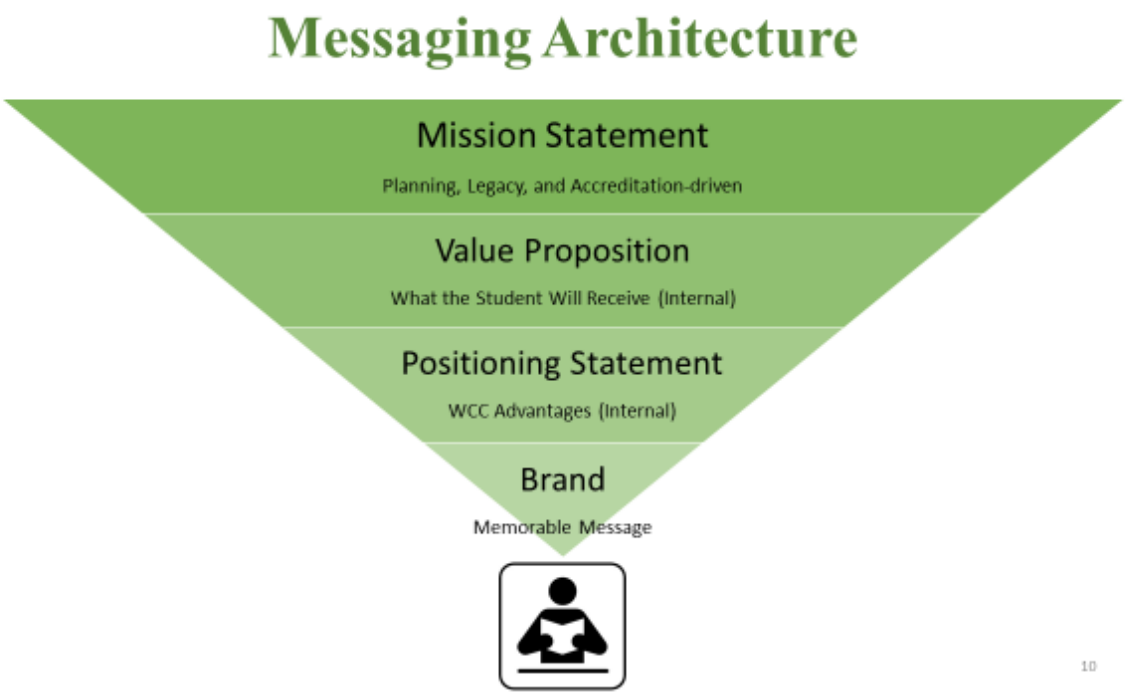
## Yuba Community College District Planning Process

1/11/2016



## COLLEGE MISSION

A stronger linkage between program and service design with the College mission statement heightens our collective awareness of student achievement. Outcomes from a January 8, 2015 college-wide "table top" planning summit focused on a messaging architecture. This activity served the dual purpose of identifying a College brand as well as serving as a visioning exercise. After much deliberation, and with final selection made by the student population via a Survey Monkey poll, Woodland Community College developed our first College tag line to our communities: **"*Your College, Your Future • Tu Colegio, Tu Futuro"***. The graphic below depicts the many exercises (Brand, Positioning Statement, Value Proposition, and finally Mission Statement) our College undertook to arrive at a tag line and discover a need to re-examine our existing College mission statement.




A later review of the existing WCC mission statement, along with the addition of the Lake County Campus to our College, suggested language revisions and subsequently College Council set forth three purposes for a mission statement redesign: 1) create a concise mission statement for all WCC internal and external stakeholders; 2) meet all 2014 ACCJC Standards; and 3) honor our three unique campus planning objectives.

The resulting WCC mission statement architecture first provides a "memorable message" shared across our three College campuses (in green). This overarching sentence identifies broad educational purposes and the types of degrees the College offers. Internal and external scan results in Yolo, Lake, and Colusa Counties inform the second level. Here, each of the three campuses identify student needs as a distinctive "This is important at …" value statement. Finally, the "We do this by …" vision statement presents a commitment to improved student achievement that may vary across our three service areas. In summary, the Woodland Community College mission statement architecture takes the place of the traditional lengthy, and oftentimes ignored, mission-vision-values format.

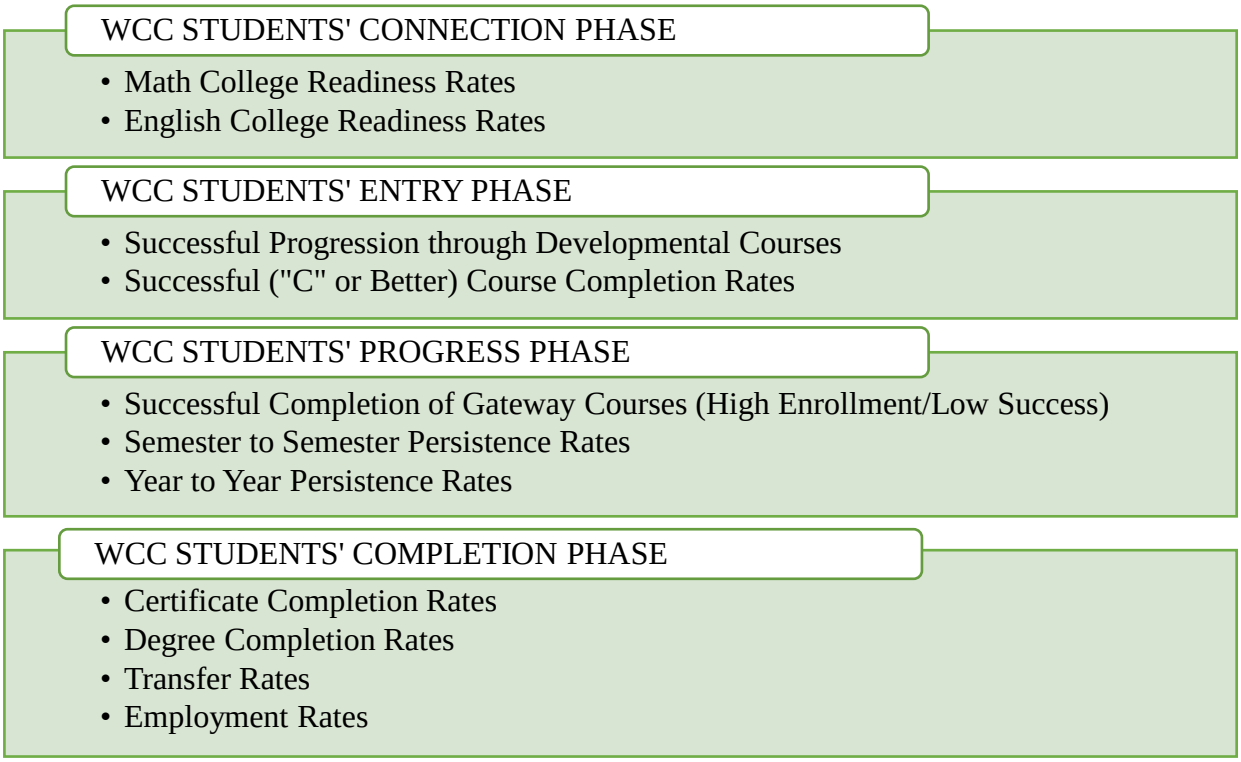
*The mission of Woodland Community College is to provide quality degrees, career certificates, transfer programs, and life-long skills.*

| | | |
|---|---|---|
| *This is important at WCC because our growing community demands increased higher education attainment as well as workforce development.* | *This is important at CCC because the increased higher education attainment strengthens our diverse rural community.* | *This is important at LCC because higher education and career training benefit our diverse community economically and socially.* |
| *We do this at WCC by creating guided academic pathways to meet all students' needs.* | *We do this at CCC by increasing access to academic and career technical programs to meet the needs and expectations of the regional economy.* | *We do this at LCC by providing access to educational opportunities, services, and technology supporting student success.* |

## OBJECTIVES

At its core, institutional effectiveness is focused specifically on improving student outcomes through evidence-based practices and on improving the opportunities for the unique communities we serve. The myriad student achievement metrics (Scorecard, ACCJC Institution Set Standards, IEPI, etc.) required by regional, state, and federal reports sometimes confound well-intentioned campus conversations. Making sense of this "data maze" and targeting meaningful student achievement metrics aligns with the Aspen Institute's recommended best practice: "it is essential that Woodland Community College choose a handful of student success measures that matter to students—including completion and post-graduation success—in order to keep the college focused on what matters most."

In April, 2016, faculty, staff and administrative representatives hosted an Aspen site visit team. Students' course completion rates, term-to-term retention rates, and certificate/degree completion data was also provided to Aspen. The Aspen Institute's College Excellence Program targets practices, policies, and leadership that significantly improve students' degree and/or certificate completion. Aspen works to improve colleges' understanding and capacity to teach and graduate students—especially the growing population of low-income and minority students on American campuses. The final Aspen Institute Report to WCC recommended the College: "establish clear student success goals, building upon the Completion by Design framework". Examining existing student success data and ask why, for example, WCC students complete at low rates. After hypothesizing reasons for existing poor student achievement data, our College has set a limited number of annual Objectives and Action Plans to address existing barriers to student success.




Choosing annual Objectives from a "short list" of eleven indicators provides Woodland Community College professionals with a "laser-like" focus on improving student achievement. Page 4 of this document is one example of how the College has narrowed our institutional focus to that "handful of student success measures". The Aspen Institute recommended our College "determine what data points will facilitate an understanding of student movement through the loss/momentum framework". A Completion by Design-based research agenda allows College professionals the opportunity to gauge whether the students' experience agrees with our

program and service design intent. Disaggregated (ethnicity, gender, age, site, etc.) quantitative data and "student voice" qualitative data analyses target the ten WCC student achievement indicators below. Note that our College increasingly gathers and analyses "downstream" student achievement data, emphasizing our focus on student completion.

## COLLEGE ACTIONS

College Action Plans drive three-year Completion by Design-phased Objectives (in green), providing a comprehensive accountability framework for the College. Tables 1 through 4 enumerate WCC Action Plans prioritized through College planning processes and aligned with targeted annual Objectives. These Objectives and Action Plans provide our College with a high degree of institutional focus. Large-scale institutional advancement Actions (Table 5) address strategic execution elements and support CbD Objectives.

Table 1. WCC Student Connection Phase

# CONNECTION PHASE OBJECTIVES and ACTIONS

Students' initial interest through submission of the application.

| ACCJC | Specific Action | Measure | Assigned to | Relevant Plans | Timebound | Resourced |
|---|---|---|---|---|---|---|
| **2016-2017 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2017.** | | | | | | |
| **Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7** | Hire and Train WCC & LCC/CCC (2) Permanent Full-time Outreach Specialists | Number of SARs Contacts | Executive VP | SSSP | 01.01.17 | SSSP |
| **Standard II.C.1; II.C.3; II.C.5** | Design, Execute and Assess a Single Online College Orientation | Number of Students Oriented Online | Dean of Student Services & IT Director | SSSP | 02.01.17 | SSSP |
| **Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7** | Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program | Number of Ambassador Visits | Executive Dean & Student Services Dean | SSSP Equity | 05.01.17 | SSSP Equity FWS |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2017-2018 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2018.** | | | | | | |
| **Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7** | Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars | Number of Summer Bridge Participants | Dean of Instruction | GF SSSP Basic Skills Equity | 02.01.17 | GF SSSP Basic Skills Equity |
| **Standard I.C.1** | Design, Execute, and Assess Unique WC/LCC/CCC Student Success Stories Marketing Strategy Leveraging Communication and Technology (CAT) Recommendations | Number of Strategic Marketing Activities | President's Cabinet | Enrollment Management | 05.30.17 | GF SSSP |
| **Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7** | Design, Execute, and Assess an On-site Matriculation Process for High School Students | Number of Applications, Assessments, Registrations and Enrollments | Dean of Student Services / Student Success | SSSP Equity | 09.01.17 | SSSP Equity FWS |
| **2018-2019 Objective: Increase male College application rate (CCC Apply) by 5% on or before June 30, 2019.** | | | | | | |
| **Standard II.C.5; II.C.7** | Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors | Number / Success of Participants | Student Success Dean | SSSP Equity Basic Skills | 02.01.18 | SSSP Equity Basic Skills |
| **Standard I.B.1; II.A.1; II.A.6; II.A.7** | Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support | Number of Dual Enrollment Participants | Dean of Instruction | Equity Enrollment Management | 05.30.18 | GF Perkins SSSP |
| **Standard II.C.1; II.C.3** | Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity | Number of Parent Participants | Outreach & Financial Aid | SSSP | 10.01.18 | SSSP |
| **Standard I.B.1; II.A.1; II.A.6; II.A.7** | Design, Execute, and Assess an On-site Matriculation Process for Adult Learners | Number of Applications, Assessments, Registrations and Enrollments | Dean of Student Services | SSSP Equity AEBG | 12.01.18 | SSSP Equity FWS AEBG |

Table 2. WCC Student Entry Phase

# ENTRY PHASE OBJECTIVES and ACTIONS

Students' enrollment through completion of first year "gatekeeper" courses

| ACCJC | Specific Action | Measure | Assigned to | Relevant Plans | Timebound | Resourced |
|---|---|---|---|---|---|---|
| **2016-2017 Objective: Increase spring 2017 course completion rate by 2% on or before June 30, 2017.** | | | | | | |
| **Standard II.A.7: II.A.16** | Design, Execute and Assess a Pilot Spring "ME First" (Math and English First) Policy for First Semester Remedial Students | Number / Success of ME First Participants | Dean of Instruction | Basic Skills | 12.01.16 | Basic Skills Equity GF |
| **Standard II.B.1; II.B.3** | Design, Execute and Assess a Pilot Online Tutorial Service | Number of Online Participants | Dean of Student Success | SSSP Equity Basic Skills | 05.01.17 | SSSP Equity Basic Skills |
| **Standard II.B.1; II.B.3** | Design, Execute, and Assess Phase One of Woodland Student Success Center Capital Project | Number of Tutor Trak Student Participants | Dean of Student Success | Basic Skills Equity | 05.30.17 | Basic Skills Equity GF |
| **2017-2018 Objective: Increase fall 2017 course completion rate by 2% on or before June 30, 2018.** | | | | | | |
| **Standard II.A.8; II.C.5; II.C.7** | Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument | Math and English Placements | Dean of Student Success | Equity Enrollment Management | 01.09.18 | Basic Skills Equity GF |
| **Standard II.A.4; II.B.1** | Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students | Number of Participants | Dean of Student Success | Basic Skills Equity | 05.30.17 | Basic Skills Equity |
| **Standard II.B.1; II.B.3** | Design, Execute, and Assess a Scaled Online Tutorial Service | Number of Participants | Dean of Student Success | SSSP Equity Basic Skills | 05.01.18 | SSSP Equity Basic Skills |
| **2018-2019 Objective: Increase fall 2018 course completion rate by 2% on or before June 30, 2019.** | | | | | | |
| **Standard II.B.1; II.B.3** | Design, Execute, and Assess a Comprehensive Supplemental Instruction Program | Number / Success of SI Participants | Dean of Student Success | SSSP Equity Basic Skills | 12.01.18 | SSSP Equity Basic Skills |
| **Standard II.A.1; II.A.6; II.A.7** | Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners | Number of Applications, Assessments, Registrations and Enrollments | Executive VP | SSSP Equity AEBG | 09.01.18 | SSSP Equity AEBG |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Standard II.A.7: II.A.16** | Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students | Number of / Success ME First Participants | Dean of Instruction | Basic Skills | 12.01.18 | Basic Skills Equity GF |
| **Standard II.B.1; II.B.3** | Design, Execute, and Assess Phase Two of Woodland Student Success Center Capital Project | Number of Student Participants | Dean of Student Success | Basic Skills Equity | 07.30.18 | Basic Skills Equity GF |

Table 3. WCC Student Progress Phase

# PROGRESS PHASE OBJECTIVES and ACTIONS

Students' entry into courses of study through completion of 75% of requirements

| ACCJC | Specific Action | Measure | Assigned to | Relevant Plans | Timebound | Resourced |
|---|---|---|---|---|---|---|
| **2016-2017 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.** | | | | | | |
| **Standard I.A.3; I.B.5; I.B.6; I.C.1** | Design, Execute, and Assess Degree Audit Program | Number of Degrees and Certificates Awarded | Executive VP & IT Director | SSSP Equity | 05.30.17 | SSSP Equity |
| **Standard I.A.3; I.B.5; I.B.6; I.C.1** | Design, Execute, and Assess Automated CbD-based "Momentum Point" Email/Text Program | Number of Student Emails | Dean of Student Services & IT Director | Enrollment Management Basic Skills | 05.01.17 | Basic Skills |
| **Standard II.C.4** | Design, Execute, and Assess a Student Welcome Space on Woodland Campus | Number of Student Service Contacts in Welcome Space | Dean of Student Services | SSSP Equity | 12.31.16 | SSSP Equity Foundation |
| **2017-2018 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.** | | | | | | |
| **Standard II.C.2; II.C.5** | Design, Execute, and Assess Execute Electronic Education Plans (SEPs) | Number of Electronic Education Plans Delivered to Students | Dean of Student Services | SSSP | 09.01.17 | SSSP |
| **Standard I.C.4; II.A.4** | Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First) | Number of Certificates | Dean of Instruction | Equity | 05.01.17 | Equity |
| **Standard I.B.4** | Design, Execute, and Assess College-wide Canvas Gradebook Policy | Number of Faculty and Student Use | Dean of Instruction | Equity Enrollment Management | 05.01.17 | Equity GF |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2018-2019 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2019.** | | | | | | |
| **Standard I.A.3; I.B.7; I.C.5** | Design, Execute, and Assess College and Career Pathways | Number of Pathways | Executive VP | Equity | 09.01.18 | Equity GF |
| **Standard I.B.7; II.A.6** | Design, Execute, and Assess a CCC Shuttle Program | Number of Student Participants | Campus Executive Dean | Enrollment Management | 09.01.18 | GF |
| **Standard II.A.2; II.C.5** | Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins | Number of Student Participants | Executive VP | Equity | 05.01.18 | GF |

Table 4. WCC Student Completion Phase

# COMPLETION PHASE OBJECTIVES and ACTIONS

Students complete course of study through certificate/degrees with labor market value

| ACCJC | Specific Action | Measure | Assigned to | Relevant Plans | Timebound | Resourced |
|---|---|---|---|---|---|---|
| **2016-2017 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2017.** | | | | | | |
| **Standard II.A.6** | Design, Execute, and Assess a Graduation Workshop Program | Number of Student Participants | Dean of Student Services | Equity | 03.01.17 | Equity GF |
| **Standard I.A.3; I.B.5; I.B.6; I.C.1** | Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan | Work Plan | Executive Dean & Executive VP | Basic Skills SSSP Equity | 05.01.17 | GF |
| **Standard II.C.1; II.C.3** | Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility, Technology, and Service Hour Enhancements | Number of SARs Student Contacts | Executive Dean Student & Services Dean | Basic Skills SSSP Equity | 05.30.17 | SSSP Equity FWS |
| **2017-2018 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2018.** | | | | | | |
| **Standard II.B.1; III.C.4** | Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program | Number of OER Sections and Participating Students | Dean of Instruction | Enrollment Management Basic Skills | 05.01.17 | CCCCO Grant GF |
| **Standard II.C.1; II.C.3; II.C.5** | Design, Execute, and Assess an Online Counseling Program | Number of Online Student Consultations | Student Services Dean & IT Director | SSSP Equity | 01.01.18 | SSSP Equity FWS |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Standard II.C.1,; II.C.3; II.C.5; II.C.6; II.C.7** | Design, Execute, and Assess CCC/LCC/WC Alumni Associations as Peer Mentors | Number of Alum Participants | President's Cabinet | Equity | 09.01.18 | Equity Foundation |
| **2018-2019 Objective: Increase all students' Certificate award rate by 20% on or before June 30, 2019.** | | | | | | |
| **Standard I.A.3; I.B.5; I.B.6; I.C.1** | Design, Execute, and Assess Two-Year Course Enrollment Program | Number of Student Enrolled | Dean of Instruction | Enrollment Management | 02.01.18 | GF |
| **Standard II.B.1; III.C.4** | Design, Execute, and Assess Academic Programs (3) using 100% OER Materials | Number of OER Sections and Participating Students | Dean of Instruction | Enrollment Management Basic Skills | 05.01.18 | CCCCO Grant GF |
| **Standard I.A.3; I.B.5; I.B.6; I.C.1** | Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in Gap Analysis | Number of CCC IGETC Courses | Executive Dean & Executive VP | Basic Skills SSSP Equity | 05.01.18 | GF |

Table 5. WCC Institutional Actions

# INSTITUTIONAL ACTIONS

Activities Informed by Internal and External Scans

| ACCJC | Specific Action | Measure | Assigned to | Relevant Plans | Timebound | Resourced |
|---|---|---|---|---|---|---|
| **Standard I.A.1; I.A.3; I.B.9** | Complete the LCC Realignment Plan | Aligned LCC/WCC Services | President's Cabinet | YCCD Strategic Plan Equity SSSP Perkins | 07.01.17 | GF Equity SSSP Perkins |
| **Standard I.B.1; III.B.3; III.B.4** | Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of Technology, Facility, and Staffing Planning | Project Plan & Execution | President's Cabinet | EMP | 07.30.17 | Measure J GF Perkins Strong Workforce |
| **Standard I.B.1** | Design, Execute, and Assess a WCC Committee Structure to Improve Institutional Effectiveness | Committee Number and Assessment | College Council & Academic Senate | YCCD Strategic Plan | 05.30.17 | GF |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Standard I.B.1; I.B.2; I.B.3; I.B.4** | Design, Execute, and Assess a College-wide Data Inquiry Group (DIG) | Research Agenda & Dashboard Aligned with Program Review | Dean of Student Success | YCCD Strategic Plan Equity SSSP Perkins | 05.30.17 | Data Unlocked GF |
| **Standard I.A.3; II.A.7; II.B.1; II.C.1** | Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic, and Student Support Services | Number of DL Courses & Services | Executive VP & DE Chair | Equity Distance Learning | 05.30.18 | Data Unlocked IEPI USDA GF |
| **Standard III.D.10** | Design, Execute, and Assess LCC and CCC Foundation Advisories | CCC and LCC Foundations | President's Cabinet | WCCF Strategic Plan | 07.01.18 | YCCF |
| **Standard I.B.1; I.B.2; I.B.4; I.B.9** | Design, Execute, and Assess a College-wide Structure to Support Guided Pathways | Guided Pathway Design | President's Cabinet, DIG & Academic Senate | YCCD Strategic Plan | 07.01.18 | GF GP Funds |
| **Standard I.B; III.A.1; III.B.1; III.C.1** | Design, Execute, and Assess WCC EMP with Associated Technology, Facility, and Staffing Management Plans | Technology, Facility, and Staffing Management Plans | President's Cabinet & Academic Senate | YCCD Strategic Plan | 05.01.19 | GF |