WOODLAND COMMUNITY COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT IN SUPPORT OF AN APPLICATION FOR REAFFIRMATION OF ACCREDITATION

DECEMBER 2024

Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

December 2024

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Lizette Navarette
           President
           Woodland Community College
           2300 E. Gibson Road
           Woodland, CA 95776

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

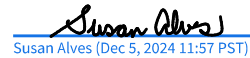Signatures:

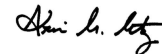|	
Shouan Pan (Dec 5, 2024 08:59 PST)	Dec 5, 2024
Dr. Shouan Pan, Chancellor, Yuba Community College District	
Lizette Navarette	Dec 5, 2024
Dr. Lizette Navarette, President, Woodland Community College	
Susan Alves (Dec 5, 2024 11:57 PST)	Dec 5, 2024
Susan Alves, President, Board of Trustees, Yuba Community College District	
Shawn Tan (Dec 5, 2024 15:38 PST)	Dec 5, 2024
Shawn Tan, Student Trustee	
	Dec 5, 2024
Aree Metz, President, Academic Senate, Woodland Community College	
Kathryn Sorensen	Dec 5, 2024
Dr. Kathy Sorensen, Accreditation Liaison Officer	
Dena Martin	Dec 5, 2024
Dena Martin, Faculty Co-Chair Accreditation Steering Committee	

Table of Contents

Contents

Foreword to the Institutional Self-Evaluation Report

The Accrediting Commission for Community and Junior Colleges
428 J Street, Suite 400
Sacramento, CA 95814

Dear Members of the Accreditation Commission,

I am proud to present Woodland Community College's Institutional Self-Evaluation Report (ISER), reaffirming our commitment to continuous improvement and equitable student success. Since our founding in 2008, Woodland Community College has worked to create a learning environment that empowers all students, regardless of background, to achieve their academic and personal goals.

As pioneers of the new Accrediting Commission for Community and Junior Colleges (ACCJC) standards focused on outcomes, this report highlights our progress across four key areas—Institutional Mission and Effectiveness, Student Success, Infrastructure and Resources, and Governance and Decision-Making. It reflects our dedication to serving our diverse student body and community.

The preparation of this ISER was a collaborative effort involving faculty, staff, students, and community stakeholders. It offers a comprehensive assessment of our strengths, areas for improvement, and the strategies we've implemented to meet the evolving needs of our students and the broader community.

Our commitment to equitable outcomes is evident throughout this report. For instance, WCC received an honorable mention for the Dr. John W. Rice Award for Advancing Diversity, Equity, and Student Success, showcasing our measurable improvements in student success, particularly in gateway transfer-level English and math completion. Through data-driven decisions, an effective curriculum review process, strengthened support for distance education, and robust program review process, we've significantly increased success rates.

We are particularly proud of our growing dual enrollment programs, comprehensive student support services, and commitment to equity-focused initiatives outlined in our 2022-2025 Educational Master Plan. These initiatives have resulted in notable gains, including a 48% increase in degree completions since 2017 and a 62% rise in Associate Degrees for Transfer (AD-T) since 2018.

This ISER is a testament to our continuous pursuit of excellence and our commitment to fostering an environment where every student can thrive. We welcome the opportunity for reflection and growth provided by the accreditation process and look forward to ongoing collaboration with ACCJC.

Thank you for considering our Institutional Self-Evaluation Report.

Sincerely,

Lizette Navarette, Ed.D.
President

A. Introduction: Institutional Context

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

Woodland Community College (WCC), a proud Hispanic-Serving Institution, serves as a vital hub for educational opportunity and equity in Northern California. Woodland Community College is a comprehensive, open-access community college that operates three instructional sites across three counties, including a 120-acre campus in Woodland, the Colusa County outreach center in Williams, and the Lake County Campus located in Clearlake. Each site embodies and reflects WCC's commitment to accessibility, equity, and comprehensive student support. Initially established in 1975 as an outreach center of Yuba College, Woodland Community College responded to the growing demand for higher education in Yolo County. This demand prompted the California Postsecondary Education Commission to officially designate it as an Educational Center in 1981. By 1985, the Yuba Community College District Board of Trustees secured a site for permanent facilities, which were completed in 1990. In 2008, Woodland Community College achieved accreditation, becoming the second college within the Yuba Community College District.

Diverse Service Area
Woodland Community College (WCC) serves a large, diverse geographic area northwest of Sacramento, encompassing both rural and suburban communities such as Arbuckle, Clearlake, Colusa, Davis, Esparto, Lakeport, Lower Lake, Maxwell, Middletown, Williams, Winters, and Woodland. These communities form a rich mosaic of social, ethnic, linguistic, and cultural diversity that enhances the vibrant learning environment at WCC. According to the U.S. Census Bureau, Woodland Community College's service area, which spans Yolo, Lake, and Colusa counties, has a combined population of nearly 200,000. The college's service area is notable for its strong Hispanic/Latine representation, particularly in Colusa County (61.7%) and Yolo County (49.6%), highlighting the cultural and demographic diversity. Educational attainment in the region tends to be lower overall, particularly among the Hispanic population compared to White residents. Median household incomes also fall below California's state average of $91,551, with Yolo County at $85,097, Colusa County at $69,619, and Lake County at $56,259, reflecting economic disparities across these areas. Residents of Lake County tend to be older, have lower incomes, lower educational attainment, and are less ethnically diverse compared to their counterparts in Yolo and Colusa counties. High poverty rates across all three counties negatively impact performance on California's Opportunity Index. These challenges are further exacerbated by the digital divide, which disproportionately affects many residents, particularly Latine families, limiting access to critical resources and opportunities for economic mobility.

WCC's service area demographic mirrors its student population, with many Hispanic/Latine families having children who are first-generation college students. Despite geographic and socio-economic challenges, Woodland Community College views its diversity as a vital asset, creating a dynamic and inclusive space where varied perspectives and experiences enrich the educational experience for all.

Commitment to Equity and Student Success
Woodland Community College's mission and vision are deeply rooted in its commitment to equity and student success. This commitment is reflected in the numerous initiatives and accolades the College

has received, including twice being honored as an honorable mention for the statewide Dr. John Rice Awards for Equity in Student Success. The College addresses the unique needs of its diverse student body through comprehensive support services, accessible education, and programs designed to close achievement gaps. By fostering an inclusive and supportive educational environment, WCC empowers all students to achieve their academic and career goals, positioning the college as a leader in higher education and public service in the region.

Lake County Campus

The Lake County Campus evolved from an outreach center of Yuba College to an official WCC center and teaching site following a 2016 District realignment. Over the years, it has expanded its facilities to include a modern center with a library, computer labs, and extensive student services. The campus also boasts a state-of-the-art kitchen and dining room for its Culinary Arts Program and new instructional spaces for sciences and Early Childhood Education courses. Students here can complete two years of pre-transfer work or fulfill their General Education and major preparation requirements in diverse fields such as Accounting, Business Administration, Chemical Dependency Counseling, Culinary Arts, Early Childhood Education, Drinking Water/Wastewater Management, and Welding.

Colusa Center

Located at 99 Ella Street in Williams, the Colusa Center opened as an outreach center in January 2011. It offers a variety of general education transfer classes, English for Speakers of Other Languages (ESOL), and Career Education (CE) programs. The campus also provides robust student services, including TRiO programs, which are federally funded initiatives designed to support and inspire students from disadvantaged backgrounds to pursue a college degree.

Successful Initiatives and Major Developments

In 2023-24, Woodland Community College had an annual, unduplicated student headcount of 6,761 and generated 2,579 FTES (Full Time Equivalent Students) from its three locations in Yolo, Lake, and Colusa Counties. During that year, WCC offered 24 certificates, 25 associate degrees (eight AA and 17 AS degrees), and 18 transfer degrees (ten AS-T and eight AA-T). WCC maintains a total of twenty-four (24) STEM degree pathways with eleven (11) identified as STEM transfer pathways. Furthermore, the college continues to expand its partnerships and articulation agreements with the California State University and the University of California Systems, including two newly expanded partnerships with Chico State University and Sacramento State University. Career and Technical Education (CTE) programs at WCC include Administration of Justice, Agriculture, Early Childhood Education, Welding, Business and Entrepreneurship, Environmental Technology, and Accounting. The College's CTE program has one programmatic accreditation in the Emergency Medical Technician Program by the Yolo Emergency Services Association (YEMSA). Every year, over 400 students graduate from the College with an associate degree or a certificate.

Woodland Community College achieved significant increases in completion, reflecting an intentional commitment to student success. From 2017 to 2021, Woodland Community College saw a 48% surge in associate degree completions. WCC continues to design, implement, and assess innovative measures to serve its students. Key successful initiatives and developments in recent years include:

> *Educational Master Plan*
> Woodland Community College's Educational Master Plan (EMP) is strategically aligned with the goals of the Yuba Community College District's Strategic Plan. This alignment enables the College to proactively address the changing internal and external landscapes identified

through environmental scans, data analysis, and student focus groups. Grounded in the Guided Pathways framework, the EMP establishes a foundation for continuous improvement, ensuring action plans are regularly evaluated and refined based on data-driven outcomes.

Student Success Center
To advance equitable student outcomes, the College coalesces student support services in one location known as the Student Success Center. Services include Math, Engineering, and Science Achievement (MESA), supplemental instruction, reading and writing tutoring, subject matter tutoring, academic success workshops, and an Early Alert system.

Dual Enrollment
Woodland Community College expanded its dual enrollment partnerships with secondary schools in its service area. Currently, there are 11 partner high schools with more than 1600 students in the Fall 2024 semester:
- At Woodland Campus: Woodland High School, Pioneer High School, Cache Creek High School, Esparto High School, and Winters High School
- At Lake County Campus: Lower Lake High School and Middletown High School
- At Colusa County Center: Colusa High School, Maxwell High School, Pierce High School and Williams High School

New Facilities and Programs
In 2024, Woodland Community College proudly unveiled its Performing Arts and Culinary Center, a new facility designed to offer students outstanding opportunities to hone their talents in both the performing arts and culinary fields. This state-of-the-art center is set to enrich students' educational experiences and enhance their career prospects in these dynamic industries. Additionally, WCC introduced a new soccer team, providing students with an exciting opportunity to participate in athletics while building teamwork, leadership, and school spirit.

In 2019, WCC also launched its eLearning Studio, expanding online education offerings and supporting the creation of high-quality online courses. This initiative ensures that students have access to flexible, innovative learning options tailored to diverse schedules and learning preferences.

With its vibrant community connections and commitment to equity, Woodland Community College remains a cornerstone of educational advancement and social mobility in Northern California.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards
Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1.   **The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students. (ER 6)**

The college mission states:

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

The vision statement says, "Woodland Community College will be the first option in higher education for all members of the communities we serve."

The College mission and vision statements are in alignment with the District mission statement, which is defined in BP 1200:

> Yuba Community College District (YCCD) provides all individuals in our diverse communities access to high-quality, affordable higher education that is responsive to student needs. Our mission is to inspire and advocate for student success through our passion and commitment to teaching, learning, and social justice ([1.1-1](#)).

Woodland Community College (WCC) is a public community college in California and is one of two colleges in the Yuba Community College District (YCCD). WCC is a Hispanic Serving Institution (HSI) demonstrating its diverse demographics and focus on equitable outcomes for students ([1.1-2](#)). Through its Educational Master Planning process, WCC considered broad data sources and feedback to inform goals for a three-year period and re-evaluated and re-defined its mission, vision, and set of values. ([1.1-3](#), [1.1-4](#), [1.1-5](#), [1.1-6](#)). The 2022-25 Educational Master Plan (EMP) was approved by the Board of Trustees on May 12, 2022 ([1.1-7](#)). The EMP was vetted through governance groups, including College Council, Planning and Institutional Effectiveness, and Academic Senate before being finalized and presented to the Board of Trustees ([1.1-8](#), [1.1-9](#), [1.1-10](#), [1.1-11](#)). It features a clearly defined mission, vision, and set of values, which work together synergistically to reflect WCC's character, values, organizational structure, and unique student population (pp 13-14).

WCC's mission, vision and values are available on the website for the public ([1.1-4](#)). The College is reflected in the vision (all we serve) and mission (empower students to achieve their career and educational goals which includes degrees, career certificates, and transfer pathways). The mission prioritizes equitable opportunities for students to reach various educational goals and outcomes. The College emphasizes parity in student educational outcomes as stated in its Core Values "by ensuring that all students are provided with the tools to support their success". The mission, vision, and values reflect the College's distinctive ethos, commitment to serving its diverse students across its three

campuses, and meeting community needs in alignment with Accrediting Commission for Community and Junior Colleges (ACCJC) Policy on Social Justice and the District mission statement.

The EMP Work Group met twice a month from October 2021 to April 2022, with participation from various stakeholder groups inclusive of students, faculty, classified professionals, and administrators (1.1-12, 1.1-13, 1.1-14). Their work included assessment of past EMP goals (1.1-15), input from various stakeholders via survey instruments, focus groups, interviews, feedback from stakeholders through various town hall meetings, and results used to create the draft plan (1.1-5, 1.1-16, 1.1-17 see bottom of p.2). The EMP and mission were created to reflect the surrounding communities with equity as the guiding theme. The EMP was informed by the California Community Colleges Chancellor's Office (CCCCO) Vision for Success (now Vision 2030) and includes a commitment to reducing equity gaps in all Vision for Success measures and goals (1.1-18, 1.1-19, 1.1-20). The College's EMP planning process incorporated six core principles, with two specifically aimed at promoting equity. The principles are designated in the EMP as "equity-focused" and "inclusive," underscoring WCC's commitment to ensuring that all college stakeholders have a voice and access to equal opportunities (see p.11 of EMP) (1.1-21, 1.1-22 1.1-23).

Understanding WCC's community characteristics was crucial in shaping the College's mission and EMP which resulted in a mission statement emphasizing the creation of equitable opportunities for students and the broader community. In alignment with the College's mission, WCC applied and received a HSI designation from the Department of Education. As an HSI, WCC's Student Equity and Achievement Plan is tailored to effectively serve a Hispanic and Latinx student population that constitutes the College's largest demographic group. This focus ensures that WCC's efforts are aligned with the community needs(1.1-24 , 1.1-25, 1.1-2). WCC's Student Equity and Achievement Plan identified additional student groups that require focused support, including male students, Black or African American students, and students of multiple racial backgrounds (1.1-24). WCC also secured grants such as the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Grant enhancing the College's capacity to support these diverse student populations effectively. (1.1-26).

The District has a clearly established commitment to diversity, evident by Board Policy (BP) 1200 and BP 1300 (1.1-1, 1.1-27). At the request of the Board of Trustees, a District workgroup, formed in fall 2023 to updated BP 1300 to ensure currency and feedback from all stakeholders on how we define diversity, equity, and inclusion. The workgroup was comprised of students, faculty, classified professionals, and administrators (1.1-28, 1.1-29). The updated policy was approved by the Board of Trustees at the April 2024 Board meeting (1.1-30 see item 12.08). These efforts align with the ACCJC Policy on Social Justice by defining, communicating, and building shared understanding of what equity is and providing a framework for establishing meaningful and ambitious goals as provided in BP 1300.

1.2. **The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.**

The EMP (1.2-1) outlines four goals, each with distinct objectives that align with the YCCD Strategic Plan, adhere to the Guided Pathways principles, and advance the CCCCO's Vision 2030 goals (previously Vision for Success 1.2-2, 1.2-3, 1.2-4). The four goals are:

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

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

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

Goal 4- Identify and reduce opportunity and outcomes gaps among different student populations and strengthen a culture of equity, diversity, inclusion and social justice. (1.2-1)

The objectives span across various domains, encompassing student success, academic excellence, faculty and staff growth, and operational efficacy. Thirteen objectives were derived from thorough assessments of external and internal environments, as evidenced by data scans (1.2-5, 1.2-6, 1.2-7), and insights from student focus groups (1.2-8). Rooted in our student population's diverse needs, these ambitious goals strive to support all students effectively. The EMP serves as a beacon, guiding the institution's efforts to continuously enhance its institutional effectiveness. In terms of goals, WCC's vision statement, aspiring for the College to be the top destination for its service area, is meaningful and ambitious (1.2-9).

Administrative Procedure (AP) 3250, Institutional Planning, includes the purpose and timelines of the District integrated plans including the Educational Master Plan and Program Review (1.2-10). Additional policies that guide institutional improvement, innovation, and equitable outcomes include Board Policy (BP) 3225 and AP 3225, Institutional Effectiveness which commits to continuous quality improvement and equity-minded practices to promote student learning and success (1.2-11, 1.2-12). These policies influence WCC's work by outlining responsible parties, purpose of plans, timelines, and approvals required. These policies inform related reports to the board, such as Student Access and Completion Presentations, Degrees When Due presentation, YCCD Scorecard, and infographic outlining the presentation schedule for other metrics (1.2-13, 1.2-14, 1.2-15, 1.2-16, 1.2-17). To improve public access to data, the District is working toward the development of external facing dashboards. Currently, there are two on the website (1.2-18). There are dashboards available to internal stakeholders that provide meaningful data (1.2-19, 1.2-20, 1.2-21, 1.2-22).

Programs reflect on their success, identify opportunities for improvement, and request resources for program improvement through Program Review. The Program Review template includes program mission, goals and objectives, and action plans that may include requests for resources. There is a section for equity reflection in which programs identify innovative approaches to reduce or eliminate equity gaps in the program review. (1.2-23, 1.2-24, 1.2-25, 1.2-26). WCC program reviews demonstrate meaningful evaluation of disaggregated data and ambitious goals to foster diversity, equity, and inclusion throughout the College community.

In support of student success and institutional effectiveness, the Board of Trustees receives triannual reports and dedicates three study sessions to review and discuss the included disaggregated student access, student completion, and institutional effectiveness data (1.2-27, 1.2-28, 1.2-29). The Student Success Committee, Planning and Institutional Effectiveness, and the District, College, and Academic Senate Leadership Group (DCAS) also receive reports on disaggregated student data to assess progress, learn about our student population, and obtain feedback from the committee (1.2-30, 1.2-31, 1.2-32).

The YCCD Strategic Plan 2021-30 includes ambitious goals related to completion and equity (p.7 1.2-13). Goals include increasing transfer rates to UC or CSU by 35%, reducing equity gaps by 40%, and decreasing the taking of unnecessary classes reducing the accumulation of units for students earning associate's degrees to 79 units or less. Another goal is "fostering diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes".

SEAP (1.2-33) is a key plan in supporting college improvement, innovation, and equitable student outcomes, with emphasis on historically under resourced populations. The Plan was informed by the same data and information which guided the development of the EMP. SEAP outlines target outcomes for enrollment, first year transfer-level math and English completions, persistence, transfer, and degree completion. The Plan also outlines action steps to reduce the friction points that students experience on their educational journey. As part of this process, the College completed a comprehensive equity analysis which highlighted areas to become more intentional and race-conscious in its analysis of student success data to identify best practices beneficial to the success of our diverse student population (1.2-34, 1.2-6, 1.2-5, 1.2-35, 1.2-36). Goals are monitored and results shared through multiple board presentations and college governance meetings (1.2-27).

WCC's College Employee Satisfaction Survey (CESS) was used for determining areas for institutional improvement. CESS looks at four areas: campus culture and policies, institutional goals, planning and decisions making, and work environment. The results identified strengths and challenges from the employee perspective and proposed improvements to the College's current structure (see pp.29-30 1.2-37). Changing workplace culture and improving employee engagement and morale are ambitious goals. The College made progress in staff appreciation, onboarding, and investing in a Director of Retention and Student Life to expand college events because of these recommendations (1.2-38, 1.2-39, 1.2-40, 1.2-41, 1.2-42). As of Fall 2023 the Chancellor prioritized revamping employee recruitment and onboarding as well as Office of People and Culture and Payroll Modernization that when implemented should also contribute to improvements in our CESS results in the future (1.2-42).

The Revealing Institutional Strengths and Challenges (RISC) survey gathers feedback from students to identify areas where the College is doing well and areas where it needs improvement, allowing the college to reflect on equitable service and opportunities for innovation. RISC examines three main areas from the student perspective: student facing challenges during the current semester, student interactions with campus offices, and overall student perceptions of the College reflecting the student voice so the college can improve. The 2020 survey results resulted in a list of actions and activities to improve student success and experiences at the College (1.2-43, see slide 8 1.2-44). A few ambitious goals from the 2020 RISC were addressed by improving the Early Alert system, investing in a financial aid scholarship awareness campaign, and assessing and improving online course design through implementation of the Peer Online Course Review (POCR) process. The latest RISC report data shows clear evidence of continuous improvement toward ambitious goals, with benchmarks in areas such as admissions and records, counseling, financial aid, and the library being exceeded. These areas are highly rated by students for their availability, concern, and effectiveness in student-College interactions (1.2-45, 1.2-46).

Area of Change	2020 Score	2023 Score	Comparison
Work and personal issues	63	64	Increased by 1% but is now only 4% over the benchmark whereas it was 5% above the benchmark previously.
Success in courses	75	54	Decreased by 21% and is now only 2% over the benchmark whereas it was 15% above the benchmark previously.
Finances and financial aid	40	45	Increased by 5% and it is now 7% above the benchmark where it was only 1% above the benchmark previously.
Academic Support Services	41	35	Decreased by 6% and is now only 3% over the benchmark whereas it was 9% above the benchmark previously.
Campus environment	21	13	Decreased by 8% and is now -6% below the benchmark whereas it was 1% above the benchmark previously.
Counseling student-office interactions	64	69	More Student-Office Interactions and over the benchmark
Financial aid student-office interactions	55	51	Less Student-Office Interactions but over the benchmark both years.
Admission and Records student-office interactions	41	42	More Student-Office Interactions and over the benchmark.
Student Success Center-Tutoring student-office interactions	23	24	More Student-Office Interactions and same as benchmark both years.
Library student-office interactions	21	40	More Student-Office Interactions and now over the benchmark (was under the benchmark in 2020 by -1).

Table 1.1: RISC Survey Results Comparison

One area that was below the benchmark was the availability of tutoring. The Student Success Center expanded drop-in tutoring and eliminated scheduling barriers previously in place based on staff and faculty feedback and reinforced with the RISC results (1.2-47, 1.2-48, 1.2-49). This should result in improved results in the next iteration of the survey.

The District and WCC established the Innovation Grant in 2021, to encourage faculty, classified professionals, and administrators to propose and implement new and original projects that aligned with the College's mission and strategic priorities. This initiative encourages creative thinking and provides a clear avenue for advocating and implementing innovation where resources are needed to

improve student learning and institutional effectiveness (1.2-50, 1.2-51, 1.2-52). WCC began the Soccer Program, funded by the Innovation Grant 2022-23, to establish athletic opportunities for future students. Soccer is an innovative program because the sport connects a community need to educational outcomes. More than half of Soccer students attend full-time (with 100% of students on the competitive team attending full-time) and represent a diverse population (1.2-53). In their first competitive year, the men's soccer team won a conference championship (1.2-54). In Fall 2024, a women's team joined the college as well (1.2-55).

1.3.   The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

The importance of accountability for achieving WCC's mission is supported by workshops for faculty, classified professionals, and administrators including data education, software navigation, program review office hours, and an online Faculty and Staff Development Center which gives faculty access to additional handbooks, documents, and recorded training sessions (1.3-1, 1.3-2, 1.3-3, 1.3-4, 1.3-5).

As shared in Standard 1.1, the EMP and mission development processes included an extensive data review which included internal and external scans and qualitative data from student focus groups (1.3-6, 1.3-7, 1.3-8). The internal scan provides student demographic information disaggregated by race, age, gender, and citizen status; student characteristics by enrollment status, units taken, and special populations; and student success metrics trends. Student focus groups provided insight into why students choose WCC, the strengths and opportunities of the College, and challenges that students face. These are some of the qualitative and quantitative data sources which informed the creation of the Educational Master Plan which is the overarching frame for all College goals and initiatives (1.3-9).

WCC sets goals based on disaggregated data for the Student Equity and Achievement Plan (SEAP) (1.3-10). To support student learning and achievement goals, particularly within WCC's significant Hispanic student demographic, the College actively pursued and attained the designation of HSI (1.3-11, 1.3-12). This designation underscores WCC's commitment to a supportive and inclusive environment for Latinx students and allows us to apply for HSI grants so that we may increase innovation and continuous improvement. Additional Institutional Set Standards (ISS) are reported and measured via ACCJC reports and reported to the Board of Trustees. (1.3-13, 1.3-14, 1.3-15, 1.3-16).

The District embraces accountability as evident through BP and AP 3225, Institutional Effectiveness (1.3-17, 1.3-18). BP 3225 includes measuring goals and objectives related to its mission and focuses on student success with respect to diversity, equity, and inclusion. AP 3225 highlights how both the District and colleges pursue continuous quality improvement and equity-minded practices to promote student success through setting goals that are challenging and quantifiable, addressing achievement gaps for underrepresented populations, and aligning higher educational attainment to the workforce and economic needs of the state. BP 3250, Institutional Planning (1.3-19), indicates the Chancellor's responsibility in implementing plans guided by the missions, visions, and core values. AP 3250, Institutional Planning (1.3-20), documents the District's comprehensive integrated planning process, the development cycle, the assessment timeline, and key planning documents.

The integrated planning framework was developed and approved by the District Consultation and Coordination Council (DC3) and District, College, and Academic Senate Leadership Group (DCAS) connecting long-term and annual planning. Policies are incorporated into additional documents, such as

the YCCD District Handbook which outlines planning and participatory decision making for creating and monitoring District level planning (1.3-21). More information on how integrated planning is linked to resource allocation is provided in Standard 1.4 and is referenced in Standard 3.5.

The WCC Student Success Committee and DCAS regularly receive student success reports with disaggregated data including those that are presented to the Board of Trustees (1.3-22. 1.3-23). The Committee reviews the data and provides feedback on data trends and asks questions to guide future improvements which increase student success and achievement outcomes (1.3-24, 1.3-25). In Spring 2024, the presentation to the Board of Trustees demonstrated how the collective efforts of faculty, classified professionals, and administrators culminated in an impressive 24% increase in the number of associate degrees awarded. In 2023-24 students were able to access public program maps on our website. Program maps are updated annually based on catalog changes which should continue to improve the number of certificates, degrees, and transfers that occur as well as reduce the accumulation of units (1.3-26, 1.3-27).

The Board of Trustees receives regular reports that highlight student learning and achievement, such as access and completion reports, distance education reports, and scorecard reports to assure continuous progress on the College's EMP and District Strategic Plan goals (1.3-28, 1.3-29, 1-3-30, 1.3-31). Reports summarizing various surveys, such as CESS and RISC, provide additional avenues for accountability and informed plans for improvement and innovation (1.3-32, 1.3-33). The Board of Trustees Study Session highlighted how WCC exceeded targets, including awards earned (degrees, certificates, and transfer) and workforce outcomes (1.3-31). These presentations include disaggregated data and focus on identifying areas of strength, areas for improvement, and specific actions and planning to ensure continuous improvement. A new institutional effectiveness scorecard that aligns with the CCCCO Vision 2030 metrics has also been developed to monitor progress over time and identify areas of improvement (1.3-34).

Every year the Board of Trustees is presented with a Distance Education (DE) update that includes student data disaggregated by ethnicity. WCC's Spring 2024 presentation reported disaggregated success and retention rates with all groups increasing year over year except for Native Hawaiian or other Pacific Islander (see slides 10 –12 1.3-35). A Dual Enrollment presentation was given in April 2023. The presentation featured high school students who participated as Dual Enrolled students. The presentation included data disaggregated by ethnicity and gender. The reports compared success rates of high school students and college students with high school Dual Enrollment students overperforming the rest of WCC's college students (see slides 4, 9-12, 1.3-36). This is likely due to credits being earned concurrently with their high school courses. The Degrees When Due (DWD) presentation to the Board of Trustees highlighted equity implications (see slide 17, 1.3-37, 1.3-38) and the DWD's ability to increase student awards for completing a program of study (see slide 15-16). DWD serves as a prime example of piloting an initiative utilizing categorical funds, outcomes, and implementation of successful strategies. The practices pioneered in this pilot phase have since become standard practice.

Student data presented to the Board of Trustees is accessible by the public. This includes committee agendas and minutes available on the BoardDocs webpage (1.3-39). Data is also accessible on the public facing website for YCCD Institutional Effectiveness presentations (1.3-40). For continuous improvement, the District is designing external facing dashboards to communicate more timely data. The District will also review the YCCD scorecard and align district metrics more closely to the CCCCO Vision 2030 goals and state-level metrics (1.3-41, 1.3-42, 1.3-43, 1.3-44).

As part of program review, instructional faculty analyze and make inferences based on prior-period disaggregated course retention and student success data when completing their five-year full review. Faculty have on demand access to student success, retention, and achievement data through PowerBI data dashboards (1.3-45, 1.3-46, 1.3-47, 1.3-48). Additionally, course Student Learning Outcomes (cSLO) are assessed and recorded at the student level by faculty every semester allowing instructional faculty to comment on cSLOs achievement in their program review for the previous year. The College's cSLOs are mapped to institutional Student Learning Outcomes (iSLOs). This allows WCC to review College-wide data from instruction and service areas for disaggregated student performance (1.3-49). In 2024-25, WCC is planning iSLO and cSLO dashboards using data from SLO assessments to view disaggregated data in a more targeted format than the current eLumen overall report. Data will populate PowerBI dashboards, enabling the College to conduct comprehensive reviews of its iSLOs with meaningful disaggregation in future program reviews. WCC can then set goals or advocate for resources to improve service to disproportionally impacted students. The College also receives iSLO data from the graduation survey (1.3-50). The 2024 Graduation Survey data reveals positive results in iSLOs based on student self-assessments. Data will be discussed at the Student Success Committee to continue moving forward with existing initiatives that support the outcomes (1.3-51).

WCC has three areas of focus for continuous improvement that will improve achievement and accountability in the future: a) a need to reduce administrative turnover to assure momentum, College-wide engagement, and continuity of plans; b) recommendations for a redesign of the College's governance structure to improve communication, documentation, and follow-through; and c) bridge gaps in data literacy to increase effectiveness and functionality.

A key challenge lies in the frequent turnover of administrative roles leading to lost momentum on initiatives. Turnover leads to lapses in follow-up on plans as new administrators may not be aware of prior commitments. Additionally, there are challenges in completing the feedback loop, with committee input lacking, not being adequately documented and shared, or resulting in a failure to progress to actionable steps. With the Chancellor's leadership beginning in Summer 2023 and WCC's President joining the District in January 2024, the remaining permanent positions are on their way to being filled. The classification and compensation project undertaken by the Office of People and Culture (formerly HR) is evidence of the District's concern about employee retention and workload issues (1.3-52). The resulting report is anticipated to create awareness of our challenges and propose a path forward to better employee retention. A thorough explanation of the classification and compensation project is found in Standard 3.1.

Numerous committees with overlapping interests present a challenge in optimizing community leadership and membership expertise, communication, and feedback loop effectively. For instance, the Student Success Committee and the Planning and Institutional Effectiveness Committee both have a scope that includes a focus on continuous improvement of student outcomes. The Distance Education (DE) Committee and Academic Senate believe that the DE Committee is redundant since no input or decisions come from the DE Committee and instead go through other College or District committees (1.3-53, 1.3-54). College Council and the Planning and Institutional Effectiveness committees overlap. To fully understand the redundancies and options for improving shared governance processes and structures, WCC applied for a Peer Resource Team (PRT) in 2023. The PRT visited twice in Spring 2024 to gather information and provide resources to assist in this work (1.3-55, 1.3-56, 1.3-57). More information on the PRT is available in Standard 4.3.

To improve collective knowledge of governance committees' operational agreements, reporting structures, College structure, integrated planning, and decision-making processes, a much needed update to WCC's Organizational and Governance Guide in2023-24 was approved by College Council and Academic Senate and is planned to be updated annually each fall (1.3-58). The focused improvement for the guide in 24-25 will include updating the integrated planning model and overall committee structure.

Improving data literacy has been a focus of the District and WCC for many years due to high turnover and misunderstanding definitions on data sets. In response, data dashboards were created and the District began Data Literacy training and assessment project 2020 (1.3-59, 1.3-60). Training in Spring 2023 led to greater awareness of how data is collected, reported, and impacts FTES and apportionment (1.3-61, 1.3-62, 1.3-63). WCC increased the use of data through the Program Review Handbook, presentations, office hours, and easier to use dashboards (1.3-64, 1.3-4, 1.3-65, 1.3-1, 1.3-66 1.3-67). The District is beginning a second phase on data integrity training in fall 2024 with a focus on reviewing the recommendations from phase 1 and implementing improvements (1.3-68).

1.4.   The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

From the executive summary of the Educational Master Plan :

> ...[The EMP] provides the overarching superstructure for all College planning, as it aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and helps execute the CCCCO's Call to Action to address systemic racism and discrimination. Moreover, this Educational Master Plan articulates with the six-year planning cycle embedded in the Yuba Community College District Strategic Plan 2021-2030, which serves as the "north star" for all planning across institutions, teaching sites, and modalities to "develop an organizational culture that is prepared for the future, and responsive and equitable in serving all students and our communities. (p.5, 1.4-1)

Working alongside the Educational Master Plan is the Student Equity Plan (1.4-1, 1.4-2) . Both plans use equity data as the foundation of planning and goal setting. The Student Equity Plan identifies target outcomes for the period of 2022-25 through four main metrics, which are successful enrollment, completion of transfer-level math and English, persistence from first primary term to secondary term, transfer rates, and completion rates. These metrics are disaggregated by demographics to monitor progress toward bridging gaps for disproportionately impacted groups. This includes, but not limited to, Black or African American and Hispanic or Latinx. Tracking these metrics results in identifying systematic improvement areas for the College (1.4-3). A generalized summary is also presented to the Board (1.4-4, 1.4-5). The Diversity, Equity, and Inclusion (DEI) committee supports improvement efforts of the College by providing resource allocation suggestions, such as events, and innovative practices (1.4-6, 1.4-7, 1.4-8).

The College Organizational and Governance Guide provides the participatory governance reporting structure, operating agreements including committee goals and areas of focus, decision making structures, and organization charts (1.4-9). The integrated planning model on page 6 and decision-making model on page 19 of the Organization and Governance Guide show the importance of program review, the Educational Master Plan, and other planning considerations as the foundation for resource allocation to improve outcomes. In the 24-25 governance guide we are having College-wide

discussions to update the integrated planning model and decision-making model to better reflect our current structures and terminology. These discussions began in Spring 2024 (1.4-10).

The allocation of the College's resources is intricately linked to both its EMP and the District's Strategic Plan (1.4-11). Program Review is critical to the College's resource allocation process. As indicated in the Program Review Handbook v.2.5, p.3, program review supports resource allocation and informs strategic planning for the College and District (1.4-12). Each spring the Program Review Validation Task Force (PRVT) of the Planning and Institutional Effectiveness Committee (PIE) forwards requests to the appropriate committees or administrators depending on scope of responsibility. For example, academic support or tutoring goes to the Student Success Center manager and technology to the District Technology Committee based on committee charter or manage role (1.4-12, p.29 of handbook, 1.4-13, 1.4-14). In some cases when requests and funding permit, the administrators or committees recommend/allocate resources to one-time funding requests. Requests that align with the mission, EMP, and in a program review are prioritized and considered for funding (1.4-15, 1.4-16, 1.4-17 see 3.04). In 2023-24, District services initiated a program review process to inform resource requests for the following year (1.4-18, 1.4-19). Like the College process, this is linked to the District Strategic Plan.

The faculty staffing process is closely aligned with the College's mission (1.4-20, 1.4-21). This is an inclusive process that allows program personnel to make requests with committee representation of administrators, classified and academic senate appointed faculty, who prioritize requests received (1.4-22). Although faculty positions are initially requested in program review, requesters must submit the faculty request form and criteria matrix which include connections to the College's mission, plans, and other goals (1.4-23, 1.4-24). This information is submitted to the Staffing Taskforce co-chairs to be used by the committee to prioritize them. The prioritized list is forwarded to PIE and then the President who may approve the recommendations or re-arrange order based on college priorities.

Professional development links planning to continuous quality improvement and assessment. In Fall 2022, the Flex and Professional Development Committee formulated a draft plan after conducting a faculty needs assessment. The draft plan aligned professional development topics to the EMP. The Committee organized workshops to foster equitable student success while addressing institutional and employee needs, thereby reinforcing WCC's mission statement. Recent instances of professional development involvement include participation in the Institute of Open Education Resources and the Caring Campus Classified program. These programs support goals 2 (objective 2.1) and 4 (objective 4.1) of the EMP (1.4-25). More information on professional development for all employee groups is provided in Standard 2.2.

The District Handbook includes the resource allocation and budget process (pp.53-59 1.4-26). The Integrated Planning Model shows how annual planning and long-term planning work together. Annual planning supports long range plans, the mission and vision, and student success indicators. The Integrated Planning Model also shows how college planning activities align with district planning. The Annual Integrated Planning Process Framework shows the process is guided by strategic objectives, EMP, emerging strategies, and state initiatives and mandates (p.57). The Institutional Effectiveness Review Framework (p.59) maps how SLOs and program reviews inform budget development.

Requests for additional resources from the College and District services undergo review and approval by the Chancellor's Cabinet (1.4-27). During the budget process, these requests are taken into consideration, and resources are allocated based on resource availability and alignment with the District Strategic Plan and College EMP. Furthermore, any new allocations to the District, undergo

thorough review by the Chancellor's Cabinet. Funding is allocated based on either a three-year average rolling Full-Time Equivalent Student (FTES), or the specific criteria outlined by the funding source (1.4-28). The three-year rolling average is calculated late in the spring semester and is communicated through District Educational Planning to DC3 and DCAS (1.4-29, 1.4-30). For 2024-25 planning, FTES for Yuba College was 64% and for Woodland Community College was 36% (1.4-31). For instance, the Chancellor's Cabinet reviewed the new funding source and determined the allocations for Higher Education Emergency Relief Funds (HEERF) based on the categorical funding criteria information (1.4-32). An example of 2023-24 funding that was allocated based on the three-year rolling average of FTES students is Perkins, with WCC receiving $134,356 (36%) of the total District allocation $373,210 (1.4-33). More detailed information on resource allocation is available in 3.4.

The District responded to COVID-19 enrollment declines by taking advantage of state fiscal programs, such as the COVID-19 emergency conditions allowance and the Education Protection Act funds (1.4-34). The emergency conditions allowance required an Emergency Conditions Recovery Plan which outlines strategies aligned with the mission, connected to the College's EMP, and included initiatives that serve students (such as scheduling processes, auto award of degrees, and participating in survey mechanism such as CCCCO Statewide College Decisions Survey) (1.4-35).

Amidst declining student enrollment from Lake County Wildfires, exacerbated by the impacts of COVID-19, WCC invited the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a study to analyze cost structure and assess current and future fiscal conditions (1.4-36, 1.4-37). The FCMAT Report (1.4-38, 1.4-39) was presented to the Board of Trustees in October 2022 and included strategies for resource allocation to assess its current and future fiscal condition as it relates to current expenses and the size of personnel. Afterward the DC3 FCMAT workgroup prioritized the recommendations of the FCMAT Report (1.4-40).

The concept of a new resource allocation model stemmed from the FCMAT working group along with the Chancellor's goals set forth by the Governing Board, based on the District's strategic plan objective 4a (1.4-11). This effort aims to compare the existing resource allocation model with the District's student-centered funding formula, ensuring a more effective and innovative allocation of resources to Colleges and District services. The District subsequently embarked on developing a new Resource Allocation Model (RAM) with the leadership of a DC3 work group (1.4-41). The District Consultation and Coordination Council (DC3) reviewed the RAM Working Group Charter during its meeting on August 30, 2022. The RAM Working Group has been meeting regularly since September 28, 2022 to propose a revised resource allocation to DC3 (1.4-42, 1.4-43, 1.4-44, 1.4-45). Following deliberations by the Resource Allocation Model Working Group and DC3, a formal recommendation will be made to the Chancellor. Subsequently, the Chancellor will present his recommendation to the Governing Board. The District plans to implement the revised Resource Allocation Model through a phased approach for Fiscal Year 2025-26 budget by comparing the current model to the new model and implementing full implementation of the new model in 2026-27. Standard 3.4 provides additional details on RAM efforts (1.4-46, 1.4-47).

1.5.   **The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)**

WCC has many means of communicating achievement with internal and external stakeholders. The College website includes links in the footer area to accreditation as well as through the website search

and the About listing on the website (1.5-1). WCC's accreditation webpages include past reports, such as the self-evaluations, team reports, and annual reports (1.5-2). Information on program reviews can be found under the Planning and Institutional Effectiveness (PIE) Committee minutes and include resources requested (1.5-3, 1.5-4). Additional reports are shared through committees, such as the Student Success Committee (1.5-5, 1.5-6, 1.5-7).

The President distributes regular newsletters to the campus (1.5-8, 1.5-9, 1.5-10). The President provides a monthly report to the Board that is part of the BoardDocs agendas that is also distributed to the community via email (1.5-11, 1.5-12,1.5-13, 1.5-14). Additionally, the President uses social media to provide community partnership and event updates which communicates the College's progress towards WCC's mission and goals (1.5-15, 1.5-16) and she has started a video series, Pan Dulce with the President (1.5-17).

The EMP is the College's main guiding document demonstrating how data and evidence related to institutional strengths and areas for improvement are used to inform and prioritize institutional goals for continuous improvement. See Chapter 5 for data and guiding questions (p.5 and 7) and 6 for goals and objectives (1.5-18). See also the EMP planning process (pp.11-12) for additional evidence. To communicate progress toward the goals and objectives, the 2022-25 EMP calls for an Annual Implementation Plan report each year by April 30 (1.5-19).

The College regularly provides presentations to the Board of Trustees that include data and other evidence identifying areas of strengths and prioritizing activities for improvement. The public may access agendas and accompanying files from the District website (1.5-20). Examples include the use of disaggregated data to inform improvements, monitoring progress, and reflecting on institutional effectiveness and accountability (1.5-21, 1.5-22, 1.5-23, 1.5-24, 1.5-25). Reports also include program and mission related reports, such as distance education and dual enrollment (1.5-26, 1.5-27 1.5-28). Accreditation reports are presented to the Board of the Trustees (1.5-29).

While the District consistently communicates progress to internal and external stakeholders through Board of Trustee meetings, BoardDocs, monthly special topic townhalls, and the Chancellor's newsletter (1.5-30, 1.5-31, 1.5-32, 1.5-33), the District has plans to improve by working towards an external facing dashboard to communicate more timely data and align metrics to more closely align with CCCCO goals and metrics (1.2-34, 1.5-35, 1.5-36, 1.5-37).

WCC collaborates with local press to showcase various accomplishments, including the College's high-ranking educational status, certificate of achievements earned, graduation rates, dual enrollment successes, and other programs or services (1.5-33, 1.5-38, 1.5-39, 1.5-40, 1.5-41, 1.5-42).

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1.   **Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)**

Each year, the College enrolls approximately 6,700 full and part-time students who have access to classes and labs offered in various modalities at the WCC campus, and our two educational centers in Colusa and Lake Counties (2.1-1, 2.1-2, 2.1-3). Instruction is also offered through dual enrollment opportunities in connection with multiple high school partners across the service area (2.1-4).

WCC courses and program offerings align with the mission, "by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways" (2.1-5). WCC Mission and Values, 2022). To accomplish this mission and commitment to student learning, success, and equity, WCC provides instruction in courses and programs to meet the needs in areas of a) distance education, b) transfer education, c) career education, d) general education, and e) basic skills. WCC offers the following programs in accordance with its mission, each with program learning outcomes that align with WCC's Institutional Student Learning Outcomes:

- 24 Associate Degrees for Transfer (ADT)
- 16 Associate Degree Programs
- 23 Certificates of Achievement
- 4 Certificates for Noncredit Career Development and College Preparation (CDCP) (2.1-6)

The Curriculum Committee reviews curriculum proposals to ensure that they meet Title 5 standards (2.1-7 Title 5, Division 6, Chapter 6, Subchapter 1-Programs, Courses and Classes), and that they are appropriate for the College and its mission (2.1-8). Courses are revised at least every five years to ensure currency and compliance with local and state standards, including course content, requisites, learning outcomes, and modalities for instruction. For new and revised degrees and certificates, the Curriculum Committee requires supporting documentation to ensure the appropriateness of program requirements to the program goal and college mission.

For Career and Technical Education degrees and certificates, the Curriculum Committee requires industry partner input through advisory committees. Additionally, regional Labor Market Information (LMI) directly linked to the specific campuses where the program will be offered. AP 4102, Career and Technical Education (2.1-9), highlights the role of California Code of Regulations which requires all career/technical education programs to have advisory committees and outlines the membership, functions, and operation of advisory committees. Committee members include members of the public with industry expertise to help with developing outcomes aligned with industry standards to support the curriculum and the students who participate (2.1-10, 2.1-11, 2.1-12, 2.1-13). Additionally, a labor market analysis is conducted by the CCCCO Centers of Excellence and includes occupational demand, wage information, education and training requirements, education supply, and supply-demand gap analysis. Utilizing this information, the Centers of Excellence provide recommendations on the need for the program. (2.1-14,

2.1-15). Programs are responsible for communicating with their advisory committee how students are progressing toward competencies, objectives, and outcomes.

Associate Degrees for Transfer are built using state-wide Transfer Model Curriculum and demonstrate appropriate articulation agreements for courses (2.1-16). For local Associate Degrees, supporting documentation may include articulation agreements with a four-year institution or documentation of local need (2.1-17, 2.1-18, 2.1-19).

Curriculum Committee members have opportunities to learn curriculum practices through curriculum meetings, training by the co-chairs, resources on the Canvas site, and opportunities to attend the annual Curriculum Institute (2.1-20, 2.1-21, 2.1-22, 2.1-23, 2.1-24). The Curriculum Committee maintains a Canvas site (2.1-25) with information on local processes and policies, guidelines for developing curriculum with a focus on diversity, equity, and inclusion, and useful resources for faculty who need to work on curriculum (2.1-26, 2.1-27, 2.1-28, 2.1-29, 2.1-30). This combination of resources, training, and expertise assures that the College curriculum processes reflect accepted practices for ensuring breadth, depth, and rigor appropriate for WCC courses.

2.2.   **The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.**
       (ER 3, ER 9, ER 11, ER 14)

Course and program development begins with discipline faculty who meet or exceed the minimum qualifications for their area following the YCCD Curriculum Development Guidelines (2.2-1). The guidelines document integrates Title 5 standards, CCCCO requirements from the Program and Course Approval Handbook (PCAH), relevant District Board Policies (BP) and Administrative Procedures (AP), and best practices for incorporating diversity, equity, and inclusion into curriculum. Curriculum that is developed is entered into eLumen, which serves as a repository for Course and Program Outlines of Record, manages curriculum development and approval workflows, maintains current records of general education petitions and course articulations, and houses Program Review and SLO assessment data (2.2-2, 2.2-3, 2.2-4, 2.2-5, 2.2-6).

Once faculty have initiated the curriculum development process (which includes new courses and programs, revisions to existing courses and programs, and deactivations of course and programs), the workflow process includes a stage for the dean to facilitate departmental review, including faculty from all three campuses, before going to the WCC Curriculum Committee for technical and content review. Curriculum Committee membership consists primarily of faculty, with two faculty co-chairs, faculty representatives from each academic division, and two counselors; the District curriculum analyst, a classified professional; a student representative; and several managers who share an administrative vote (2.2-7). To further campus diversity, equity, inclusion, and antiracism (DEIA) efforts, the Curriculum Committee adopted goals related to these efforts, such as DEI across the curriculum review process (2.2-8). Evidence of these efforts can be seen in courses, such as ECE-3 and ENGL-40 and 41 (2.2-9).

The curriculum review and approval process is guided by several AP related to curriculum development. AP 4020, Program and Curriculum Development, specifies that the Curriculum

Committee, as a subcommittee of the Academic Senate, is given the authority and responsibility for curriculum development (2.2-10). AP 4020 also indicates the process for reviewing new programs, updates to programs, and courses. AP 4021, Program Viability (2.2-11), outlines the process through which faculty, administration, and the Board of Trustees determine program viability. AP 4022, Course Approval (2.2-12), indicates that all new or revised courses which are part of a program approved by the California Community College Chancellor's Office, are approved by the Curriculum Committee and Board of Trustees.

All courses have SLOs, which are mapped to both program Student Learning Outcomes (pSLO) and Institutional Student Learning Outcomes (iSLO). Course-level Student Learning Outcomes (cSLO) can be found on the Course Outline (COR) on Record (2.2-13) and provided in each course syllabus to students. The course syllabus serves as a contract between the instructor and the student including legal and college requirements, but also serves students by including consistent information across all courses and is based on requirements in the Academic Employee Handbook (2.2-14, 2.2-15). Each semester faculty submit course syllabi to the Faculty Resource Central Canvas shell which serves as evidence of communication of course expectations and cSLOs to the student (2.2-16 2.2-17). The Office of Instruction reviews a sample of syllabi for standard required elements and provides feedback to faculty for recommended or required adjustments (2.2-18). cSLOs are assessed and reported every semester by each faculty member into eLumen; equity gaps are discussed in Program Review, described in Standard 2.9. The Program Review template has a place for faculty to list current courses and programs and indicate changes that need to be made based on SLO data and retention and success rates (2.2-19).

Each program contains measurable Program Learning Outcomes (PLO), as listed in the College Catalog and available on the College website (2.2-20, 2.2-21), and within the Program Outline Report in eLumen. For example, the Program Outline of Record in Sociology, which culminates in an Associate Degree in Arts in Sociology for Transfer (AA-T), lists as one of its seven learning outcomes, "evaluate data, draw reasonable conclusions, and apply these conclusions to social problems" (2.2-22). The Program Outline of Record in Drinking Water and Wastewater Technology, which culminates in a Certificate of Achievement, lists one learning outcome as, "identify contaminants that may be in raw water sources, determine the methods needed to treat the water for safe human consumption" (2.2-23).

Information regarding WCC course and program curriculum is clearly listed in the College Catalog and is available through the College website public elumen link (2.2-24, 2.2-25, 2.2-26). The College catalog includes a statement of each program's learning outcomes, a listing of the courses included in each program, descriptions of the content of each course with unit value, hours of instruction for lecture and lab, and transfer information including C-ID and general education areas (2.2-27).

2.3.   **All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)**

To ensure students pursuing Associate Degrees have access to a diverse breadth of coursework, WCC offers three distinct General Education (GE) patterns: Local, CSU and IGETC. WCC's local GE and graduation requirements, which are required for Associate Degree programs, are provided in BP and AP 4025 (2.3-1, 2.3-2). BP and AP 4025 outline the Philosophy and Criteria for the local Associate Degree and GE requirements, align with Title 5 changes (§55060 and §55061) and the GE courses for local Associate Degrees are published in the College catalog (2.3-3). Courses are placed in transfer GE patterns and course-to-course articulation agreements through a petition process that can be initiated by discipline faculty, counselors, or the Curriculum Committee in conjunction with the District's Curriculum Analyst who serves as the Articulation Officer. The Curriculum Committee is developing a plan to seamlessly transition from the current two transfer GE patterns (2.3-4) to a single transfer GE pattern (CalGETC) in Fall 2025 (2.3-5, 2.3-6).

Courses approved for GE provide students with exposure to a diverse range of beliefs or knowledge within a given subject area, foster critical comparisons, deepen understanding of the cultural, scientific, political, and social contributions of women and historically minoritized communities, and meet additional criteria outlined in AP 4025 (2.3-7). Petitions to add courses to the local GE pattern require a rationale and are approved by the Curriculum Committee based on the information in the Course Outline of Record (see transferability and general ed. options section of outline petition 2.3-8, 2.3-9).

Courses approved for GE align with established norms, such as breadth & depth, in higher education. This is evidenced by many GE courses being approved for transferability to both the CSU and the UC, thereby enabling students to earn an Associate Degree for Transfer (ADT). For example, AJ 10, GEOL 8, and PHIL 1 meet local, CSU, and UC GE graduation requirements (2.3-9, 2.3-10, 2.3-11). WCC's GE Philosophy is shared in the catalog (2.3-12):

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

2.4.   **The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)**

WCC strives to continuously improve communication. Communication channels include print, email messaging, web and app-based modalities, social media, local press, and translated materials.

WCC employs a variety of modalities to communicate programs, services, and resources available to support the student journey. Information is available in person at three campuses, on the College website, and in the Catalog (i.e., descriptions and contact information for college programs and services as well as information about academic programs and student learning outcomes (2.4-1, 2.4-2). The catalog is updated annually. For catalog development, the Instructional Support Specialist sends an email in fall, with reminders following, to all managers and professional staff who oversee programs, services, and resources with the existing catalog to markup any updates to the catalog (2.4-3, 2.4-4). The vendor has access to the updates real-time for non-curriculum edits and uses this information to produce a draft to review before production.

Program and course information is exported from eLumen and utilized for catalog and website updates and approvals. Program and course learning outcomes are available through the College website and the public eLumen website (2.4-5, 2.4-6). Students receive course learning outcomes through the course syllabi that is available the first day of class (2.4-7). Faculty submit course syllabi every term to a Canvas course assignment for archiving (2.4-8, 2.4-9). The deans conduct random checks to ensure consistency between the official outcomes on the course outline of record and syllabi (2.4-10). Peer evaluators also check syllabi for accurate SLOs during evaluations (2.4-11). These processes ensure syllabus alignment with Title 5 and accreditation requirements so that students are receiving the correct information based on the approved curriculum.

The Canvas Learning Management System features Global Announcements, a useful communication channel. Global Announcements communicate real-time event information, provide timely reminders on upcoming deadlines, and effectively inform students of available resources. The Canvas Announcement Request Form (2.4-12) provides submission guidelines so that information is kept brief and relevant. Leveraging the Canvas platform and dashboard, which our students regularly access, has proven to be an impactful tool in successfully communicating information out (2.4-13). For example, during CalFresh month, one post produced over 40 CalFresh applications. Additionally, the Instructional Design Resource Faculty annually updates a Canvas page which includes college support resources that faculty can upload into their course Canvas shell (2.4-14, 2.4-15). The page is designed for online classes; however, all faculty often use Canvas and can modify the resource for their classes.

WCC is piloting Signalvine for timely and interactive communication with students. Signalvine is a two-way communication application used by the College and its departments to engage with students via text. Initial feedback from Admissions, Outreach, Student Life, and TRIO has been mostly positive, including encouraging student responsiveness and engagement (2.4-16). The College can see student behavior in response to text information, such as the student life survey by reviewing the level of engagement of the group and specific responses if student opts out or asks a question. (2.4-17, 2.4-18). Assessment of the product is led by the Dean of Student Success and Institutional Effectiveness, conducted informally via Microsoft Teams, email, and updates shared during biweekly Student Services Director Meetings (agenda).

The complementary WCC App serves as an interactive and comprehensive communication platform for students and employees to share content related to the College (2.4-19). Its usage increased significantly during the pandemic when outreach was challenging, and in-person activities were limited. With the return to in-person activities, the app's usage declined. WCC is now evaluating the app's effectiveness, including its advertising, audience engagement, student utilization patterns, and frequency of use (2.4-20).

For general event information and deadlines, the College features "Student Announcements," and "Upcoming Events" and "Academic Dates" calendars on its WCCC homepage, in addition to several social media accounts, including: Facebook, Instagram, and LinkedIn (2.4-21, 2.4-22, 2.4-23, 2.4-24, 2.4-25). In Summer 2024, a new Marketing Director was hired and the results within the first 90 days are impressive with both Facebook and Instagram seeing large increases in visits and clicks (2.4-26). Students who follow these accounts receive notifications about college activities and deadlines. Accessibility resources and training are available each semester via Canvas, flex training, and other opportunities to ensure college communication is accessible (2.4-27, 2.4-28, 2.4-29, 2.4-30).

WCC regularly assesses its communication practices. For example, when employees were returning to campus after COVID-19 lockdown, the Student Success Committee provided insight on communications recommendations (2.4-31, 2.4-32, 2.4-33). As the College began adopting more modalities, this resulted in the modalities being added to the website for better understanding for students, faculty, classified professionals, and administrators (2.4-34). The President's Cabinet and Management Council are venues for communications reflection, planning, and implementation. For instance, in Spring 2024, the Management Council examined college safety and security policies and procedures. The Council assessed current practices; identified strengths, weaknesses, and opportunities for growth; and strived for continuous quality improvement (2.4-35). WCC has already implemented some recommendations, like the walkie-talkies for the Lake County Campus and the single phone number for Woodland campus security. Walkie-talkies streamlines communication between staff and having a single security phone number reduces confusion, especially during emergencies.

Student communication preferences are examined as part of the Graduation survey and were more recently examined in the Student Life survey (2.4-36, 2.4-37). Results from the Graduation survey showed order of popularity of communication were Canvas, email, website, and WCC app (text was not included as an option). Whereas the Student Life survey revealed text as the first preference then email (2.4-38, 2.4-39). To assist with consistency of communications, WCC has a Brand and Style guide on the College website with publication requirements, branded zoom backgrounds, presentation slides, official logos, and other resources (2.4-40, 2.4-41). The College translates materials in Spanish as it is a popular first language of many students and their families (2.4-42). WCC targets specific student groups with information tailored to their needs (2.4-43, 2.4-44, 2.4-45). The College will adopt a communications plan to assess the communications students receive from various departments and evaluate their effectiveness systematically. Finally, in the Fall 2024 semester, the college launched the WCC Student Journey project to gather additional information from our students about how the campus can better meet their needs (2.4-46).

2.5.   **The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)**

WCC has multiple methods for ensuring students complete degrees and certificate programs in a timely manner. Utilizing course history dashboard data and their own records as a starting point, deans can view the history of course and section offerings, how much enrollment there was, whether there were class cancellations, and other valuable data (2.5-1, 2.5-2). In consultation with instructional and counseling faculty, deans created course rotations that consider previous enrollment, program completion requirements, locations, and rotating modalities (2.5-3, 2.5-4, 2.5-5). This has culminated in a College-wide rotational scheduling spreadsheet that is updated annually and is inputted into self-service so students can see when courses will be offered (2.5-6, 2.5-7). The two-year rotations formed the basis of the Guided Pathways program maps reviewed by counselors and instructional faculty and published on WCC's website to inform student planning. (2.5-8 2.5-9).

When building a class schedule, deans use two-year course rotation documents to make sure courses are offered on a regular schedule for student planning. Once the draft schedule is created and discipline faculty consultation occurs, the schedule is shared for feedback from counseling faculty and the SEM Task Force (2.5-10, 2.5-11). The Schedule Development Guidelines (2.5-12) page 4 provides the detailed process. Deans create a first draft of the course schedule and solicit feedback from discipline faculty. Deans then create a second draft, which the Vice President of Instruction shares with SEM Task Force with a focus on College wide scheduling principles such as program completion, availability of GE across modalities, and scheduling conflicts (2.5-13). Deans incorporate or respond to that feedback and produce a third draft, which is shared again with discipline and counseling faculty and SEM Task Force. This iterative process of drafting, collecting feedback, and revising supports the College in meeting the needs of students as outlined in the Scheduling Guide (2.5-14, 2.4-15). The SEM Task Force also looks at other data, such as the number of sections by discipline and modality (2.5-16). The SEM Plan includes due dates so that the College can publish a timely class schedule (2.5-17).

WCC has sent teams to the Enrollment Management Academy (EMA) in 2021, 2022, and 2023. Participation of faculty, classified professionals, and administrators in EMA has strengthened the College's scheduling processes. For example, some deans utilize additional tools to meet students' planning needs. Arts and Sciences has a course conflict grid outlining which math and science courses should not conflict in order for students to complete degree requirements (2.5-18). Block scheduling guidelines allow students to progress through multiple classes a day without unnecessary scheduling conflicts and having stacked sections for labs allow for reduced cancellations due to low enrollment (2.5-19, 2.5-20).

Systematic scheduling review occurs within Program Review. Program Review includes a prompt for discipline faculty to reflect on scheduling and considers whether students may complete their degree in two years (2.5-21, 2.5-22, 2.5-23).

WCC holds itself accountable for meeting scheduling needs by institutional reflection, not only in program review feedback, updating the course rotations based on what occurs and how that may impact the future, but in other specific cases. For example, in Fall 2021, WCC studied the face-to-face course schedule at Colusa Campus in response to canceling classes due to low enrollment. Findings revealed that Colusa students were pursuing an Emergency Medical Technician (EMT) or Early Childhood Education (ECE) certificate, transferring to California State University, Chico or finishing at

Woodland Campus (2.5-24, 2.5-25). Based on this evidence, Colusa offerings were changed to match these needs and have decreased course cancellations by an average of 41% over seven semesters (2.5-26).

Degrees When Due is a strategic enrollment management practice that removes student obstacles to applying for and receiving timely conferral of certificates and degrees and results in higher completion rates (2.5-27, 2.5-28). Based on the CCCCO launch board data WCC has seen promising indications of accumulation of less units of first-time associate degree earners and a sharp increase of degree and certificate earners because of these efforts (2.5-29). This is further illustrated in WCC's annual student completion and success presentation.

In Spring 2024, the Student Completion and Success presentation was shared with the Planning and Institutional Effectiveness Committee, Student Success Committee, and later the Board of Trustees to illustrate the College's progress in degrees and certificates including disaggregated data by ethnicity. In the most recent data including the 2019 to 2021 cohorts, WCC achieved steady growth in Hispanic students by percent of total headcount climbing in earned awards. In the 2021 cohort, a significant increase from 9% to 18% of the total headcount of awards were earned by Hispanic students exceeding the statewide average by over 5%. In addition, our transfer % of total headcount by ethnicity shows Asian students far above the statewide average, Hispanic students passing the statewide average for the 2020 cohort, two or more races surpassing the statewide average for all cohorts, and unknown ethnicities passing the statewide average two out of three of the years (2.5-30, 2.5-31, 2.5-32, 2.5-33 2.5-34).

2.6.   **The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.**

Pivoting from approximately 12% of courses online pre-COVID-19 to nearly 100% online during COVID-19 taught WCC how to leverage delivery modalities to promote access and student success (2.6-1, 2.6-2). What became clear is that in the College's service area, most students prefer either daytime in-person or asynchronous online courses, with some exceptions. Faculty have found that in some math classes students benefit from live interaction but may not be able to travel to campus. As a result, MATH 9 is offered as a broadcast synchronous course every fall at the Lake Campus. In addition, WCC, offered hyflex course scheduling (which combines broadcast synchronous with an in-person section offered simultaneously) at some campuses to meet the needs of students who prefer live interaction without in-person requirements (2.6-3). While overall student success in DE courses exceeds that in in-person courses, the College has become aware through program review that ENGL-1A online students succeed at the same rate as students in in-person sections (2.6-4). WCC continues to monitor student success and equity impacts in DE course modalities and improved instructor preparation and course quality assurance processes.

One barrier WCC encountered in understanding DE student success is how student data is coded. While current definitions of DE modalities at the District are defined as: fully online, partially online/hybrid, and broadcast education (2.6-5), WCC's Power BI dashboard filters "all," "face-to-face (i.e. in-person)," and "online-distance education." The College is unable to separate our data for different types of DE courses. For example, WCC cannot separate out fully online (asynchronous) versus "broadcast" (synchronous) sections. Furthermore, hyflex courses are not captured in the current labeling of data.

Despite limitations in DE student data, WCC has seen encouraging trends. In the DE Annual Report to the Board of Trustees in Spring 2024, District data revealed greater efficiency for DE courses consistently over time which helps with resources for the District and to support EMP goals (2.6-6). Additionally, success rates for DE courses districtwide are higher than in-person sections, and higher across most student demographics except for African American students. Retention rates are slightly lower than in-person courses, but close enough that significance cannot be established. In looking at ethnicity disaggregation we see that Black or African American students and American Indian students have underperformed the average retention rate while most other ethnicities are generally at or slightly above the five-year retention average for online courses. This leads WCC to further discussion in the coming year about how the College can plan for and implement intentional support for these student groups.

WCC noted in the most recent instructional design program review (2.6-7) that students enrolled with DSPS who are also enrolled in DE courses succeed at a rate higher than in face-to-face sections. The retention rate of students enrolled in DSPS is higher in DE sections than face-to-face sections (89.2% vs. 85.4%). This data suggests there could be learning advantages to students with disabilities in taking DE courses and that the College's POCR process is positively impacting the success and retention of this population of students. Among these advantages could be the ability to replay or review material multiple times, more flexibility in pacing, the ability to preview and visualize a week's worth of activities to manage workload better. WCC will continue to study this phenomenon to better understand how DE may be supporting students with disabilities and whether this is a trend.

The DE Committee regularly engages in planning to support the College mission and respond to DE student data. The previous five-year plan (2.6-8) set the foundation to achieve great gains, including adding the position of Instructional Design Resource Faculty, enhancing IT support of DE classrooms, revitalizing a media space for high-impact media creation, and placing an emphasis on improved online course quality. The current three-year plan for DE (2.6-9) is an extension of the prior 5-year plan and incorporates the 2022 WCC Student Equity and Achievement Plan (SEAP) (2.6-10) goals, outlining specific steps for supporting increased equitable outcomes in DE instruction.

Currently, all instructors who teach online in any modality must complete two rigorous steps prior to being eligible for online teaching:
1. Complete a 60-hour online teaching certification course, an increase of 20 additional hours of professional development since Spring 2022 due to proposed changes to DE Committee Fall 2021 (2.6-11). The decision to add 20 additional hours of training was to ensure that accessibility and Regular and Substantive Interaction (RSI) activities were enhanced and to add an introduction to synchronous teaching (2.6-12).
2. Submit at least one completed course for peer online course review (POCR) (2.6-13). Instructors must have at least one course that meets our local or CVC level standards for course quality. See DE Handbook (2.6-14) for course alignment definitions. In completing this process, the DE Committee collects two pieces of course quality evidence (2.6-15):
    a. WCC's version of the CVC Course Design Standards Document (2.6-16, 2.6-17).
    b. Regular and Substantive Interaction Plan (2.6-18, 2.6-19) (one per instructor unless RSI strategy differs significantly between courses).

    Section D of the CVC rubric and the RSI document serve as our College's DE addendum and are consulted when the DE Coordinator conducts periodic accessibility and RSI checks.

WCC's investment in Instructional Design Resource faculty and DE practices resulted in considerable resources for preparing online instructors for DE instruction and continually improve the quality of existing online courses, including creating a fully equipped eLearning Studio for faculty to create high impact multimedia using stations for podcasting, learning glass videos, interview set-ups, audio/narration booth, and green screen (2.6-20). In 2023-24 the College added equipment for mobile recording of lab demonstrations and fieldwork. Professional Development targeted at DE instruction included an RSI training (in response to ACCJC 2017 recommendations) that has since become a module in WCC's Intro to Online Teaching and Learning (DE Certification) course (2.6-12), hyflex teaching training, an equitable grading workshop, a STEM accessibility workshop with the California Community Colleges Accessibility Center, and an Association of College and University Educators (ACUE) Effective Online Teaching Practices cohort. See DE Plan 2022-25 for details (2.6-9).
As an additional quality check of DE courses, WCC's teaching evaluation process collects student feedback and evaluates instructors for Regular and Substantive Interaction (2.6-21).

The curriculum process ensures that DE courses meet the same quality, accountability, and SLO standards as traditional modes of instruction courses, as required by the ACCJC's Policy on Distance Education and on Correspondence Education. Instructors report outcomes data every semester and the District supplies privacy and security protocols to align with the policy.

2.7.   **The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)**

To support student success and development, WCC provides complimentary student services and programs (2.7-1). The College identifies specific needs to be targeted through insights shared in Program Review, participatory governance committees, division meetings, and research (surveys, focus groups).

Identifying students' diverse needs
Program Review provides the opportunity for all academic and non-academic programs and units to reflect on their services and data while identifying their goals and advocating for resources (2.7-2, 2.7-3, 2.7-4 2.7-5).

The Student Success Center portfolio includes delivering academic curriculum and tutoring services college-wide. The program review shares, "The Student Success Center prepared students for successful academic careers by engaging students in core subject areas and teaching life-long learning strategies that can be used across the curriculum." The program review notes that tutoring is disproportionally accessed by traditionally underrepresented ethnicities and low-income students. Notably 75.6% of students served are first generation college students and males are underrepresented. The Student Success Center expanded drop-in tutoring and eliminated scheduling barriers that were previously in place based on feedback from faculty and classified professionals (2.7-6, 2.7-7, 2.7-8). They prioritize culturally responsive and culturally inclusive practices and expand supplemental instruction to provide

additional resources to students. Resource requests included Elmos and graphing calculators, among other resources (2.7-9).

The Extended Opportunity Program and Services (EOPS) provides "above and beyond" services to economically and educationally disadvantaged students. EOPS provides meaningful support to equitably serve students by having dedicated counseling resources, financial grants, textbook assistance, school supplies, transportation assistance, priority registration, and additional resources. EOPS assesses SLOs using a combination of surveys and the student information system (Colleague) reports (2.7-10). The EOPS program review data provides insight that the percentage of students who indicated they were very comfortable with understanding course requirements for their major increased from Fall 2020 to Fall 2022 and that 60% of EOPS students take advantage of priority registration. Additionally, the EOPS program review highlights an 85% student persistence rate from Fall 2022 to Spring 2023, which when compared to the college-wide persistence of 60% is an impressive 25% advantage (2.7-11). Notably, college-wide persistence has increased to almost 65% from Fall 2023 to Fall 2024 (over 4% improvement in a year) which reinforces the EOPS program serving as a great advantage to student success for students who qualify (2.7-12).

The College's Early Alert system that currently exists was launched the week campuses closed at the beginning of the COVID-19 pandemic. The system allows faculty to refer students who may benefit from additional support and resources. Faculty training is provided in WCC's faculty development Canvas course and at orientation sessions (2.7-13, 2.7-14). After receipt of the electronic Early Alert notification, the case is assigned to the appropriate department, such as Basic Needs, Counseling, or the Student Success Center, to provide support and referrals to internal and external resources. The Early Alert submitter can monitor progress on the referral and receives an update when the case is closed (2.7-15). In the last two years, the three most common Early Alerts are triggered by missing homework, non-attendance or tardiness, or the perception that the student is unprepared to meet class requirements (2.7-16). This data will lead WCC to revisit the categories to determine their effectiveness, discuss removing deficit language in category descriptors, and training faculty and staff based on feedback received from the Student Success Committee (2.7-17).

Participatory governance committees provide venues to identify students' needs and improve services. For example, the Student Success Committee is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement and transfer opportunities for students (2.7-18, 2.7-19, 2.7-20). For instance, in 2022-23 the Student Success Committee championed through the First Year Experience Workgroup, creation and launch of a one-day Eagles Welcome event intended to provide a Guided Pathways focus on the onboarding experience for new students (2.7-21, 2.7-22). More information on the Eagles Welcome event is shared in Standard 2.8.

Information is gathered through College-wide surveys, such as the Revealing Institutional Strengths and Challenges (RISC) survey (2.7-23, 2.7-24). RISC looks at five areas: academic support services, campus environment, finances and financial aid, success in courses, and work and personnel (2.7-25, 2.7-26, 2.7-27). The 2020 RISC survey informed the College that students are likely to recommend WCC, that their education is worth the investment made, and that they feel welcome on campus. It also identified that there are challenges to balancing the demands of work and personal life, as well as financial barriers impacting the time they have available to study. As a result, the College prioritized increasing awareness of scholarships available and in-reach to students who have not completed their financial aid application, created financial aid TV which is a repository of information to help students with financial literacy and resources for school, published program maps to clarify program requirements, continued investment in improving online course quality through peer online course review (discussed in detail in Standard 2.6), and continued hybrid opportunities for engagement and

communication (2.7-28, 2.7-29, 2.7-30, 2.7-31). Also, the report showed a need for the College to increase job and career opportunities, which lead to the hiring of a Career Services Technician so that full-time resources could be invested in providing opportunities for students (2.7-32). The following RISC survey administered in Spring 2023 provided much better results showing improvements in most areas.

The 2023 RISC Report shows Admissions and Records, Counseling, Financial Aid, and the Library above the benchmark for student-college interactions being rated as very available, very concerned, and very effective (2.7-33, 2.7-34). In addition, the percentage of students that are very or somewhat likely to recommend the College to a friend increased 3% to 98% of respondents. The percentage of students who believe their education at the College is worth what they paid for it or worth even more increased 2% to 99% of respondents. One area that was below the benchmark was the availability of tutoring. The Student Success Center expanded drop-in tutoring and eliminated scheduling barriers that were previously in place based on feedback from classified professionals and faculty and reinforced with the RISC results (2.7-6, 2.7-7, 2.7-8). This should result in improved results in the next iteration of the survey. Standard 1.2 also provides context on surveys.

Areas for improvement are the institutional and course level SLOs dashboards and the use of eLumen to collect student level data (where possible) that link student services PLOs to iSLOs. With the College's participatory governance improvement project, we will improve communication of how data informs improvements to programs and services in alignment with the College and District plans.

Intake and Onboarding

WCC recognizes the importance of building relationships and communication, for both prospective and continuing students, especially at the entry phase of the College experience. To promote access and address potential friction areas during the onboarding process, the College hosts multiple outreach and matriculation events leading up to the start of each term. In the Fall and Spring, the College holds an Open House to highlight the many academic programs (featuring meet and greets with instructors) and provides application, registration, and counseling services, along with information on support programs on campus (2.7-35, 2.7-36, 2.7-37). A few weeks prior to the beginning of the term, WCC also hosts Express Registration, and On the Spot Counseling events, to provide extended registration support for diverse and targeted audiences (2.7-38).

The College outreach personnel serve all three locations, in-person and online, as well as in the community and at K-12 partner schools (2.7-39, 2.7-40). Additionally, WCC's team of Outreach Assistants (student workers) are trained to assist students with CCCApply, matriculation, campus tours, and navigating Self-Service, Canvas, and the Student Portal. Each Spring term, WCC holds a Jumpstart Orientation that targets high school seniors (2.7-41). Using a case-management approach, the Outreach team provides application workshops, on-site support at high schools, dedicated counseling appointments, and registration assistance aimed at local high school seniors enrolling in summer and fall classes. The Jumpstart orientation provides students with skills to navigate the College website, access resources, and successfully complete our enrollment process. Jumpstart participants receive Day 5 Priority Registration, increasing their course selection options, (as opposed to Day 6 for general new students (2.7-42). By providing these services in-person, at their high schools, high school seniors have access to support and resources for greater college opportunities. WCC also has targeted outreach for dual enrollment, which has continued to grow through adding new schools. Efforts have led to a 30% increase in students from 2022-23 to 2023-24 and helped close achievement gaps as shown in prior Board meeting presentations (2.7-43, 2.7-44).

WCC's Admissions and Records staff are available at all three locations and are responsible for student records and transactions related to enrollment, transcripts, and graduation and certificates. Admissions and Records provide support in mixed modalities, such as offering fillable or paper forms, electronic signatures, email assistance, and online office hours via Zoom (2.7-45). The College recognizes the importance of maintaining online and face-to-face services to support student access and successful enrollment. Financial Aid staff are available at the Woodland Campus and Lake Campus, and online for Colusa Center and DE students (2.7-46, 2.7-47). Financial Aid provides hands-on assistance to students applying for financial resources. Our knowledgeable and accessible staff help bridge the gap between students' resources and the cost of attending college. Regular workshops are offered in-person and online throughout the semester and a Video Library of short informational videos with common questions and answers are also featured on the Financial Aid website (2.7-48, 2.7-49).

Counseling provides academic, career, and personal counseling services, including the development of abbreviated and comprehensive educational plans (2.7-50). Counselors are available in-person at all three campuses, online (via zoom), and by phone. During peak periods, counseling faculty switch to "Drop-In" hours to serve more students in a day (2.7-51). Through the College website, students can book counseling appointments via the online eSARS scheduling system.

As part of WCC's matriculation process, new students are prompted to complete an online orientation, which covers important topics such as registration procedures, counseling subjects, and an overview of academic and student support programs and resources (2.7-52). The online orientation utilizes embedded quizzes to increase student engagement and retention of information. The images used throughout the orientation reflect the diversity of our campuses to promote inclusivity and encourage students picturing themselves at the College.

During COVID-19, WCC remained open for essential services and was fully re-opened with in-person services four days a week starting June 2020, which was less than two and a half months after the initial partial closure (2.7-53, 2.7-54, 2.7-55, 2.7-56). This was considered extremely important for the College in order to serve students equitably and maintain access to resources, technology, and education.

Learning Support Resources
The Library ensures effective academic support services through several mechanisms. Prior to a full program review, faculty members are surveyed to ensure current library resources are effectively supporting student learning and encourage faculty advocacy for resources that would benefit their students (2.7-57, 2.7-58, 2.7-59). In the 2020 survey, faculty identified streaming media as important. When funding permitted, the library was able to act quickly to implement streaming media resources (2.7-60). Faculty members may also request materials directly from the Library or through their own program review (2.7-61). The library offers academic workshops for study skills, information literacy, and technology related topics (2.7-62). Students are surveyed after research appointments, workshops, and course-specific instruction to inform effectiveness of services (2.7-63, 2.7-64). The library began using Tutor Trac in 2017 so they could better analyze student data, connect to learning outcomes, and disaggregate the data to ensure the best service possible when the next full program review is required (fall 2024) (2.7-65).

Supplemental Instruction (SI) through the Student Success Centers (SSC), employs peer tutors who are embedded in a course and provides peer-led group study sessions outside of class through online and/or in-person options (2.7-66). The initiative targets the most challenging courses and provides weekly learning sessions for groups of students to enhance academic performance and student retention

resulting in SI students earning a higher grade than non-SI participants (2.7-67 2.7-68). As evidenced in the program review, the SSC plans to increase embedded tutoring (PR) and has a robust training and support program for training tutors.

Each student enrolled at WCC is entitled to two hours of tutoring per subject per week and can access tutoring in person or online. For students registered with DSPS, the allowance is increased to four hours of tutoring per subject per week. This policy allows for equitable access to support services for students with accommodations, thereby promoting a level academic playing field (2.7-69) In April 2024, 135 students registered for tutoring services within the SSC. When disaggregated, 72.5% of students self-identified as women, 23.7% identified as men, 2.9% preferred not to disclose, and 1% identified as other. Overwhelmingly, 83.7% of students stated they were first-generation college students. Similarly, 61.5% identified as Hispanic/Latino(a)/Chicano(a), 11.1% as other, 8.1% as Caucasian/White, non-Hispanic, 6.7% Asian/Asian-American, 6.7% Black/African-American, and 5.9% multicultural.

Student Support Services
Along with Outreach, Admissions and Records, Financial Aid, Counseling, and other services shared in the intake and onboarding section, WCC offers additional effective student support services that consider the student needs holistically, such as the Basic Needs Centers and DSPS.

The Basic Needs Center connects students with on-campus and community resources for food, housing, mental and physical health, and transportation. The Center is known as the Eagle's Essentials Marketplace at the Woodland Campus, the Pantry at the Colusa Campus, and the Eagles' Basic Needs Center at the Lake Campus (2.7-70, 2.7-71). The centers provide meals for intercession breaks or long holidays maximizing students' potential for success (2.7-72, 2.7-73). There are food distribution days at the Woodland and Colusa campuses each month (2.7-74, 2.7-75 . After a survey of students showed that 62% of students using the Basic Needs Center in Woodland and 36% of students in Lake identify as Hispanic, WCC incorporated culturally diverse foods at the centers. Assistance with housing, transportation, and medical and mental wellness is also available to students (2.7-30, 2.7-76). WCC's Woodland campus has medical and mental wellness services in-person, while virtual services are also available to all students.

The Department of Supportive Programs and Services (DSPS) championed many changes to address academic and non-academic needs due to informal feedback from the community and Program Review (2.7-77). Since August 2023, DSPS has added three specialized tutors in English, math, and statistics with notable experience working with people with disabilities, expanding access to quality tutoring in the DSPS program. The number of student workers increased from two to nine in 2023-24, thereby providing more assistance with general office support and assisting students with various academic and non-academic tasks. In January 2024, three DSPS specific part-time counseling staff were added, increasing DSPS students' access to qualified counselors to provide guidance with course selection and degree planning. In the coming year the program plans to add a full-time counselor allowing students to meet with DSPS staff within a day of requesting an appointment. The addition of these resources increased direct services to students, enhancing their access to information and resources when it is needed. For instance, math tutoring serves two to four students daily (2.7-78). In addition to expanding resources, DSPS improved its physical space by transforming the space into a more welcoming and supportive environment (2.7-79). DSPS has consistently grown by 35% over the last four years. This is a rate much faster than our college-wide enrollment growth (2.7-80, 2.7-81).

The Transfer Center provides transfer resources to assist students with the transfer process to four-year

colleges and universities. These include workshops, four-year college events, targeted events based on student interests, and an annual Transfer Fair (2.7-82, 2.7-83, 2.7-84, 2.7-85, 2.7-86, 2.7-87). In 2022, the Career and Transfer Center moved to a larger space at the Woodland campus to accommodate greater demand for technology and meeting space to deliver services. The most recent 2024 Student Completion and Success presentation for the Board of Trustees showed significant progress in completion and, transfer rates, in alignment with our mission, Student Equity Plan, and EMP. Also notable is students attaining the regional living wage as above the national average (2.7-88, 2.7-89, 2.7-90). A discussion on the disaggregated data is included in Standard 2.5.

The Career Center, which is co-located with the Transfer Center, assists students with career development through assistance with career exploration, planning, and job search skills and is staffed with a full-time Career Services Technician and has a full-time counselor with hours assigned specifically to career for part of her portfolio. The Career Center website provides students access to jobs, tools to build a resume and portfolio, apply for jobs, and has many resources to help students prepare for and find employment (2.7-91, 2.7-92, 2.7-93, 2.7-94). Services are offered in-person in Woodland and as scheduled in Lake and, by phone, and through virtual appointments (2.7-95). The Career Center offers workshops each semester to support students in their career exploration and job search (2.7-96, 2.7-97, 2.7-98). The Career Center hosts Career Fairs at the Woodland and Lake campuses with local employers and agencies to increase access and awareness of employment, internships and career opportunities for students (2.7-99, 2.7-87, 2-7-100). WCC collaborates with community partners to host and participate in community job fairs (2.7-101). The Career Center's program review reflects on its effectiveness of services and program requests for continuous improvement (2.7-102). The 2024 Student Completion and Success presentation to the Board of Trustees (slide 15) shows a dramatic improvement on living wage attainment with WCC surpassing the national average (2.7-88, 2.7-89, 2.7-90).

Building partnerships with employers across different sectors is important for WCC students with direct access to real-world experiences, industry insights, and networking opportunities essential for career readiness and success. WCC offers career panel and career events where students gain insights from industry professionals and expand their understanding of different career paths within specific areas of interest. In Fall 2023, the College's public service and safety panel was impactful, offering students an invaluable opportunity to interact with experts in the field, ask relevant questions, and gain firsthand knowledge about careers in the public service sector (2.7-103). By offering students practical, career-focused opportunities and fostering community connections, WCC actively promotes economic growth and professional advancement for students and community members which directly connects with the College's mission.

Documentation and Communication of Support Services
Student Services information is communicated to potential and current students through employee interactions, the website, Catalog, Canvas, email, social media, events, student orientation, and by word of mouth (2.7-104, 2.7-105, 2.7-106, 2.7-91, 2.7-107, 2.7-108). Most services offer the choice in delivery of services, such as online or in-person assistance, walk-ins or appointments, and via phone for those who cannot log online easily or visit in-person (2.7-109). In April 2020, WCC launched a public Canvas course to house video tutorials and step-by-step guides to increase student awareness about services and processes and assist both continuing and new students through the matriculation process, including navigating Self-Service and registration (2.7-110). The course was expanded to include Financial Aid TV (2.7-31). Many web resources and flyers are provided in multiple languages (2.7-111).

WCC's website homepage features Student Services as a quick-link and under the "Resources" tab

located on the top of every WCC webpage for ease of access to resources for all students (2.7-112 2.7-104). Additionally, the College highlights programs and resources during Welcome Week, the first week of fall and spring semesters, including tabling (having staff at tables to guide students and provide information), increased student and classified professionals ambassador visibility, and in-person and online workshops (2.7-113, 2.7-114). The website shares events and the academic calendar on the WCC homepage (2.7-115 2.7-116, 2.7-117). Lake County Campus updates and shares their own calendar to view events specific to Lake (2.7-118) Communications in multiple modalities provide clear and consistent information to students.

Other Narrative/Improvements
While WCC provides many student support services, the College recognizes the need to provide services across all three campuses. WCC increased efforts to expand access to workshops and employees via online (ZOOM) modalities, including Welcome Week workshops, categorically funded workshops, student engagement events, library workshops, and more. Increased collaboration and coordination between employees to increase student engagement, delivery of services, and minimize duplicated efforts is an area of ongoing focus. With the recruitment of WCC's new President and many key leadership positions, the College is re-imagining how the employees at the main campus and other locations partner to increase effectiveness college-wide.

2.8.   **The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)**

WCC is committed to identifying and providing multiple avenues for students to engage and connect with the College and its various support programs. COVID-19 reshaped how student engagement was facilitated by the College when programs and services had to move online while in-person services were suspended. WCC recognizes the importance of connection to campus employees and services, from the entry phase through completion, and creates formal and informal opportunities for students to build a deeper sense of belonging and community.

Eagles Welcome
In August 2023, WCC piloted a summer orientation program, Eagles Welcome, aimed at providing a one-day comprehensive orientation to Guided Pathways interest areas, career exploration, financial aid, and campus services for first-time students. In the initial pilot, the College targeted Jumpstart students, which consisted of recent high-school graduates from main campus feeder schools. Survey assessments showed that students gained a better understanding of their major, Canvas navigation, Financial Aid, and felt better prepared to start their journey at WCC (2.8-1, 2.8-2). Eagles Welcome was a collaborative effort between instructional faculty, counselors, and student services professionals to provide a welcoming and informative day for students, which were mainly first-generation, Latinx, and under-resourced students. The flier was provided in Spanish and English (2.8-3, 2.8-4). In Fall 2024, the College expanded Eagles Welcome to the Lake County Campus.

Associated Students of Woodland Community College
WCC's Student Senate, known as the Associated Students of Woodland Community College (ASWCC), provides an official "student voice" and represents students across the three campuses. Student

Government has grown into a robust council of student leaders with a renewed focus on inclusivity and diversity. In January 2024, a Leadership Retreat was held to update and identify the Senate's values and vision for WCC, appointed officers, and developed a comprehensive plan, including a calendar of planned events, outreach activities, and future goals. The College and ASWCC members encourage students to join and/or engage with ASWCC as an opportunity to effect change, become better informed on campus decisions, meet peers, and develop leadership experience (2.8-5, 2.8-6, 2.8-7, 2.8-8).

Office of Retention and Student Life
In Fall 2021, the College created a new position and hired a Director of Retention and Student Life to oversee and foster intentional engagement programming for students through the Office of Retention and Student Life. The Director develops year-round activities and workshops for students, including culturally relevant and inclusive celebrations, student development opportunities, and connections to other campus supports. (2.8-9). There are many resources and activities available including Eagle's Perch Student Lounge, Multicultural Enrichment (ME) Center, Dream Center, Student Ambassador Program, ASWCC, student clubs and organizations, and retention initiatives. The Office of Retention and Student Life works with the Lake County Dean and the Outreach and Engagement Specialists in planning student events. For example, student events are available virtually while partnering across Woodland campuses to mirror events yet at the same time honoring each locations' unique environment and interests (2.8-10, 2.8-11, 2.8-12, 2.8-13). Thus, WCC is dedicated to cultivating and enhancing student activities and services, specifically aimed at fostering student belonging, student development, cultural enrichment, leadership, and retention to produce a diverse set of engagement events for all students.

In Spring 2024, a campus life survey revealed most students prefer on-campus events in the afternoon or those offered in a hybrid format (2.8-14). Students prefer communication about events by text with email as the second highest response. Students also desire social and multicultural events along with career, financial, health and other skill development opportunities. The campus life survey results are used to inform future student life events.

Student Clubs
WCC's student clubs are steadily growing. Student clubs include Recovery Scholars Club, Future Business Leaders of America, Agriculture Club, Pre-Health Professions Club, Culinary Club, Computer Science Club (2.8-15). Student clubs greatly contribute to campus life providing various student engagement opportunities (2.8-16, 2.8-17, 2.8-18). Student clubs reflect diverse interests and pathways of WCC students. This description of the Recovery Scholars Club, that was started by a student at the Lake County Campus, demonstrates how students become empowered after participating in student clubs:

> This organizations primary purpose is to inspire, assist, and empower those who have either in the past or currently struggle with any form of addiction, previously been incarcerated, as well as those who come from disadvantaged backgrounds to achieve a better quality of life through education, while also building self-resilience to overcome the numerous challenges they may face.

Research Symposium
In spring 2024, the College organized and hosted the 15th annual Student Research Symposium. The Symposium is an interdisciplinary poster session featuring original student research organized by the WCC Sociology Program in partnership with MESA (Mathematics Engineering Science Achievement)

The Symposium highlights student research in classes based on research interests while providing intentional support and training. Doing so allows students to see themselves as scientists and scholars with an opportunity to share research with a wider audience in an academic setting (2.8-19, 2.8-20, 2.8-21). Survey results reveal that the Research Symposium is a positive experience, increases student confidence, and enhances student presentation skills (2.8-22).

Makerspace
The College provides a Makerspace in the Library to provide students access to materials and equipment to creatively engage in coursework, expand library services, and contribute to iSLOs, such as communication and technological awareness. Resources include laser cutting, 3D printing, virtual reality, drones, fabric arts, paper crafting, button and t-shirt making, instruments and more. Workshops provide options for students to build skills and be creative. (2.8-23). Workshops are assessed via surveys to evaluate effectiveness. Students may use the Makerspace during open hours and receive assistance with learning how to use tools and materials at their convenience. The Librarian collaborates with faculty to create unique learning experiences, such as subject specific escape rooms for a world music course or microbiology course that were assessed informally through student feedback at the end of the experience (2.8-24).

Athletics - Soccer Program
In Fall 2023, WCC and community partners were thrilled to compete in its inaugural season of competitive soccer, thus adding Athletics to WCC's student engagement portfolio. The local Woodland community and service areas are avid soccer supporters, making the addition of WCC's soccer program a significant step towards meeting the needs of the students and communities we serve. The College's Men's Soccer Team were crowned champions in the Bay Valley Conference in their first season, an impressive feat and incredible tool to further engage students and community members for seasons to come (2.8-25, 2.8-26). A Women's Soccer Team was also formed in Fall 2023 but due to low enrollment, were unable to fulfill the conference schedule and had to cancel their season. However, a team of dedicated coaches, college staff, and supporters rallied in the following months to form a strong Women's soccer team for the Fall 2024 season (2.8-27). The College will continue efforts to build both men's and women's soccer teams and support the student-athlete experience and community connections. The community's enthusiasm for soccer was evident throughout the season and culminated with a Woodland City Council resolution presented to the College and its athletes (2.8-28, 2.8-29).

Categorical Programs
The College's categorical programs provide extensive extracurricular activities and engagement opportunities for its program participants. The MESA, EOPS/CARE, CalWORKs, and TRIO programs provide students with a rich menu of activities that are culturally relevant, inclusive, innovative, and motivating.

Equitable access for students of diverse backgrounds, needs, abilities, and goals is a central value of the MESA Program (2.8-30). MESA provides academic and career support to historically underrepresented and underserved student populations majoring in STEM fields to excel in their studies and transfer to a four-year university to earn a STEM bachelor's degree and enter the STEM workforce. MESA is designed to build community among STEM students and expose students to exciting careers in STEM. MESA has worked to increase awareness and access in undergraduate research, graduate school, and leadership. As a result of the many new services for students the

program continues to increase in enrollment (2.8-31, 2.8-32, 2.8-33 2.8-34).

Rooted in equity since 1969, EOPS provides services to economically and educationally marginalized, underserved, and underrepresented students (2.8-35). While EOPS strives to practice holistic case management through individual student contact appointments three times a semester, EOPS hosted and collaborated with other programs to provide programmatic education and cultural activities to

students throughout the year. Activities include financial literacy workshops, campus tours, CSU/UC application workshops, wellness discussions, and social engagement events (2.8-36).

The CalWORKs program is an on-campus, student-parent support program providing well-rounded, high-quality service, and advocacy to all program-eligible students and their families (2.8-37). Since adopting Career Launch Curriculum, CalWORKs facilitates one four-week cohort each semester providing students the opportunity to explore career fields and learn how to create relationships with professionals while boosting their self-confidence and career preparation (2.8-38). In addition, student-parents receive one-on-one advisement and mentorship by CalWORKs counselors and peer mentors. This supports students in navigating their education and employment opportunities until they are ready to be placed in a work-study job on or off-campus. CalWORKs also hosts family friendly events to support and enrich student-parents (2.8-39).

TRIO provides services for individuals from disadvantaged backgrounds and are an important part of increasing representation in higher education and closing achievement gaps (2.8-40). TRIO organizes four-year college tours, cultural activities, and career exploration (2.8-41). Each semester the TRIO program provides workshops on financial literacy, study skills, for English Language Learners, and stress relief (2.8-42). One of TRIO's pre-college programs, Upward Bound, provides an intensive six-week summer program where students take one to two college courses, receive tutoring, and participate in core-curriculum (math, science, English and foreign language). In addition, TRIO hosts students on a five-day campus tour (2.8-43).

Completion - Graduation
WCC holds Commencement ceremonies at the Woodland Campus and Lake County Campus at the end of every Spring semester. Several graduation activities are planned for students leading up to graduation. Activities include graduation application workshops, Grad Swag Pick-Up, cap decorating, graduate photos, Si Se Puede celebration, Certificate Ceremony, graduation brunch and rehearsal (2.8-44, 2.8-45, 2.8-46, 2.8-47). To recognize LGBTQ+ graduates and allies, WCC offers a lavender cord for graduates to wear along with a special certificate (2.8-48). WCC conducts an annual Graduation Survey which provides information about the student journey (2.8-49, 2.8-50). The results inform communication preferences, iSLOs conversations, and student services awareness and effectiveness efforts in the coming year.

2.9.   **The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)**

All programs, including academic departments, learning support services, and student services areas participate in Program Review, conducting full reviews every five years and annual updates in between (2.9-1). Program Review includes analysis of the population served; retention, success, and completion rates; program needs, including facilities, equipment, technology, and professional development;

currency of curriculum for instructional programs; and reflection on program performance data disaggregated by race/ethnicity, gender, first-generation status, as well as other disproportionately impacted groups.

Programs undergoing a full five-year review meet with the Dean of Student Success and Institutional Effectiveness (SSIE) and the corresponding Dean of Instruction to have an active dialogue about the program review analysis, discuss plans, and review resource requests to ensure understanding and collaboration on next steps. Culinary faculty expressed concern for the culinary data provided for their program review. As a result, the Dean of SSIE conducted an analysis and reviewed results with culinary faculty and the Dean of Career Education summarizing the findings in an email. The data was found to be correct; however, given the Lake Campus realignment with Woodland there were continuing students who did not reassign their home campus to Woodland which resulted in students being included Yuba College's graduation count (2.9-2).

Program Review analysis and resource requests have led to institutional changes. For example, the Chemistry Department's Fall 2023 Program Review identified areas where SLO performance was below standard. As a result of examining curriculum and SLOs, chemistry faculty is revising course SLOs to accurately assess student competency levels (2.9-3). Chemistry's Program Review found that most students are first generation, traditional college-age (18-22), female, and Hispanic. Chemistry noted disproportionate impact for Hispanic success rates and program improvement over time in closing the gap. In addition to curriculum changes chemistry faculty committed to, there is also a need to improve tutor availability for chemistry students in addition to equipment improvements to increase students learning and success.

Career and Technical Education (CTE) programs consider Labor Market Information (LMI) data in CTE disciplines to ensure program goals, course goals, and outcomes meet the needs of students. Disciplines discuss current opportunities for work-based learning (work experience education) and plans to expand opportunities for students to engage in ongoing experiential career learning. For example, ECE's Program Review in Fall 2023 reflects on changes in the curriculum and highlights the role of the ECE Advisory Board in recommending the deactivation of ECE 8 to reduce the number of art courses required (2.9-4). ECE's Program Review includes LMI data and connects the program's degrees and certificates to needs in industry.

All resource requests from program reviews and annual updates are vetted by the Program Review Validation Task Force (PRVTF), which ensures that relevant committees or positions help to prioritize and fund requests (2.9-5, 2.9-6). PRVTF is responsible for identifying and elevating requests that transcend single programs such as iSLO data analysis, and for identifying areas of improvement in the program review template and data dashboards (2.9-7). For information on how program review recommendations connect to resource allocation, refer to Standard 3.5.

Each CTE department has access to data dashboards that allow completion, success, and retention rates to be disaggregated by student demographics (2.9-8). WCC's Program Review Handbook provides instructions and best practices to assist faculty in the process and analysis. (2.9-9) cSLO assessment results are entered into eLumen each semester at the student level to allow for disaggregation by student demographics to identify equity gaps; the College is working with eLumen to create a data dashboard that gives easy access to disaggregated data; currently the program review template automatically generates a table with overall cSLO results and requires faculty to reflect on trends.

Student Services programs also conduct Program Review every 5-years with annual updates in between. The Department of Supportive Programs and Services (DSPS) provides a robust program review with disaggregated data, showing systematic review and improvements for equitable student achievement even re-defining SLOs based on a state-wide scan (2.9-10). Additionally, in the instructional design program review it was noted that DSPS students enrolled in DE courses succeed at a higher rate (77.4%) than face-to-face sections (69.4%) noting possible advantages to online learning for DSPS students (2.9-11). Student Workers who assist faculty with making sure course materials are accessible for all students can be an advantage over in person classes. The Instructional Design program seeks to increase the adoption of engaging online technologies, professional development through the online teaching conference, piloting new software, and investing in equitable teaching practices beyond the California Virtual Campus (CVC) standards. All these ambitious goals benefit all students, in addition to the positive impact on specific student groups shown in the data used in program review or other presentations. Other DE presentations include the annual board presentation (2.9-12).

Diversity, equity, and inclusion has been a focus for WCC for many years with a goal of breaking institutional barriers to student success. The College engaged the services of RSS Consulting (RSSC), LLC in spring 2022 to provide an equity assessment that would identify employee perceptions of student cultural assets and identify recommendations for how WCC could improve its culture, climate, and practices to reduce or eliminate student equity gaps (2.9-13). After the assessment was complete, a report was shared and an RSSC consultant led training at convocation to create awareness among staff and faculty about where the College is presently and what it would take to move forward in our equity work (2.9-14, 2.9-15). To advance these efforts the Diversity, Equity, and Inclusion Committee adopted the report's recommendations 5, 8, and 16 as goals and began advancing these goals using Microsoft Teams (2.9-16, 2.9-17, 2.9-18).

Standard 3: Infrastructure and Resources
The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1.   **The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)**

Employment of Personnel and Policies
YCCD upholds a comprehensive regulatory framework to facilitate the recruitment and retention of highly qualified faculty, classified professionals, and administrators. YCCD's commitment is evident through adherence to a set of policies and procedures including: BP 1300, Commitment to Diversity, Equity, and Inclusion; AP 1300, Diversity Procedure; BP 3410 and AP 3410, Nondiscrimination; BP 3420 and AP 3420, Commitment to Diversity BP 7100; Equal Employment Opportunity; BP 7120 and AP 7120, Recruitment and Hiring; AP 7121, Acting, Interim, and Direct Appointments; and BP 7310, Employment of Immediate Family Members. These policies empower the Chancellor to authorize employment, define job responsibilities, and execute personnel actions, in compliance with federal and state regulations, and board policies. Regular policy reviews (3.1-12 p. 5 and 17, 3.1-13) informed by the Community College League of California (CCLC) Statewide Policy and Procedure Services (3.1-14), ensure alignment with evolving best practices and legal requirements.

To support these policies and procedures, the District has an established hiring process to ensure that personnel recruitment, staffing levels, and organizational structure align with its mission and programs. District processes are documented in the Personnel Requisition Process and the Hiring Manual for Full-Time Faculty (3.1-15, 3.1-16). The Personnel Requisition Process requires hiring managers or others involved with hiring to analyze and address key considerations including the position's (new or existing) alignment with the mission, student success initiatives, as well as the impact of not filling the position (3.1-17). The mission-aligned justifications are circulated (with the analysis) to Chancellor's Cabinet for review and approval (3.1-18, 3.1-19, 3.1-20). When necessary, the Chancellor's Cabinet will agendize a particular staffing issue for further discussion, as demonstrated in the spring 2022 discussion regarding the Payroll Technician classification (3.1-21, 3.1-22, 3.1-23). The Chancellor's Cabinet separately reviews and discusses full-time faculty needs and prioritization considering budget, the faculty obligation number (FON), and other relevant considerations (3.1-24).

WCC's job postings play a pivotal role in the College's recruitment strategy and in communicating minimum qualifications. To increase diversity in candidate pools and the quality of hires, the District has enhanced job descriptions and postings (3.1-25, 3.1-26, 3.1-27, 3.1-28). This includes expanding the Equal Employment Opportunity (EEO) links to Board Policies for Diversity, Equity, and Inclusion, BP 1300, and Commitment to Diversity, BP 7100, for all employment types (3.1-2, 3.1-7). For classified, administrative, and part-time faculty positions, the District incorporated a supplemental question about commitment to diversity to better assess this competency during the screening process (3.1-29). Administration and full-time faculty positions prominently feature the District's desire for equity-minded individuals and include a description of the College and campus. Part-time faculty also have

more comprehensive duties listed. The faculty descriptions include responsibility for teaching and learning, curriculum oversight, and the assessment of SLOs as appropriate for the level of instruction offered.

To cultivate a rich and diverse pool of candidates, YCCD employs a multifaceted advertising strategy. Open positions are prominently featured on various platforms, such as the District's job opportunities website, the California Community Colleges Registry, and other resources ([3.1-30](#), [3.1-31](#), [3.1-32](#)).

Classified vacancies are first advertised internally to classified professionals pursuant to Article 16.1.2 of the collective bargaining agreement between the District and the Chapter 283 of the California School Employees Association (CSEA) ([3.1-33](#)) and provides professional growth opportunities for current employees selected to work out of class ([3.1-34](#)). Permanent positions are advertised to potential internal and external applicants ([3.1-35](#)). The Office of People and Culture establishes and updates job descriptions based upon the operational needs of the institution, legal requirements, and industry standards. New and substantially changed job descriptions are then incorporated in a formal notice to CSEA, providing an opportunity to bargain ([3.1-36](#)).

All faculty are determined to meet or exceed the CCCCO's minimum qualifications. While unofficial transcripts are accepted during the recruitment process, official transcripts are required of the selected candidate, as are reference checks to confirm experience and work history ([3.1-16](#), [3.1-37](#)). Full-time faculty job descriptions are reviewed and updated (as necessary) and submitted with the personnel requisition, which is then reviewed by the Office of People and Culture ([3.1-38](#)). New tenure-track/tenured positions are first posted as an internal transfer opportunity for tenured, full-time faculty pursuant to Article 5.3.1 of the collective bargaining agreement between the District and the Faculty Association of YCCD ([3.1-39](#)). The Office of People and Culture (OPC) receives applicants through an electronic application process on our job opportunities website ([3.1-30](#)). Applicants are screened for minimum qualifications by the OPC before the applications are shared with those involved in recruitment. The District's Board of Trustees and Academic Senate established a mutually agreed-upon equivalency process ([3.1-40](#), [3.1-41](#), [3.1-42](#)) Foreign degree evaluation and applying for equivalency procedures and application are included on the District's OPC Forms webpage ([3.1-43](#), [3.1-44](#)). Additionally, the hiring committee chair or EEO will alert the OPC when minimum qualifications concerns occur during the screening process ([3.1-45](#)).

The District is conducting a comprehensive classification and compensation study to update job qualification and align job duties and salaries. To address changes, comply with rules, boost morale, and make YCCD more effective, CSEA collaborated with the OPC to request a thorough study. OPC and the District agreed and with Board of Trustees approval, a consulting firm were hired to conduct the study, covering classified, confidential, and management positions. This demonstrates the district's significant investment and commitment to improving job descriptions, job qualifications, compensation, and institutional structure ([3.1-46](#), [3.1-47](#), [3.1-48](#), [3.1-49](#), [3.1-50](#), [3.1-51](#)).

The District actively takes steps to have in place equal employment opportunities with the goal of cultivating academic and work environments that embrace diversity and fosters excellence. The District's 2023-26 EEO Plan ([3.1-52](#), [3.1-53](#)) and former 2021-24 EEO Plan ([3.1-54](#)) both approved by the Board of Trustees show progress on the District's commitment to tracking and improving employment equity and diversity ([3.1-55](#), [3.1-56](#)). The EEO Plan, [3.1-52](#) pages 16-18, reveals represented and underrepresented groups including trends for the district to address through the goals. The EEO Advisory Committee meets monthly and evaluates progress that is made toward the

EEO Plan goals p. 5 (3.1-57, 3.1-58). This work informs the OPC Three-Year Plan for dignity, equity, community, and sustainability is organized into five key categories (3.1-59, 3.1-60). This bold plan improves every aspect of human resources at the campuses and District, with a focus on decreasing inequities.

To increase access to EEO trainings, the District implemented a completely online, self-paced EEO training, hosted on the California Community Colleges Vision Resource Center platform in fall 2023 (3.1-61, 3.1-62, 3.1-63).The self-paced EEO online training is provided to employees before they serve on hiring committees, ensuring a shared understanding across the College. To serve on a search committee, an employee must have completed EEO training within the last 24 months. EEO and Hiring Committee Chair duties and responsibilities promote a fair and compliant recruitment process (3.1-64, 3.1-65). This process is supported through the EEO Plan's required EEO training and screening confidentiality agreements (3.1-66). The online training innovations improve access to and quality of EEO training to improve the outcomes of the District's recruitment practices.

Determining staffing levels and organizational structure
Staffing needs are documented in each College's Program Review process. Departments may advocate for staffing to sustain, grow, or improve services (3.1-67). Faculty position requests go through an additional application process (3.1-68, 3.1-69, 3.1-70, 3.1-71). The Faculty Ranking Matrix includes points for alignment with the mission and with College planning and goals. Applications are reviewed and ranked using a matrix by the Staffing Task Force (3.1-71), then forwarded to the President in ranked order (3.1-72). The President (or designee) reports the decision of the Chancellor to the Staffing Task Force and the College as a whole (3.1-73).

The Staffing Task Force is developing a process for administrative and classified positions to be included in a staffing prioritization process. These prioritizations will be informed by the program review staffing requests that are shared with the Program Review Validation Team followed by deans and vice presidents (3.1-74). A rubric and process will be part of the Staffing Task Force discussions in 2024-25. Staffing is at the discretion of the President, in collaboration with the Chancellor, and is dependent on funds being allocated. These decisions are informed by committee and informal conversations (3.1-75, 3.1-76). Through this advocacy, staffing levels and organizational structure conversations occur (3.1-77, 3.1-78). All positions require alignment with YCCD's vision and the College's mission (3.1-79, 3.1-80, 3.1-81).

District Services participates in a program review process that connects planning to resource allocation with the goal of ensuring key priorities are adequately funded. This process focuses on resources (staff, budget, technology, facilities), and critical strategic objectives to improve institutional effectiveness. The District's program reviews, inform planning and decisions on staffing levels and organizational structure needed to support the mission, educational programs, and operations (3.1-82, 3.1-83, 3.1-84).

The reporting relationships of the institution's departments, programs, schools, and services are documented in the College's and District's organization charts shared in the Organization & Governance Guide (3.1-85).

3.2.   **The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.**

WCC offers numerous professional learning opportunities aligned with its mission. Over the past seven years, the College offered an average of 132 professional development sessions annually (3.2-1). These workshops are designed to foster equitable student success and address institutional and employee needs, in alignment with the mission statement. Workshops focus on technology, pedagogy, health, safety, skill development, and policy-related topics among others.

WCC's commitment to equity-mindedness and student success is reinforced by keynote speakers, and breakout sessions held during Convocation. During the 2023 Convocation, Joshua Moon Johnson provide a presentation related to diversity, inclusion, and social justice (3.2-2, 3.2-3). During the 2022 convocation, Dr. Regina Stanback-Stroud facilitated sharing the equity assessment as it connected to WCC's purpose with breakout sessions on implicit bias, stereotype threat, a trauma-informed approach, and poverty culture (3.2-4, 3.2-5). Equity assessment is discussed further in Standard 2.9. During the 2021 Convocation, Dr. Keith Curry provided presentations on implicit bias and equity (3.2-6, 3.2-7). During the 2020 Convocation, Lasana O. Hotep provided a presentation on equity and Stephanie Curry provided a presentation on Guided Pathways (3.2-8, 3.2-9, 3.2-10).

WCC allocated $10K set aside for full-time faculty to attend external professional development (PD) opportunities and $1,800 for part-time faculty and classified professionals to attend professional development opportunities (3.2-11). In 2022-23, PD funds supported eight full-time faculty attending conferences and trainings. In addition, four part-time faculty and two Classified professionals attended conferences and trainings. PD includes the Online Teaching Conference, Artificial Intelligence (AI) related trainings, and other discipline specific trainings (3.2-12).

WCC supported a cohort of 26 faculty to participate in a seven-month training cohort through Association of College and University Educators (ACUE) on effective teaching practices. The training offered segments on designing learner-centered and equitable courses, establishing a productive learning environment, using active learning strategies, promoting higher order thinking, and assessments to inform instruction and promote learning (3.2-13, 3.2-14, 3.2-15). PD opportunities are mission aligned and geared towards improving student success and completion rates.

WCC offers full-time faculty a year-long orientation with a focus on operations, participatory governance, curriculum, student success, and pedagogy (3.2-16, 3.2-17, 3.2-18). The College conducts part-time faculty orientations and Lake County Campus (LCC) Back to School Night each semester while collecting feedback for improvements and requests for additional PD activities (3.2-19).

Full-time faculty may apply for sabbatical leave. A sabbatical includes release time from full-time teaching to focus on advanced academic study, special projects (such as curriculum development), work experience, or other projects as approved for one to two semesters. Sabbatical applications aligned with the College's EMP or District Strategic Plan are given priority by the Sabbatical Leave Committee with the full rating criteria available in the Sabbatical Leave Application. Faculty granted

sabbatical leave must complete a report summarizing their sabbatical activities for the Sabbatical Leave Committee, facilitate a flex workshop, and present on their sabbatical to the Board of Trustees (3.2-20, 3.2-21, 3.2-22 3.2-23, 3.2-24).

WCC regularly assesses, evaluates effectiveness, and continually improves professional development learning. One way this is accomplished is by collecting and reviewing survey data after each workshop is completed, including suggestions for future workshops (3.2-19, 3.2-25). These survey results are then shared with the workshop contact person and/or presenter and shared with the Flex and Professional Development Committee so that it can be discussed at our following meeting (3.2-26, 3.2-27). WCC utilizes what we've learned when planning our next professional development day activities and for improving professional development. Through these discussions we found the need for workshop facilitators to be educated on best practices, so we created a Facilitator Best Practice document (3.2-28) which is shared with the presenters and/or contact people of each workshop. Similar survey results and discussion are held based on our Convocation Day activities (3.2-29, 3.2-30, 3.2-31). WCC regularly completes needs assessment surveys where we reach out to the campus community and seek information about their professional development needs (3.2-32, 3.2-33) and apply what we learned to inform our future offerings.

In 2022-23, WCC completed the Professional Development Master Plan (3.2-34) where we used the information provided by survey results, needs assessment plans, and discussions in October 2022 to develop a vision and mission statement for our committee, an overall plan, and themes for our Fall PD days (3.2-35, 3.2-27, 3.2-36). Recognizing the importance of promoting equitable SLOs and meeting institutional and employment needs, WCC chose equity and student-centeredness as the College's primary focus (3.2-37).

In fall 2021, WCC conducted a Classified Needs Assessment Survey (3.2-38, 3.2-39, 3.2-40) and offered numerous classified-oriented PD workshops in response to survey results (3.2-41). In the years 2022 and 2023, WCC invited classified professionals to attend and lead the work of the College's Caring Campus Classified Initiative. The Initiative encouraged collaborative efforts at all levels of the College, emphasizing a campus-wide culture of caring through intentional actions. Activities included coaching sessions and collaborative work, which culminated with a presentation to college administration with recommendations (3.2-42, 3.2-43, 3.2-44). Cultural Humility Training was facilitated by an external expert for classified professionals in Student Services and Instruction to support students through decreasing bias (3.2-45, 3.2-46, 3.2-47).

Administrators participate in PD through various groups including President's Cabinet, Management Council, District Management Council, ACCCA, CCCAOE, CSSO, CCCCIO, NASFAA (3.2-48, 3.2-49, 3.2-50, 3.2-51, 3.2-52) and other external resources (3.2-53, 3.2-54, 3.2-55, 3.2-56, 3.2-57, 3.2-58, 3.2-59, 3.2-60, 3.2-61, 3.2-62, 3.2-63). Student Services hosted a Directors Bootcamp in fall 2023 to learn visioning and building management competencies (3.2-64, 3.2-65). WCC expanded the Directors Bootcamp to instructional directors in Fall 2024. Administrators also share conference information with their team (3.2-66, 3.2-67).

Informally, supervisors gather information about employee's professional learning requests and needs through conversation for possible support. Formally, as part of the employee evaluation process, supervisors and classified professionals identify professional growth goals and opportunities to help support the College's mission and goals (3.2-68). Mandatory training to comply with legal requirements

or support work is based on employee groups. Examples of mandatory trainings include cyber security, sexual harassment, and other topics (3.2-69).

3.3. **The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.**

WCC's mission is to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country. College goals are provided in the Educational Master Plan pages 30-33 (3.3-1). WCC employees are critical to achieving the College's mission and District's vision. Evaluation processes reflect WCC's dedication to institutional excellence, equity, and continuous quality improvement. Evaluations support employee development while acknowledging employee achievements and contributions to the College and District.

All employees are evaluated regularly as summarized in Table 1 below. The criteria for evaluation for each of the employee categories align with professional responsibilities and reflect the institution's mission and goals.

Table 3-1: Employee evaluation frequency, process, forms, criteria, and evaluators by category

Frequency and evaluation process	Forms and/or criteria used	Evaluator(s)
Chancellor		
Annually following the procedures in BP 2435 (3.3-2).	The criterion for evaluation is based on Board Policy; the Chancellor's job description; quantitative data derived from the YCCD Vision for Success Goals; objectives related to the District's commitment to diversity, equity, and inclusion; and performance goals and objectives developed in accordance with BP 2436 (3.3-3) titled Delegation of Authority to the Chancellor.	Board of Trustees
President		
Annually following the procedures in AP 7151 (3.3-4).	Using the Performance Self-Assessment Form in a self-reflective narrative, the President shall address goals set for the year and progress toward achievement of those goals. The President's goals should conform to the College's EMP and to the Chancellor's Board-assigned goals as well as the evaluation criteria ("General Responsibilities and Characteristics") established annually by the Board of Trustees for the Chancellor.	Chancellor

Administrators and Confidential Employees		
Administrators are evaluated annually following the procedures on page 6 of the Administrator Evaluation Form (3.3-5). There is flexibility for the supervisor to evaluate administrators more or less frequently based on performance.	Administrator Evaluation Form includes annual job objectives, leadership, communication, human relations, professional growth and personal qualities. It also includes a self-evaluation (3.3-5).	Supervisor
Classified Professionals		
Classified professionals are evaluated twice in their first year of permanent employment then every two years following the last evaluation (CBA, page 29, 13.1.1 and 13.1.2 (3.3-6) and contract extension (3.3-7).	Classified evaluation form (3.3-8) is based on quality of work, productivity, dependability, initiative, job-related characteristics and leadership (when applicable).	Supervisor
Full-time Faculty		
Probationary, tenure-track (contract) faculty are evaluated annually. Tenured faculty are evaluated every three years after tenure is granted (3.3-9). Student feedback is included in the faculty evaluation process.	Tenured Faculty evaluation form (3.3-10), Non-tenured (contract) faculty evaluation form (3.3-11), librarian addendum (3.3-12), counselor addendum (3.3-13), student feedback librarian reference (3.3-14), student feedback questions (3.3-15). The evaluation is based on professional responsibilities, instructional performance and organization, and professional growth and currency (keeping current knowledge of discipline and teaching).	Non-tenured: Supervisor or designee and three tenured faculty members (6.5.2 for details, 3.3-16) Tenured: Supervisor or designee and tenured faculty member (6.6.2 for details, 3.3-17)
Part-time Faculty		
Part-time faculty are evaluated during their first three semesters assigned, and every sixth semester after that unless a more frequent evaluation is requested and mutually agreed upon with the union and supervisor. Additionally, part-time faculty are evaluated when they teach in a new modality for the first time. Student feedback is included in the evaluation process. More frequent evaluations are required if a part-time faculty member receives a needs improvement on an evaluation (3.3-18 Article 14).	Forms until 6/30/24: Part-time faculty summary form (3.3-19), part-time faculty observation form (3.3-20), student evaluation feedback (3.3-21). The evaluation is based on acceptance of responsibility, effectiveness of communication, and effectiveness of instruction. New forms effective 7/1/24 and are based on performance of assignment, professional responsibilities, and professional growth (3.3-22).	Supervisor and/or a senior faculty member (see 14.3.1, 3.3-23)

Evaluation processes use criteria that align with the College's mission and goals. The Chancellor's evaluation feedback is conducted in a closed session by the Board of Trustees (3.3-24). Administrator goals are set for the next year in the evaluation process (3.3-25, 3.3-26). Evaluations for classified professionals focus on how students are served in alignment with WCC's mission or goals (3.3-27, 3.3-28). Full-time faculty evaluations focus on quality instruction, student support, and student success in alignment with WCC's mission and goals (3.3-29). Part-time faculty are evaluated based on acceptance of responsibility, effectiveness of communication, and effectiveness of instruction. Examples of evaluation feedback focus on quality instruction and student success in alignment with WCC's mission and goals (3.3-30). As of July 2024, the updated part-time faculty contract includes new forms that will be used moving forward (3.3-22).

If performance improvement is needed for any individual evaluation from any employee group, a collaborative Performance Improvement Plan is developed. Performance Improvement Plans include specific goals for improvement and timelines for achieving them.

To support employees in being successful in their role, WCC facilitates orientations, informal trainings, surveys, check ins, evaluation meetings, and discussions or share-out professional growth opportunities (3.3-31, 3.3-32, 3.3-33, 3.3-34, 3.3-35, 3.3-36). More on training and development is found in section 3.2.

Systematically tracking evaluation cycles and statuses at the individual employee level is important. The District's process involves the Office of People and Culture (OPC) sending weekly emails to announce when evaluations are due or overdue (3.3-37, 3.3-38). Lists have been inaccurate because of delayed input of completed evaluation dates and outcomes being added to OPC's records. The following examples highlight the challenges of maintaining accurate records between the College and the District (3.3-39, 3.3-40, 3.3-41, 3.3-42, 3.3-43). As a result, WCC's Office of Instruction created an evaluation tracking system for all employees effective fall 2020 (3.3-44, 3.3-45). WCC utilizes spreadsheets to track employee categories and individual evaluation cycles by supervisor. One spreadsheet includes evaluations for full-time faculty, classified professionals, and administrators (3.3-46), another spreadsheet tracks part-time faculty evaluations by supervising administrator (3.3-47). District-wide discussions about the use of technology to track evaluations and submissions occur through each semester for continuous quality improvement (3.3-48). In the meantime, WCC's college tracking system is more reliable than the OPC's evaluation records.

3.4. **The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)**

The District receives funding through a state apportionment formula, which includes revenue derived from property taxes, enrollment fees, Educational Protection Act funding, and allocations from the state general fund. As evidenced by the beginning cash flow positions of $61,699,033 (3.4-1) as of July 1, 2023, the District manages its cash flow projections diligently. The Proposed Budget for Adoption for Fiscal Year 2023-24 allocates reserves totaling $20,284,128, further underscoring the District's commitment to fiscal stability and responsible financial management for colleges and campuses. Annually the College receives discretionary funding for non-personnel needs. If additional needs arise, the President has an opportunity to submit requests for one-time funding at the Chancellor's Cabinet level. Allocation decisions are made by the Chancellor's Cabinet based on available resources and

operational needs (3.4-2). More information on budgeting processes is provided in 3.5

YCCD's current resource allocation process demonstrates effective fiscal resource management by aligning the District's strategic priorities and college EMPs. This alignment involves setting the budget for ongoing positions at the District-level, while providing individual colleges direct oversight of discretionary budgets.

Decisions regarding the allocation of new resources from general and categorical funds are made within the Chancellor's Cabinet (3.4-3) and undergo review by the DC3 during the evaluation of the District's tentative and adopted budget (3.4-4, 3.4-5). Decisions are guided by specific criteria in addition to the mission and goals of the District and College, which is based on the three-year rolling average of Full-Time Equivalent Students (FTES) for each College or the original allocation metrics proposed by the funding source when categorically funded (3.4-6). An example of an FTES split is the 2024-25 Perkins allocation that shows the District allocation of $373,210 split for WCC 36% ($134,356) and Yuba College 64% ($238,854) in alignment with the FTES split (3.4-7). District and college leadership collaborate on developing new facilities plans while taking into account the total cost of ownership. For example, WCC opened a new Performing and Culinary Arts Center that opened to students in January 2024. A long-term financial plan for the new building was discussed by leadership including the cost of custodial, theater technical staff, and faculty positions (3.4-8, 3.4-9).

In August 2022, the DC3 initiated a Resource Allocation Model (RAM) working group consisting of students, faculty, classified professionals, and administrators (3.4-10, 3.4-11). The concept of a new RAM stemmed from the FCMAT working group along with the Chancellor's goals set forth by the Governing Board based on the District's Strategic Plan (3.4-12, 3.4-13). This effort aligns a new RAM to the California Community College Chancellor's Office Student Centered Funding Formula (3.4-14), with the goal of allocating revenues to each college. Colleges will then address operational needs and increase incentives to support student success (3.4-15, 3.4-16, 3.4-17). The RAM will provide resources to WCC in alignment with the revenue the College earns from the Student-Centered Funding Formula metrics, which is comprised of base enrollment, supplemental allocation based on Pell and other grants, and student success outcomes. The District receives an allocation to cover all personnel and operating expenses. Final recommendations are expected to be presented in the Fiscal Year 2024-25, with a side-by-side comparison utilized in 2025-26, and full implementation in 2026-27 (3.4-15, 3.4-16, 3.4-17) . The new RAM model will be assessed two years post-implementation to determine if modifications are necessary.

The Board of Trustees instituted a set of stringent financial policies to ensure responsible financial management. Financial policies, complemented by accompanying administrative procedures, serve as a comprehensive guide for financial planning and budget management. Policies are readily accessible to the public on the Board of Trustees' official webpage, BoardDocs interface (3.4-18). BP 6100 (3.4-19) grants Chancellor is authority to oversee general business procedures and budgeting, with additional responsibility of providing regular financial status reports to the Board of Trustees. BP 6200 (3.4-20) establishes specific criteria for District budget development, forging a direct link between financial planning and the District's Strategic Plan and College EMPs. Whereas BP 6400 (3.4-21) mandates an annual audit conducted by an external certified public accountancy firm to ensure the ongoing practice of sound financial principles and fiscal stability (3.4-22).

3.5.   **The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.**

YCCD's mission is to provide individuals in the District's diverse communities access to high-quality, affordable higher education that is responsive to student needs and to inspire and advocate for student success through each college's passion and commitment to teaching, learning, and social justice (3.5-1). WCC's mission is to empower students to achieve their career and educational goals. This is accomplished by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways for students to contribute to economic development regionally, statewide, and nationally. WCC's goals are provided in the Educational Master Plan pages 30-33 (3.5-2).

District Financial Planning
The District's current resource allocation process (shared in 3.4) is a testament to the effective utilization of fiscal resources and alignment with planning priorities. This approach involves setting the budget for ongoing District-level positions and granting individual colleges discretion over their discretionary budget allocations.

A series of proactive measures are in place to facilitate transparency, effective decision-making and stakeholder engagement. Notably, meeting minutes and financial documents are easily accessible on the District's website (3.5-3), ensuring stakeholders have seamless access to critical information. Budget-related discussions take place within the Chancellor's Cabinet (3.5-4, 3.5-5), District Consultation Council (DC3) (3.5-6, 3.5-7), and the Board's Finance and Audit Committee (3.5-8), as well as the Governing Board meetings (3.5-9). DC3 is a diverse body comprising faculty, staff, students and administration from across the District, and includes representatives from the Academic Senate and labor unions (3.5-10). Furthermore, the Board of Trustees' Finance and Audit Committee, as well as the Governing Board meetings, are open to the public, with accessible Zoom links for remote participation (3.5-11). The District's Budget Handbook is also a public source of information (3.5-12). Meetings and resources provide a platform for inquiry and transparent communication, ensuring stakeholder groups can articulate their questions and concerns.

Regular budget updates extend across the District and college websites, using channels like the Chancellor's newsletters (3.5-13, 3.5-14, 3.5-15) and Chancellor's zoom series (3.5-16, 3.5-17, 3.5-18). Additionally, the District takes an extra step by inviting and financially supporting DC3 members to attend significant workshops, including the Association of California Community College Administrators (AACCA)/Association of Chief Business Officials (ACBO) Budget Workshop and the CCCCO's Office Budget Workshop (3.5-19, 3.5-20).

The District Program Review process was implemented in 2023-24. The timeline includes Chancellor's Cabinet identifying key priorities for the academic year for district departmental priorities in August. Departments work with constituents to complete the annual program review in September. Each Vice Chancellor meets with department leads to prioritize department resource requests in October. The District Services Executive Team (DSET) prioritizes resource requests across the District by the end of the calendar year (3.5-21, 3.5-22). The District Services program review process provides opportunities to reflect on progress toward milestones, advocate for resources, and engage in planning (3.5-23, 3.5-24, 3.5-25).

Sound financial planning is important to the District. The District proactively enlists the assistance of the Fiscal Crisis Management Assistance Team (FCMAT) to consider financial demands and identify opportunities to prevent anticipated issues with financial resource availability due to enrollment declines (3.5-26, 3.5-27, 3.5-28). In addition, the District established a FCMAT Working Group as representation of the District's unwavering dedication to inclusive decision-making and transparent sharing of financial information. The FCMAT Working Group was composed of a wide range of stakeholders and created with the specific aim of evaluating and implementing FCMAT's recommendations (3.5-29). The FCMAT Working Group report includes the FCMAT College Report that was vetted through College Council (3.5-30, 3.5-31). Some FCMAT Working Group's recommendations included repurposing funding for other uses. For example, funding released from the District Office's relocation would be available to invest resources in staffing that was originally reduced to pay for the District Office's original lease (located at 425 Plumas Blvd, Yuba City, CA). This solution allows for the District to move forward with technology priorities to benefit our colleges and students. The District Office relocated to Sutter County Center of Yuba College utilizing the existing facilities and subleased the District leased facilities to Yuba City Unified School District resulting in lower operational costs (3.5-32).

YCCD engages in an annual collaborative process with constituents from across the District to establish FTES targets and efficiency goals in the Chancellor's Cabinet and DC3. This process is well-documented in a 2024-25 planning memo (3.5-33, 3.5-34) and serves as a resource class schedule development at the colleges. These memos are cited as an example of collaborative efforts with DCAS (3.5-35, 3.5-36) and college leadership.

College Financial Planning
Program resource needs are identified by faculty, classified professionals, and administrators in the annual Program Review update process. These include equipment, supplies, staffing, information technology, curriculum, and other miscellaneous requests (3.5-37). The Program Review Validation Task Force of the Planning and Institutional Effectiveness Committee forwards requests to appropriate committees or administrators depending on scope of responsibility. Examples of requests that go to committees are curriculum, technology, and staffing (3.5-38, 3.5-39, 3.5-40, 3.5-41). Vice Presidents and Deans prioritize requests for their areas of oversight based on factors such as alignment with mission and the EMP urgency, potential impact, safety implications. They identify funding sources for specific requests based on priority, when funding is available. These sources can include savings from division budgets, grants or allocations with aligned goals, innovation funding opportunities, incentive funding, and external grants (3.5-42, 3.5-43, 3.5-44). Updates are provided to PIE with the opportunity for feedback based on the requests received and financial resources that are available to fund requests (3.5-45, 3.5-46, 3.5-47).

When an external grant is identified by a stakeholder, the administrator completes the Grant Rubric, Grant Interest Form to determine alignment with WCC's goals, administrator support, and whether the College has the resources available to successfully implement (3.5-48, 3.5-49). Those items, through the administrative supervisor and the Institutional Effectiveness Office, are forwarded to PIE as an agenda item and discussed for recommendation (3.5-50). Through the rubric and interest form, the committee can make informed decisions about alignment with the mission, College plans, guided plans, and other important considerations. The PIE recommendation goes to the President for

consideration and then is advanced to College Council after the President's approval.

WCC uses an application process aligned with state reporting requirements for college allocations such as Perkins and Strong Workforce. Within the Perkins application and Strong Workforce Application (3.5-51, 3.5-52), stakeholders can apply to demonstrate alignment with the mission and funding requirements. Applications, ranking rubrics, timelines, and instructions on how to receive support are shared by email (3.5-53). Once submitted, applications are ranked through the Career Education Local Funding Committee using a Perkins Rubric or Strong Workforce Rubric (3.5-54, 3.5-55). Applications must be aligned with the District vision, WCC goals, and SLOs to be considered for funding. This alignment is evaluated using the rubrics (3.5-56). Once alignment is verified and applications are ranked, they are forwarded to PIE for discussion (3.5-57), then forward to the President for final consideration (3.5-58). Adjustments made to the originally approved application, based on actual costs calculated versus projection estimates (like the cost of personnel), are reported back to applicants and PIE (3.5-59).

WCC considers allocation of discretionary funding in President's Cabinet, based on the District allocation provided. The spreadsheet includes a proposed column for the current year for the budget managers to advocate for their needs based on program review, prior expenditures, and other planning and priorities that are mission and EMP aligned. The Management Team meets to prioritize needs with the President making the final decision (3.5-60, 3.5-61). Budgets typically roll over year-to-year to meet essential department/program needs. When there are unforeseen changes in costs or other unique circumstances, the Colleges can request an augmentation to the budget based on a justification (3.5-62). For new buildings, such as the Performing Arts and Culinary Center, the Chancellor, Vice Chancellor of Administrative Services, Vice Chancellor of Educational Planning and President meet to discuss Total Cost of Ownership and budget impacts (3.5-63, 3.5-64).

3.6. **The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.**

YCCD maintains effective control mechanisms and collaboratively disseminates information to support sound financial decision-making. The District takes primary responsibility for implementing robust internal control mechanisms, ensuring transparency, and widespread communication of the financial management system. The District's external audit report is discussed at open public meetings of the Board of Trustees and the Finance and Audit Committee, a subcommittee of the Board (3.6-1). Notably, there were no audit findings during Fiscal Year 2020-21 and 2021-22 (3.6-2, 3.6-3, 3.6-4, 3.6-5).

The District and colleges adhere to established Board Policies and implement internal controls for financial resources. BP and AP 6300 (3.6-6, 3.6-7), which pertain to fiscal management, provide detailed guidance on the District's financial policies to ensure alignment with California regulations, requirements from the CCCCO, and federal Department of Education regulations. Notably, this policy emphasizes the importance of upholding internal controls in managing the District's financial resources in accordance with Title 5, Section 58311, and Education Code, Section 84040. The policy encourages departments to establish internal procedures defining the separation of duties, fiscal responsibilities, and staff accountability.

AP 6300 (3.6-7) further outlines the specific objectives of the District's fiscal processes, with the goal of ensuring responsible stewardship of resources. The District undergoes an annual comprehensive external audit of its financial statements, as mandated by BP and AP 6400 (3.6-8, 3.6-9). The audit reports from the past three years confirm YCCCD's compliance with requirements and are evidence of the integrity of the District's financial practices. Financial audits are subject to review by the Governing Board and are accessible to the public on the District's website (3.6-10). The Governing Board reviews all audit reports including the Measure J and Measure Q Financial and Performance audit along with the report on the District's foundation audit. There were no exceptions noted for Measure J, Q, and the foundation audits in the past three years.

YCCD had a notable deficiency (i.e. internal processes does not allow employees to prevent, detect, or correct issues on a timely basis) in 2022-23 (3.6-11 see pp81-83), and the firm recommended that the District revise its policies and procedures to ensure the implementation of effective internal controls, thereby ensuring employees are properly setup and removed from the system in a timely manner. YCCD's response to the audit is as follows:

> Improvements that are in process include comprehensive Colleague training for the HR team, working with vendor on modernization of HR and payroll processes, documentation of processes for onboarding and termination, collaboration between HR and fiscal services for shared processes, and improving oversight and accountability measures (3.6-12).

The Finance and Audit Committee, a sub-committee of the Board of Trustees, along with Board members reviews the District's audit response plan progress on a regular basis until the issues are resolved (3.6-13, 3.6-11, 3.6-1).

The District utilizes fiscal planning principles (3.6-14, 3.6-15 pp.19-20) in recommending the budget to the Board of Trustees. These principles ensure that one-time expenses are matched with one-time revenues, and ongoing expenses are aligned with ongoing revenues. Additionally, the District bases short-term decisions on multi-year projections to assure quality decision making (3.6-15 p.25). An example of the application of fiscal planning principles is demonstrated by the District's 2023-24 adopted budget (3.6-15), board agenda item (3.6-16) and 2023-2024 Budget Handbook (3.6-17), which shows ongoing revenues exceeding ongoing expenditures, thereby avoiding the use of one-time funding for ongoing needs. Resources are allocated to fulfill the mission of the Colleges and the District. For instance, YCCD's budget expanded WiFi improvements, provided hot spots and instructional materials for students, and offered DE stipends to faculty during COVID-19 to increase access and decreases inequities during COVID-19. The District supports funding for the peer review process to ensure the integrity of DE courses and programs. There has been District-wide efforts to increase student completion through Degrees When Due (DWD) Program. More information on DWD may be found in 2.5. These resources support the mission and values of the College (3.6-18) by providing equitable access and a quality education resulting in completion and the strategic plan of YCCD goals 1 and 2 (3.6-19).

Please see Standard 3.5 describing how the District promotes transparency of governance committees, finances, and other news.

Standard 3.7 provides comprehensive information on the District and college response to pandemic declining enrollment and recovery. Additionally (also in 3.7), the District's invitation and results from engaging with the Fiscal Crisis Management Assistance Team to inform decision making for enrollment decline and financial health ([3.6-20](#)) ([3.6-21](#)) demonstrates the District's commitment to ensure continued improvement to enrollment and fiscal conditions.

3.7.   **The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)**

In supporting the District's mission with limited resources, the District adopted a strategic approach that prioritizes impact and efficiency. For example, the fall 2023 Chancellor's retreat includes identification and discussions of priorities from each department ([3.7-1](#)). The Chancellor's Cabinet's creativity and dedication are key as YCCD makes intentional decisions to maximize the District's impact while managing constraints. The District and College leverage resources such as grants, categorical resources, and combining these resources to meet the District's needs. For the addition of the Performing Arts & Culinary Center ([3.7-2](#)), WCC was able to receive state funds to match the bond funds available for the construction project. Bond funds, Higher Education Emergency Relief Fund (HEERF), and General Funds were allocated to purchase equipment and supplies for art, music, and culinary classes and programs. Strong Workforce funds were also utilized where available and appropriate for the culinary program ([3.7-3](#), 3.7-4 [Strong Workforce Culinary](#) - pending update).

YCCD's fiscal planning principles form the cornerstone of the budget development process ([3.7-5](#)). The College adheres to these principles when making critical decisions related to the District's budget. YCCD uses the Government Accounting Standards Board ([3.7-6](#)) standards and Government Finance Officers Association's (GFOA) best practices in handling the District's fiscal affairs ([3.7-7](#)). These principles include dedicating one-time funding for one-time expenses and allocating ongoing revenues to support ongoing expenses. This approach guarantees efficient utilization of financial resources and contributes to fiscal stability. YCCD conducts in-depth reviews of multi-year projections when making short-term and long-term commitments ([3.7-8](#) p.25) which allows the District to prepare for future financial obligations and adapt to changing economic conditions ([3.7-9](#)).

In acknowledgment of YCCD's long-term obligations, the District implemented a robust Other Post-Employment Benefits (OPEB) funding plan ([3.7-10](#)). This includes establishing an irrevocable trust fund for OPEB obligations, with approximately $22.5 million set aside (including interest earned) as of December 31, 2023. The District's OPEB liability is $48.2 million based on the last actuarial study. The District's remaining liability is approximately $25.7 million after considering what is deposited in the trust account. The total liability prior to the establishment of the OPEB trust was $70 million and with the established trust, the District's actuary can utilize trust interest earnings. By setting aside 50% of the surplus each year, YCCD does not sacrifice short-term needs. The District also takes proactive measures by earmarking funds for pension obligations (CalPERS and CalSTRS) through a dedicated Pension Stabilization Section 115 trust fund with the Public Agency Retirement System (PARS), where approximately $3.5 million is allocated. ([3.7-11](#), [3.7-12](#)).

The District has separate colleges and centers across its service areas. Along with this comes the responsibility for deferred and planned maintenance of the capital infrastructure ([3.7-13](#), [3.7-14](#)). YCCD utilized the physical plant and instructional equipment funding to address the deferred maintenance

needs along with setting aside District's surplus funds at the end of the fiscal year. The District's general obligation bond funding from Measure J and Q is funded by local taxpayers through Proposition 39. Yuba County Treasurer-Tax Collector manages payments to the bonds. The District has other debt borrowings for Solar fields and panels (3.7-13), clean renewable energy bonds (CREBs) (3.7-15), and lighting retrofit projects that the District incorporates as part of its budget planning based on the amortization payment schedules.

Recognizing the importance of reserves, in the Fall 2022, YCCD's Governing Board updated BP 6250 in line with the State Chancellor's Office recommendation (3.7-16) and Government Finance Officers Association (GFOA) guidelines (3.7-17) to maintain a reserve equivalent to at least two months of operating expenditures of the total general fund (3.7-18, 3.7-19). YCCD is proud to report that the District successfully achieved this level of fund balance in Fiscal Years 2022-23 and 2023-24.

YCCD's strong financial management practices are reflected in bond ratings. The District received an A+ rating (3.7-20) with a stable fiscal outlook from Standards and Poor's (S&P) and an AAA rating with a stable outlook from Fitch (3.7-21). These ratings combined with our financial practices are a testament to the District's sound financial decisions and its ability to meet financial obligations.

Since the onset of COVID-19, YCCD experienced a significant decrease in FTES enrollment, totaling a 20.1% decline District-wide, with WCC experiencing an 18.8% decline. The most substantial drop occurred in 2020-21, where enrollment decreased by 13.4% for the District and 9.5% for WCC. However, subsequent efforts yielded positive results in enrollment recovery. In 2022-23, there was a 7.2% increase in FTES district-wide and 7.3% for the College and in 2023-24, there was a 6.4% increase in FTES district-wide and 4.1% increase for the WCC. The College projects an anticipated 4% gain both district and college-wide for 2024-25 with WCC surpassing pre-COVID-19 enrollment in 2025-26 (3.7-22, 3.7-23, 3.7-24). The District is working on a District Strategic Enrollment Plan to operationalize and coordinate district/college enrollment planning intended to be a living document with approval of plan anticipated in fall 2024 (3.7-25).

WCC reoriented its strategy towards catering to adult learners and expanding online course offerings in response to COVID-19. The College continues to strengthen noncredit offerings including the newly designed HiSET preparation course that started in Fall 2024 and revamped English for Speakers of Other Languages support courses (3.7-26, 3.7-27). To model the success of WCC's Spanish ECE Program, WCC is recruiting bilingual (Spanish English) faculty to teach Business Computer Applications at the Lake and Colusa campuses (3.7-28, 3.7-29).

WCC broadened the Dual Enrollment Programs and bolstered marketing, outreach, and student engagement initiatives (3.7-30, 3.7-31 see pp8-11). In Fall of 2023, WCC hosted the first collaborative Dual Enrollment Summit with our partner high schools to elevate high school students and a college going culture (3.7-32, 3.7-33). Both WCC's Spanish ECE and Dual Enrollment Programs have improved equitable outcomes and increased student enrollment (3.7-34, 3.7-35 see slides 9-10 &15-18). In 2024-25, the College will announce fully online certificates and degrees to students and WCC's exploration of an accelerated business degree pathway for adult learners.

 YCCD proactively engaged the services of the Fiscal Crisis Management Assistance Team (FCMAT) in 2021 to address a decline in enrollment and gain a comprehensive understanding of YCCD's fiscal stability. This collaborative effort aimed to analyze the District's cost structure and assess its present and future fiscal condition (3.7-36). As a demonstration of the District's dedication to participatory decision-making and

transparent financial information sharing, an FCMAT Working Group consisting of broad constituents was established to assess FCMAT recommendations provided in the Fiscal Analysis Report and provide implementation recommendations (3.7-37). The District has diligently implemented a series of recommendations derived from the FCMAT analysis to tackle the challenges it faces (3.7-38, 3.7-39). The District remains committed to monitoring its progress in these areas to ensure continued improvement in both its enrollment figures and overall fiscal condition. More information on FCMAT is provided in 3.4.

3.8.   **The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.**

YCCD constructs, maintains, and monitors WCC's physical resources through collaboration with college administration and supports the planning, construction, and maintenance of physical resources. The Director of Facilities Planning, Maintenance, and Operations is responsible for oversight of the district-wide facilities planning while the Assistant Director of Maintenance and Operations meet regularly with the President to support institutional mission and goals.

The District's Maintenance and Operations Department (M&O) has assigned personnel, equipment, and budgetary resources located at the colleges. M&O department budgets are allocated across the district and colleges with consideration regarding the unique needs of each college such as the size and condition of the physical buildings, landscaped acres, the number of campus locations, and the use of the spaces. In 2022-23 and 2023-24, the District added several full-time maintenance staff at each college. At WCC, the District added one full-time Custodian, one full-time Building Maintenance Worker, and one full-time Athletic Facilities Maintenance Worker. The Building Maintenance Worker and Athletic Facilities Maintenance Worker positions originated through total cost of ownership planning with district and college administration (3.8-1). These additional qualified personnel provide additional capacity to meet the maintenance and operations needs of the College.

The District has committed several sources of funding for important facilities projects for WCC. These funding sources include state allocations through the Plant and Instructional Equipment (3.8-2) program that can be used for scheduled maintenance type projects. The District has bond authorization of $190 million between Measure J in 2006 (3.8-3) and Measure Q in 2016 (3.8-4) which was a re-authorization of remaining Measure J obligation bond funding. This obligation bond funding has allowed YCCD to support new construction and renovations across the district. During the next few years, this funding source will be fully expended.

WCC's planning efforts yielded a list of prioritized facilities projects utilize available bond funding to support in July 2021 (3.8-5). The governance processes of each college determined the needs of the campuses before the lists were brought forward to the Governing Board for approval. The list was later modified (3.8-6) and approved by the Governing Board in February 2023. Several major projects were completed, including the WCC Performing Arts and Culinary Center building, Woodland and Lake County Campus's digital monument signs, and welding building ventilation system.

YCCD's current Facilities Master Plan (FMP) provides thorough analysis on facilities needs and goals for the five-year period following which culminated in the new Performing Arts and Culinary Center that opened in January 2024, signage and lighting updates, a welding shop renovation, and information systems (infrastructure and smart classrooms) (3.8-7, 3.8-8, 3.8-9). The District is in the process of

developing both a 5-year and a 5-to-25-year Facilities Master Plan for WCC and Yuba College with final approval in Fall 2024. The District awarded the planning work to Lionakis, a large qualified regional architectural services firm. To ensure that the FMP process is collaborative, an Executive Team and a Facilities Planning Working Group formed to represent students, faculty, classified professionals, and administrators (3.8-10, 3.8-11). The process to gather information to inform the plan has been extensive. Student and employee surveys were conducted at both colleges (3.8-12, 3.8-13 3.8-14). In addition, two public forums were held (one at WCC and one at Yuba College) (3.8-15, 3.8-14). The final plan will strategically identify and prioritize the facilities and infrastructure needs of both colleges, possibly inform future obligation bond measures, and potentially leverage state matching funding on future projects to add enhanced value to the communities, faculty, staff, and students.

YCCD keeps safety at the forefront of the District's priorities. Keeping practices updated and training current is completed with the help of Keenan and Associates and other consultants. Keenan and Associates provides training, hazardous material inspections, workplace ergonomics evaluations, and other resources to assist WCC (3.8-16, 3.8-17, 3.8-18, 3.8-19, 3.8-20, 3.8-21, 3.8-22). The College currently partners with a qualified consultant to conduct a district-wide environmental assessment allowing WCC to access current conditions and inform plans and procedure development (3.8-23, 3.8-24). The District also hired a qualified consultant to provide comprehensive training spring 2024 to meet all California Occupational Safety and Health Administration (OSHA), Certified Unified Program Agencies (CUPA) Hazardous Materials Management, and Hazardous Waste Management requirements in compliance with federal and state regulations (3.8-24, 3.8-25). Spring 2022 compliance issues were resolved quickly (3.8-26, 3.8-27).

The CCCCO provided two assessors to conduct a thorough review of the condition of the buildings and systems throughout the District. This Facilities Conditions Index (FCI) assessment (3.8-28 see pp3-5) was conducted in August 2023. The assessment indicated that the value of the needed repairs for the buildings and systems are as noted in the following table:

No.	District Location	Current Repair Costs	Percent of Total
1	Woodland Community College Campus	$4,698,371	6.31%
2	-Colusa County Campus	-In Above #'s	N/A
3	-Lake County Campus	$8,036,369	10.80%
4	Yuba College Campus	$61,682,250	82.87%
5	-Sutter County Campus	$16,586	0.02%
6	**Yuba Community College District**	**$74,433,576**	**100.00**

There is an opportunity to improve the conditions of the facilities at each location, however Woodland facilities have lower repair costs proportionally within the District since the buildings are newer and well-cared for. Facilities needs are deliberated within the Chancellor's Cabinet which includes the President (3.8-29, 3.8-30).

WCC's room inventory is critical in determining capital investments and advocating for matching funding (3.8-31). The CCCCO uses the total square footage by type of space such as offices, labs, lecture,

library, audio visual/TV spaces and the FTES numbers for each college location to determine the capacity / load ratios for each type of space. The CAP/Load ratios are a key data point that is used to determine the competitiveness of Capital State Matching Funded projects being proposed in the District's 5-Year Capital Projects Plan. If a project is submitted to the CCCCO for consideration for a funding match, it must lower the overall Cap/Load ratios for the space included in the project. Future Obligation Bond Measures will also consider the possibility of state funding match projects. The Space Inventory Report identifies excessive space capacity by types of spaces that WCC can consider removing from inventory by placing the spaces in an "inactive" status or by removing the building altogether (3.8-32, 3.8-33).

Institutional Safety

The Tactical Training Academy (TTA) was recently engaged by YCCD to conduct a safety and security assessment (3.8-34) based on Chancellor's Cabinet discussions (3.8-35). The assessment highlighted serious security risks and gaps and indicated that the District's safety program lacks sufficient safety measures; fails to generate trust and confidence among students and employees; and operated in a dysfunctional, ineffective, and inefficient manner. Concerns are compounded by local law enforcement's reluctance to respond, citing that the District has a commissioned police department. TTA found most incidents across campuses are non-criminal and do not necessitate involvement of a commissioned police force. TTA noted out of 91 substantiated law enforcement reports in 2022-23, only 7 resulted in arrests. This implies that 92.3% of incidents during this period were non-criminal, while 7.7% were criminal and required the services of commissioned police officers. YCCD examined best practices from neighboring rural community colleges, such as Sierra College (3.8-36), which revealed that a non-commissioned security force can be trained and deployed effectively to meet the safety and risk management needs of the District and colleges.

With the overarching goal to create a safe and inclusive environment at YCCD, where students, employees, and community members feel welcome, secure, and valued, a District Safety and Risk Management Program (3.8-37) was created. The TTA assessment, discussions with local law enforcement, review of other colleges risk and safety departments, college and district-wide discussions all informed the plan that was approved by the Board of Trustees in February 2024 (3.8-38). The plan will have a range of public safety services, including responding to incidents and incident reports, conducting investigations, and providing training in emergency hazard preparedness activities. Partnerships with city police departments or county sheriff's departments, which have jurisdiction over YCCD campuses/centers, will allow the District Safety and Risk Management Department to effectively handle reporting, investigating, and managing criminal activities, medical emergencies, and fire incidents.

As noted in the approved District Safety and Risk Management Program plan (3.8-37), the District's new Director of Safety, Security, and Risk Management started in July 2024 (3.8-39). YCCD also released an RFP to select a non-commissioned security force (3.8-40). The goal is to have the Director begin hiring internal security staff by June 2025. The District and WCC will assess the effectiveness of the plan through regular surveys completed by students and employees.

Netfacilities software is used to report and track progress on facilities safety, security, and maintenance issues with our M&O department. These include emerging issues like repairs and safety concerns, and longer-term needs. WCC uses informal communication by text and phone for urgent items recorded in Netfacilities. WCC temporarily transitioned to a shared spreadsheet until Netfacilities reflected the

current statuses due to a personnel change in the M&O Department at the College. WCC re-launched usage of Netfacilities and provided training to administrators in September 2023 (3.8-41, 3.8-42, 3.8-43).

WCC's Safety Committee Operating agreement (3.8-44) states: "The purpose of the Safety Committee is to ensure the safety of employees and students at all sites of Woodland Community College. It is the intent of this committee to communicate safety and health awareness among the employees of the College. The Committee makes recommendations to College Council and the President." The Safety Committee proactively discusses safety concerns and needs as well as emerging issues (3.8-45). The College Safety Committee recommends a variety of training so that employees have the tools they need when emergencies and safety concerns arise (3.8-46).

3.9.   **The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.**

WCC partners with District Information Technologies (IT) to ensure students and employees have access to effective and secure technology for academic and operational purposes. District IT plays a pivotal role in fulfilling WCC's mission through the development, implementation, maintenance, and comprehensive oversight for all technology.

The 2021-2024 prioritized IT Initiatives (3.9-1) were developed based on college and district-level objectives including the final launch of Student Self Service (3.9-2) which included student planning, degree progress, academic advising and faculty tools. WCC utilizes Program Review and the governance processes effectively to identify technology needs and plan appropriate allocations of funding through committees, program review requests and support tickets (3.9-3, 3.9-4, 3.9-5, 3.9-6, 3.9-7 3.9-8). The Districtwide Technology Committee brings together key stakeholders from across the District, including representatives from administration, Academic Senate, DE Committee, along with a districtwide representative from DSPS. District and college employees advocate for mission and EMP aligned resources to support the mission, equity, or student learning and achievement. For example, MathType, Cidi Labs Design Plus and TidyUp (3.9-9), which had been requested by WCC's DE Committee, were reviewed and approved by the District Technology Committee, then funding was approved by the Chancellors Cabinet on April 25, 2023, and brought back to the District Technology Committee on May 17, 2023, for final discussion (3.9-10). Instructional classroom technology is regularly updated based on the lifecycle maintenance plan and available resources to ensure access, equity, and continuous improvements/updates. (3.9-11).

WCC's implementation requirements for the CVC Online Education Initiative has made progress to becoming a teaching college in May 2024 (3.9-12). IT implemented SSO Proxy, Canvas Trust Agreement and API Integration, eTranscripts California, Ellucian Ethos, and SuperGlue (3.9-13). These resources add to a high-quality educational experience to support student learning by providing seamless online services. Additionally, IT worked with WCC's Curriculum, SLOs, and Program Review Teams to migrate the CurricUNET/METAcurriculum management and TracDat assessment and planning tools to the fully integrated eLumen (3.9-14) higher education platform (3.9-15, 3.9-16) to track and update curriculum and student learning through SLOs.

IT operates within three specialized groups: User Support Services, Enterprise Hardware, and Enterprise Applications. Each group supports various technical areas aligned with WCC's mission as shown in the functions and services part of their program review ([3.9-17](#), [3.9-18](#)).

Maintaining a standardized approach to service delivery is a crucial element in delivering effective support. The District IT Management Team utilizes the IT Infrastructure Library (ITIL) service management framework to outline best practices for delivering IT services. YCCD also utilizes IT Service Management Platform ([3.9-19](#)) from Team Dynamics. This combination of framework and software facilitates the prompt routing of service needs to the appropriate IT group which contributes to continuous quality improvement.

On September 18, 2023, the top priority identified by cabinet and college leadership teams ([3.9-20](#)) was to redesign the student enrollment process to a student-centered perspective. One of the first projects in support of this initiative was to transition from the CCC Tech Center's download client to the integrated SuperGlue delivery model. YCCD used this opportunity to capture data not previously imported to our Colleague data system but to revise the fraud detection process to make it easier for students and employees.

YCCD participates in the Systemwide Technology Access Collaborative for California Community Colleges' license agreement for Canvas, the Student Help Desk Service Agreement, InCommon Secure Services, and Zoom. WCC prioritized funding for 24/7 phone, text, and email support for students, faculty, and Canvas administrators requested through DTECH ([3.9-21](#)). The screen capture shows the easy accessibility by Canvas users ([3.9-22](#)). Students, faculty, and classified professionals have access to support services. Support services managed 440 service tickets January 2023 through February 2024 ([3.9-23](#)).

YCCD assures a robust and secure technical infrastructure for DE classes through Instructure, a cloud-managed host for Canvas, the District's Learning Management System (LMS) ([3.9-24](#)). Instructure uses redundant Amazon Web Services to provide highly available, robust services. The technical infrastructure is monitored and evaluated by Instructure.

YCCD colleges experienced significant natural disasters over the last seven years which have necessitated maintaining a robust and redundant network infrastructure proving the District's infrastructure is sufficient ([3.9-25](#)). The Colleges experienced multiple large fires, the Oroville Dam crisis, significant windstorms resulting in extended power outages and a global pandemic. The primary data center is equipped with a backup generator that will automatically kick on in the event of power failure. The generator is tested weekly. YCCD offices and both locations of Yuba College were without power ([3.9-26](#)) on February 5, 2024. The redundant systems at WCC sites allowed district-wide operations to continue without any interruption.

Several tools were utilized for robust configuration management and vigilant patchwork for workstations, servers, and the network to manage and protect college devices Both antivirus protection and vulnerability scanners are used to protect against threats. Internal threat monitoring and reporting mechanisms allow the College to be responsive. To assure sufficient protection, the District invests in more than the legally required penetration testing ([3.9-25](#)). YCCD conducts regular external assessments, completing three assessments in 2023 with different vendors. The 2023 NCX Secure24 Assessment provides an overall score for Information Security Program Maturity which

demonstrates that YCCD is compliance focused (3.9-27). The assessments allow WCC to continuously improve its overall security posture. While executive reports from assessments contain confidential information, which cannot be provided as evidence in WCC's ISER, they can be shared onsite during the accreditation visit if requested.

YCCD employs a comprehensive and multi-layered approach to cybersecurity, incorporating industry best practices to identify, manage, report, and secure district assets (3.9-25). For fraudulent applications, which have increased throughout the state, the student application process adopted third party data validation. This new process helped WCC reduce the number of fraudulent students being dropped from courses at the beginning of the term from 59 in Fall 2023 to 4 in the Spring 2024 semester (3.9-28). The process results in fewer students being inaccurately flagged as fraud and provides student services employees the tools to process flags quickly.

Communication regarding the safe and appropriate use of technology occurs in several ways including the constant reminder to system users of Board Policy 3720 Computer Use and Administrative Procedure 3720 Computer and Network Usage (3.9-29, 3.9-30). Each time a system user logs in to a district device, the user receives the Acceptable Use and Privacy Notice (3.9-31) screen which must be acknowledged before they are allowed to continue.

WCC provides wireless access and instructions at all locations (3.9-32). Users are prompted to accept the YCCD Wireless Access Agreement every 90 days (3.9-33). When logging into Canvas students agree to the Canvas Acceptable Use Policy (3.9-34). The District utilizes Microsoft Single Sign-On through the MyApps portal which also has a Terms of Use page and Privacy Statement (3.9-35, 3.9-36). Login through MyApps requires multi-factor authentication except when connecting directly from the YCCD network at one of the campuses or centers every 90 days (about 3 months).

District IT generally communicates system changes (3.9-37) and reminders via email from Help Desk services and online through knowledge base (3.9-38). Technology support for YCCD systems is available via live phone assistance or video conferencing during regular business hours (7:00 a.m. – 5:00 p.m.) with after hours and overflow support from Black Belt Help software. The IT Leadership Team regularly provides IT Update (3.9-39) and Cybersecurity Awareness trainings (3.9-40). Emails are sent to share important information for employee protection and training (3.9-41) or to provide instructions on how to report Phishing attempts (3.9-42). IT also offers phishing training utilizing Microsoft Defender Attack Simulation Training, which provides immediate prompts to employees and students when they fall victim to a simulated attack (3.9-43, 3.9-44).

YCCD is implementing improvements to Colleague, a management information system that houses data on employees and students, to be used more effectively throughout the entire employee lifecycle. The next two major enterprise software initiatives will be implementing a Customer Relationship Management system and Human Capital Management system with integrations into the District's Colleague Information System. These initiatives improve the use of technology to increase access to current information and streamline the student experience.

3.10. **The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.**

In terms of financial risk, the District holds a strong financial management framework, incorporating a routine review of budget to expenditures through the monthly financial statements and cash flows presented to the Board of Trustee's and the Board's Finance and Audit Committee monthly (3.10-1). This demonstrates the Board's compliance with their fiduciary responsibility through review of the documents and maintaining District fiscal stability. In fall 2022, the District implemented policies (3.10-2, 3.10-3) mandating the maintenance of a two-month reserve of operational expenditures in the fund balance to address financial emergencies effectively (over twice the amount of previous reserves). This allows YCCD to meet its financial obligations/payments to its employees and vendors should there be an unanticipated decline in revenues. The District also assures the budget is managed in accordance with Title 5 and the CCCCO CCC Budget and Accounting Manual (3.10-4).

YCCD established protocols to address natural disasters, pandemics, other environmental emergencies, and campus safety concerns. These protocols, as incorporated in the policies and procedures, safeguard the well-being of our community members and minimize disruptions to academic and administrative functions. Policies and procedures include: Emergency Preparedness BP 3505 and AP 3505 (3.10-5, 3.10-6), Guide for Emergency Plan (3.10-7), Campus Safety BP 3500 & AP 3500 (3.10-8, 3.10-9), Campus Security and Access BP 3501 & AP 3501 (3.10-10, 3.10-11), Workplace Violence: BP 3510 & AP 3510 (3.10-12, 3.10-13), Reporting of Crimes BP 3515 & AP 3515 (3.10-14, 3.10-15), Registered Sex Offender Information AP 3516 (3.10-16), Local Law Enforcement BP 3520 & AP 3520 (3.10-17, 3.10-18), Weapons on Campus BP 3530 & AP 3530 (3.10-19, 3.10-20), Sexual Assault on Campus BP 3540 & AP 3540 (3.10-21, 3.10-22), Drug Free Environment and Drug Prevention Program BP 3550 & AP 3550 (3.10-23, 3.10-24).

The District's emergency and safety plans and guides are located on the Emergency and Safety Policies (3.10-25) website which includes registering for emergency notifications, protocols on air quality monitoring and campus closure protocols (3.10-26), and COVID-19 guidance and protocols (3.10-27). The website also includes YCCD's annual Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (3.10-28) in addition to policies and crime statistics shared with staff and students by email (3.10-29) each year when the report is published.

WCC has an Emergency Response Guide (3.10-30) and additional information on the Emergency Procedures Website (3.10-31) to guide how emergencies are handled. The Emergency Response Guide is available in every classroom. The District and College use the catapult emergency messaging text and email notification system to share important communication with staff and students (3.10-32). Students and employees can opt in for messaging in Catapult (3.10-33). Training for Catapult administrators (3.1-34) occurs as needed. Messaging to remind students and employees to sign up for emergency messaging is available in multiple ways such as student orientation, the College website, newsletters, and Canvas (3.10-35, 3.10-36, 3.10-37). See section 3.8 for additional information on institutional safety planning and resources.

YCCD participates in joint powers authority with local school districts and colleges for health insurance, property liability, and worker's compensation. Tri County Schools Insurance Group (TCSIG) provides the District's employees health benefits options (3.10-38). The District's property and liability coverage is provided by the Northern California Community Colleges Self Insurance Authority (NCCC SIA). YCCD assumes the risk up to $1,000 per occurrence, while the NCCC SIA covers risks up to $50,000 for both property and liability. Coverage above these amounts is transferred to the Statewide Association of Community Colleges (SWACC), with liability coverage up to $5 million and property coverage up to $250 million (3.10-39). Additionally, the District is a member of the NCCC SIA for workers'

compensation coverage. The workers' compensation insurance program is covered with first-dollar protection through the Protected Insurance Program for Schools (PIPS), a joint powers authority (3.10-40, 3.10-41). YCCD insurance coverage is reviewed annually at the time of renewal with Vector Solutions (Formerly Keenan SafeSchools).

A crucial element in YCCD's risk management strategy is the safeguarding of sensitive data, encompassing student and employee information systems. Data-related policies and procedures are addressed in the District's Records Retention and Destruction Board Policy 3310 and Administrative Procedure 3310 (3.10-42, 3.10-43), and Student Records, Directory Information, and Privacy Board Policy 5040 and Administrative Procedure 5040 (3.10-44, 3.10-45). These procedures require that student records can only be viewed or modified by authorized persons and clarifies the process for access of student records to assure security.

YCCD IT instituted backup and recovery procedures utilizing a 4-3-2 backup strategy, has 30-day immutable backups, and utilizes a configuration management tool to provide configuration backups (3.10-46). This additional redundancy exceeds industry best practice. These practices protect district data, allow the district to recover the network and data quickly, and combats the impacts of ransomware attacks to keep IT systems accessible to students and employees.

YCCD utilizes information from backups semi-regularly which provides assurances that the system is working. An example of the backup system creating continuity of operations was during the Colleague Server Migration in August 2022. During the student information system transition, two of the third-party integrations were missed in the transition of data import and export processes. District IT recovered the complete directory of files and added them to the new server. Through cloud hosted solutions, the District improves overall business continuity capabilities as well (3.10-46). Additional Information on mitigation efforts for emergencies that impact technology are included in 3.9.

WCC's commitment to risk management is integrated in strategic planning, aligning these efforts with the College's mission and goals and codified through BPs and APs (3.10-47). Through continuous improvement and proactive measures, WCC strives to create a resilient and adaptable institution that can navigate challenges while maintaining a focus on providing a high-quality educational experience for students.

Standard 4: Governance and Decision-Making
The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

WCC explicitly communicates its commitment to the principles of academic freedom as publicly published in BP 4030 (4.1-1), the 2023-24 College Catalog (4.1-2), and in the YCCD-FAYCCD Faculty Unit Bargaining Agreement (4.1-3). The 2023-24 WCC Catalog (p. 43), The Student Code of Conduct Document (#24 and #25 4.1-4) communicates the College's Academic Honor Code and expectations of academic integrity and the YCCD Academic Employee Handbook (p18, 4.1-5), instructors are expected to further communicate and reinforce these expectations in syllabus language provided to their students (4.1-6, 4.1-7, 4.1-8, 4.1-9, 4.1-10). Instructional Deans sample and review instructor syllabi to ensure that this additional communication to students is being made (4.1-11, 4.1-12).

Student academic integrity and dishonesty have been an ongoing focus of faculty since fall 2023, a year after generative artificial intelligence (AI) became publicly available. There have been many workshops and efforts to address academic dishonesty. Administration supported these efforts by holding a workshop for faculty on academic dishonesty, including consequences and processes for reporting (see slides 8 and 13 4.1-13). These consequences are shared with students in the previously shared code of Conduct (4.1-4). AI work is occurring regularly at the District and colleges (4.1-14, 4.1-15, 4.1-16).

BP 4030 states the role and importance of academic freedom and freedom of inquiry, and the commitment of YCCD colleges to protecting these rights for students and faculty:

> Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials, and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.

> The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees are responsible for developing the curriculum and selecting instructional materials and methods of presentation appropriate to meet its goals. Academic employees, educational supervisors, and other administrators may recommend policies for Board consideration when there are criticisms of staff, methods, or materials. Academic employees, educational supervisors, and administrators must develop procedures to implement those Board-adopted policies related to academic freedom (4.1-1).

Violations of academic freedom are handled between the District and union leadership as are other matters related to collective bargaining.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

District
YCCD has well defined decision-making processes that are documented in BP and AP 2510, Participation in Local Decision-Making (4.2-1, 4.2-2), and the YCCD Handbook (4.2-3) is updated annually and published online (4.2-4). The District handbook includes district committee operating agreements that document the committee charge, committee members, and decision-making process. District governance committee agendas, minutes, resources, and meeting materials are posted on BoardDocs, a meeting management software system, and can be accessed by the public (4.2-5).

BP 2510 outlines the Board of Trustees' commitment to ensuring that students and employees can participate in District's participatory governance decision-making processes and the Chancellor's role.

BP 2200 Board Duties and Responsibilities notes that "The Board of Trustees governs on behalf of the citizens of the Yuba Community College District in accordance with the authority granted and duties defined in Education Code" (4.2-6). The Governing Board delegates the authority to supervise the general business procedures of the District as outlined in BP 2436 Delegation of Authority to Chancellor (4.2-7).

District, College, and Academic Senate Leadership Group (DCAS) (4.2-8) and District Consultation and Coordination Council (DC3) are the two primary governance groups at the district-level (4.2-9). Both groups provide an orientation for new members such as the most recent DCAS Orientation (4.2-10). Both groups make recommendations to the District administration and Chancellor as it relates to policies or procedures outlined in their charters. DC3 includes student representation, faculty, and staff. DCAS consists of faculty and administrators.

College
WCC adopted a governance guide that codifies the College's participatory governance structures, method of decision making (e.g. consensus, majority vote, establishing quorum, etc.), membership representations, and responsibilities (4.2-11). These committees use BoardDocs to share committee charters, agenda, and minutes (4.2-5).

The WCC Academic Senate and College Council are the two primary college participatory governance bodies. College Council meets monthly, and the Academic Senate meets twice monthly. The Academic Senate website (4.2-12, 4.2-13) outlines its responsibility. In addition to the published schedule of meetings, the Senate President and Area Senators email reminders of senate meetings to the College (4.2-14). A "report out to senate" by the Senate President demonstrates the regular meeting of senate leadership with College leadership and includes updates from College Council as appropriate (4.2-15, 4.2-16). Committees that are legally required to follow the Brown Act, such as the Academic Senate, allow for public comment (see item 2 on 4.2-13).

The WCC Academic Senate has full-time and part-time faculty representation, as well as a member of the Associate Students of WCC as an "ex-officio" member. Representation in the Senate is by academic division and by location served by the College. There is Lake County Campus and Woodland campus representation on the Academic Senate.

The WCC Curriculum Committee, DE Committee, and FLEX and Professional Development Committee have diverse representation. Recommendations are formulated and then shared with the Academic Senate for formal recommendations for College and District decision making (4.2-17). The role, responsibility, and authority of the Academic Senate is codified in the Academic Senate Constitution and Bylaws, and publicly communicated on the Academic Senate website (4.2-18, 4.2-19, 4.2-20, 4.2-12).

Email announcements to the college and access to BoardDocs agendas for College Council meetings ensure that employees and the public know of meetings (4.2-21). Committee and meeting information is on BoardDocs (4.2-22, 4.2-23). This allows opportunities for inclusion, visibility, and participation of stakeholders by posting agendas and minutes for anyone to review (4.2-5). Committees also allow any employees to share information, share their perspectives, or place items on the agenda that are relevant to the committee charter (4.2-24). WCC's College Council (4.2-25) is led by a tri-chair model including an administrator, a faculty member, and a classified professional. Representation on this recommending body includes students, faculty, classified professionals and administrators from various WCC campuses.

WCC students and employees participate in college decision making as described in BP 2510. Multiple committees have student representation included in their membership. Associated Students is the official student voice in formal governance at WCC. Employees are encouraged to participate on various College and District-wide committees and appointments are made by representative groups (4.2-26, 4.2-27, 4.2-25).

WCC's Planning and Institutional Effectiveness (PIE) Committee (4.2-25), co-chaired by the Academic Senate President and the Vice-President of Instruction, is responsible for integrated planning recommendations. PIE vets recommendations to the WCC Academic Senate and College Council before moving a recommendation to the President for consideration. An example of this work is the SEM Plan set as a goal on the PIE operating agreement. The SEM Plan was created in the PIE Strategic Enrollment Management taskforce with representation from all employee groups (student seat is vacant due to high turnover in ASWCC) (4.2-28, 4.2-29, 4.2-30, 4.2-31). The Plan was then approved through PIE, the College Council, and the Academic Senate (4.2-32, see 2.04 4.2-33, 4.2-34, 4.2-35).

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

College
WCC's decision making structures are provided in the Organizational and Governance Guide (4.3-1). Operating agreements for each committee includes the Committee's purpose, District goals and College strategic direction the committee addresses, and the accreditation standards that are related to the committee's operations. For example, College Council shares, "The purpose of College Council is to assess and improve the existing processes of evaluation, planning, and improvement for the College. Including the development, review, and evaluation of policy proposals and issues within the participatory governance framework while upholding values of equity and inclusion" (p. 28). The Diversity, Equity, and Inclusion (DEI) Committee states, "The WCC DEI Committee's purpose encompasses the Yuba Community College District's commitment to a safe learning environment that promotes diversity, equity, inclusion, and justice for all our students, staff, and faculty in our Woodland, Colusa County, and Lake County communities." and points to meeting several goals

including "District Strategic Goal #2: We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes." (p. 39) (4.3-1 pp 21-57).

WCC's annual process for review of decision-making structures includes a college-wide survey for employees impacted by decisions made by the governance structure that is reviewed by each committee to inform future planning and improve decision making structures (4.3-2, 4.3-3, 4.3-4). There was a lapse in survey data collection during COVID-19, but the committees continued to look back at progress for the year to inform future planning at the end of the year (4.3-5, 4.3-6).

In addition to the annual cycle of review, WCC began a formal review cycle of the institution's decision-making structure in Fall 2023 with initial conversations beginning in the WCC Academic Senate, PIE Committee, and College Council (4.3-7, 4.3-8, 4.3-9). The College requested a Peer Review Team (PRT) to assist in improving governance structures, decision making processes and communication tools (4.3-10, 4.3-11). The first visit was on February 22, 2024 (4.3-12, 4.3-13, 4.3-14) and engaged employees from all groups including students to provide information and feedback on how to improve these functions. The second visit, on April 25, 2024, facilitated a deep discussion on areas of focus and planning to advance college goals (4.3-15, 4.3-16). WCC looks forward to implementing improvements in 2024-2025 (4.3-17, 4.3-18).

An informal annual review of committee operating agreements, goals, and membership representation occurs with recommended adjustments vetted through the Academic Senate and/or College Council as appropriate. Examples of discussions include areas of focus, redundancy or conflicts of focus with other committees, membership, and co-chair/tri-chair models (4.3-19, 4.3-20, 4.3-21). An example of the effectiveness of feedback in implementing improved structures and processes are shown with the original Flex Committee with a single chair model that evolved into the Flex and Professional Development Committee with a tri-chair model. This change led to strengthening classified leadership and expanding professional development offerings for all employee groups. 2020 meeting minutes show the charter before and after with markup (4.3-22, 4.3-23, 4.3-24, 4.3-25).

District
Governance structures have been used to support critical district projects and priorities including the development of the 2021-30 YCCD Strategic Plan (4.3-26, 4.3-27), the DC3 Planning and Implementation Recommendations developed in response to the Fiscal Crisis and Management (FCMAT) study (4.3-28), the creation of the College EMP (4.3-29), and the development of the prior and in process YCCD Facilities Master Plan (4.3-30, 4.3-31). The development timeline of plans incorporated broad-based constituent feedback through standing governance meetings, town halls, flex activities, and community forums (4.3-32, 4.3-33). The decision-making structures facilitate communication and input and provide a venue for collaboration.

District governance committee's review charters annually, establish annual goals that align with the District's strategic plan (4.3-34, 4.3-35), and assess committee effectiveness through a survey (4.3-36). Changes made in response to the prior year's survey resulted in feedback that includes adding an annual committee training/orientation, publishing the agenda earlier to allow for better preparation, creating a calendar for annual BP and AP review. The District committees used an updated survey this year to better inform improvements needed (4.3-37, 4.3-38)

The Chancellor's Cabinet meets weekly and develops recommendations for DC3, DCAS, and college councils. This body prioritizes and monitors key District initiatives, addresses operational issues, and identifies emerging issues. Chancellor's Cabinet also monitors enrollments, fiscal priorities, legal and regulatory changes, and ensures coordination to achieve the YCCD's mission. The Chancellor's Cabinet utilizes an annual retreat to engage in planning and team building that includes college and district administration (4.3-39, 4.3-40).

In 2022-23, WCC acknowledged a need to make its Chapter 4000 and 5000 APs more equity focused, easy to read and understandable, and to ensure they do not create unintended barriers for students. A working group of faculty and administrators developed a document to provide the District, College, Academic Senate, and Leadership Committee with guidelines and equity guiding questions and piloted the new process in 2023-24. This process includes a new, more intentional approach to increase student input on key student-focused procedures. The process also focuses on using clear and equity focused language, incorporates frequently asked questions, and provides contacts for each college and the District (4.3-41). AP 4240 Academic Renewal provides an example of the increased clarity that is provided with equity-focused changes such as the introductory paragraph that sets the context for the AP, frequently asked questions section, and related cross reference documents (4.3-42).

The DCAS committee, Board Policy/Student Access and Success Committee, and Board of Trustees regularly review disaggregated data during Board presentations highlighting topics such as access, completion, institutional effectiveness, distance education, and dual enrollment (4.3-43, 4.3-44). Every year in July, a presentation is made to the Board of Trustees to provide an update on institutional effectiveness and progress on the District scorecard metrics. The District's Strategic Goal #3 (page 7) focuses the institution on continuous improvement and collaboration (4.3-45):

> **YCCD Strategic Plan Goal 3**: *Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.*

4.4 Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

As codified in BP 2200, Board Duties and Responsibilities (4.4-1), the YCCD Governing Board has authority and responsibility for policies and governance practices to assure the academic quality, integrity, and effectiveness of academic and student service programs, the financial stability of the institution, and the achievement of the institutional mission.

As a collective, the Board of Trustees regularly evaluate student success outcomes, review financial data and budget reports, and monitor progress on institutional goals in planning documents like the YCCD Strategic Plan and college EMPs(4.4-2, 4.4-3, 4.4-4, 4.4-5, 4.4-6 4.4-7). Enrollment reports, DE student outcome reports, Board Policy revisions, campus safety reports, Facilities Master Plans, and a variety of other reports are regularly reviewed as information and/or approved each year (4.4-8, 4.4-9, 4.4-10, 4.4-11).To remain focused on the mission and equity, each board agenda item includes the question: "How does this action achieve the District/College Mission, Vision and Values, and support student learning?" (4.4-12)

BP 2220, Committees of the Board (4.4-13) outlines district committees the Board of Trustees utilizes to provide time for focused study on areas of board responsibility. The current standing committees of

the Board include the Finance and Audit Committee, Facilities Committee, and Policy and Student Success Committee. These committees delve deeply into areas of their focus, and findings and recommendations are reported to the Board of Trustees for consideration. For example, the Finance and Audit Committee reviews and rectifies monthly expenditures and makes recommendations to the Board of Trustees about budget adoption and other issues that impact the overall fiscal health of the District (4.4-14, 4.4-15, 4.4-12). In addition to standing committees, the Governing Board occasionally forms advisory ad hoc committees to work on a specific issue like the 360 Evaluation, Goals, and Work Plan Committee (4.4-16).

The Board of Trustees regularly engages in study sessions at district board retreats to ensure continuous quality improvement, to allow for the opportunity to delve into specific issues in depth, and to provide time for ongoing training including topics on innovation and equity. For example, on November 30, 2023, the Board engaged in Collegiality in Action training (4.4-17). Collegiality in Action is a joint program of the Academic Senate for California Community Colleges and the Community College League to promote effective participation by all constituent groups in college and district governance. The training was facilitated by the President of Academic Senate for California Community Colleges, and the President and CEO of the Community College League of California. Topics included an overview of state law, state regulations, and guidelines concerning participatory governance. The discussion focused on improving understanding of the institutional decision-making processes and Board roles and responsibilities to support the mission, equity, and student learning and achievement (4.4-18, 4.4-19).

On November 9, 2023, the Board held a study session to review progress on the District score card metrics, monitor enrollment data, and evaluate WCC's progress and continuous improvement planning on student access metrics (4.4-20). As required by the ACCJC, the Board regularly reviews disaggregated data to evaluate its programs and inform plans for continuous improvement and innovation. With the development of the CCCCO's Office Vision 2030 and the Governor's CCC Roadmap, the Student Success and Institutional Effectiveness research presentation calendar (4.4-21) was updated to provide three annual Board presentations:

> **Access**: Evaluation of the student experience from interest in college enrollment through completion of first college-level course (Connection & Entry) - October/November
> **Completion**: Evaluation of student progression from entry into a program of study through program completion. (Progress & Completion) - March/April
> **Summative Comprehensive Report and YCCD Scorecard Review** - July/August

BP 2410, Board Policies and Administrative Procedures (4.4-8), documents that the Chancellor will conduct a comprehensive review of BPs every five years followed by a report to inform the Board of Trustees that the review was conducted. The policy further notes that the Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. The YCCD Board Policy and Administrative Procedure Handbook details the review cycle (4.4-22).

District goals are listed in multiple places including the Trustee Handbook (4.4-23 p. 3-4), The YCCD Strategic Plan 2021-30 (4.4-24) and on the YCCD website (4.4-25). Goals are reviewed and approved at board meetings (4.4-26, 4.4-27, 4.4-28). To ensure continuous improvement, the Board establishes annual goals and conducts an annual self-evaluation (4-4-29, 4.4-30). Through these processes they engage in dialogue to improve the effectiveness of governance practices.

4.5 The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board of Trustees adheres to policies for selecting and evaluating the Chancellor and Presidents and delegates authority to the Chancellor to implement BPs to ensure effective operations and mission fulfillment (4.5-1).

Selection and Evaluation of the Chancellor
The Board of Trustees has authority over the selection and evaluation of the Chancellor following a formal selection and evaluation process (4.5-2). In the selection of the Chancellor, the Board follows Title 5 of the California Code of Regulations; the California Education Code; BP 2431, Chancellor Selections (4.5-3, 4.5-4); and BP 2432, Chancellor Succession (4.5-5).

BP 2435 (4.5-6) provides for an annual evaluation of the Chancellor using criteria from the BP, the Chancellor's job description, and performance goals and objectives developed in accordance with BP 2436 (4.5-7). Additionally, BP 2436 Delegation of Authority to Chancellor, delineates the various duties and authority granted to the Chancellor. These policies and procedures grant full authority to the Chancellor to implement BPs and accountable for ensuring effective operations. The terms of the Chancellor's contract document the process for developing performance objectives (4.5-8), evaluation dates, the evaluation process, and documents that the Board's written evaluation will be completed annually (4.5-9, 4.5-10).

The Board of Trustees 2023-24 Goal #1 is to, "Provide guidance and support to the new Chancellor during the entire academic year" (4.5-11). Upon hiring the new Chancellor in June 2023, the Board formulated a Chancellor Onboarding Taskforce to set Performance Goals for the Chancellor. During the November 30, 2023 Board Retreat (4.5-12), the Board adopted Chancellor's Performance Goals and conducted an initial evaluation of the Chancellor.

Selection and Evaluation of the College President
BP 2440, Selection and Evaluation of College Presidents (4.5-13), grants the Chancellor responsibility for establishing processes for the selection and evaluation of the President, who serves as the institutional CEO for the College. AP 7122, Hiring the College President (4.5-14), outlines the recruitment and selection processes designed to "provide the District with highly qualified individuals who … can foster overall college effectiveness."

The Chancellor delegates responsibility and authority to the Presidents in implementing District policies at the colleges. Presidents discharge their responsibility and authority under direction and guidance from the Chancellor. Presidents have full authority in the selection and evaluation of their management team and employees. AP 7151, Evaluation of the College Presidents (4.5-15), outlines the timeline and process for evaluation of the President. The Chancellor meets with each president on a regular basis and annually to conduct an evaluation and review of the President's goals and ensure alignment with the overall District goals as developed in consultation with and approved by the governing board.

The Board of Trustees approved the hiring of a new WCC President on December 14, 2023 (4.5-16) after a rigorous shared governance selection process in Fall 2023. The contract (4.5-17) affirms the role and responsibility of the President.

Authority to Implement Policies, Effective Operations, and Mission Fulfillment

BP 2200, Board Duties and Responsibilities (4.5-18), documents the duties and responsibilities of the Board of Trustees which include "establishing policies that define the institutional mission and set prudent, ethical and legal standards for College operations"; hiring and evaluating the Chancellor; delegating authority to the Chancellor to lead the District; monitoring institutional performance and educational quality; and assuring fiscal health and stability. BP 2510, Participation in Local Decision-Making (4.5-19), states that the "board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations". BP 2510 further denotes that the Board is committed to ensuring that appropriate members of the District participate in developing policies and procedures for Board and Chancellor action.

In BP 2430, the Board delegates executive responsibility to the Chancellor for all Board Policies and decisions requiring administrative action (4.5-1). BP 2436, Delegation of Authority to Chancellor (4.5-7), documents the powers delegated to the Chancellor and directs the Chancellor, or designee/s, to make periodic reports to the Board. Additionally, BP 2351, Reports to the Board (4.5-19), further documents that the Chancellor and Presidents will provide monthly reports to the Board of Trustees, and documents annual reporting requirements from the YCCD Foundation, Citizen Bond Oversight Committee, Auxiliary Services, Campus Safety and Security, and other programs and departments (4.5-20, 4.5-21).

The Board of Trustees, District and colleges establish comprehensive goals that are regularly monitored to ensure mission fulfillment. BP 3250, Institutional Planning (4.5-22), directs the Chancellor to implement a comprehensive system of planning that is guided by the District's mission, vision and core values. AP 3250, Institutional Planning (4.5-23), documents the District's integrated planning process that includes plans such as the District Strategic Plan, College EMPs, District Facilities Master Plan, a Strategic EMP, and a District Security Plan (4.5-24, 4.5-25, 4.5-26, 4.5-27, 4.5-28, 4.5-29).

BP and AP 3225, Institutional Effectiveness (4.5-30, 4.5-31), articulates the Board's commitment to the assessment of district, college and board goals using quantitative and qualitative data. As a collective, the Board of Trustees regularly evaluate student success outcomes, review financial data and budget reports, and monitor progress on institutional goals (4.5-32, 4.5-33, 4.5-34).

4.6 The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Board of Trustees consists of seven members elected to four-year terms by the voters of defined trustee areas. The Board has two Student Trustees, elected by the students for a one-year term. Student Trustees provide an advisory vote on action items and attend all meetings of the Board, except for closed sessions (4.6-1). The YCCD Governing Board strives to provide effective governance through practicing self-governance activities including adopting board norms, establishing board goals, conducting annual board evaluations, and engaging in regular policy education and review.

The Board of Trustees reflects public interest and serves in its policy-making and fiduciary role by providing oversight through approval, assessment, and monitoring of policies and achievement of institutional outcomes (4.6-2, 4.6-3). Board meeting minutes provide evidence that policy discussions

are focused on institutional quality, innovation, student success, equity, fiscal sustainability, and alignment with the organizational mission (4.6-4, 4.6-5, 4.6-6, 4.6-7).

The Board of Trustees maintains independence as a policy-making body by following BPs that govern meeting processes, studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Public input on the quality of education and college operations is solicited through open session comments at board meetings and through the Board's adherence to open-meeting laws (4.6-8, 4.6-9, 4.6-10, 4.6-11). Members of the public can express their perspectives during the public comment section and before the Board votes on an item contained in the Action Agenda of each Board meeting (4.6-12). Beyond opportunities provided at Board meetings, employees and community members communicate with Board of Trustees via phone calls, emails, and letters (4.6-13).

The Governing Board follows a comprehensive review of BPs every five years (4.6-14). Following BP 2410, all revisions of BPs include input from DC3 or District College Academic Senate Leadership Group (DCAS), review and recommendation by the Board Policy and Student Success Committee, and final approval by the full Board (4.6-15).

Collective Entity
Several BPs outline the protocols used to ensure the Board of Trustees acts as a collective entity including BP 2205, Standards of Good Practice (4.6-16), and BP 2715, Code of Ethics (4.6-17). BP 2205, Standards of Good Practice states:

> Although representing their own area of residence, Yuba Community College District Trustees are elected to a Board of Trustees which governs a multi-campus community college District. It is, therefore, incumbent on each Trustee to exhibit interest, loyalty and concern for all Yuba Community College District Colleges and facilities, and not just for the College situated in the Trustee's area of residence.

BP 2205 further documents the expectation that the Board is responsible for creating and maintaining a spirit of cooperation with the Chancellor. The Board of Trustees are required to engage in training and continuous improvement, and board members must attend all meetings and be prepared to debate issues fully and openly. To facilitate this, the Board receives materials two weeks of meetings.

BP 2720, Communications Among Board Members (4.6-18), defines the importance of board members not communicating among themselves to reach a collective concurrence regarding any item of business that is within the subject matter jurisdiction of the Board. BP 2433, Spokesperson for the District (4.6-19), documents that the Chancellor is the official spokesperson for the District, which includes communications with the media.

The expectation to operate as an effective collective entity is documented in the YCCD Board Handbook (4.6-20) which codifies meeting norms, board protocols, Brown Act requirements, parliamentary protocols, and rules governing debate. During the March 10, 2022, Regular Meeting, the YCCD Governing Board adopted the following team norms: take an inquiry stance by asking questions; assume positive intentions of fellow trustees, administrators, faculty, staff, and students; keep a positive tone in all forms of communication; discuss ideas and issues, not people; and, ensure board actions consider all student populations equitable (4.6-21, 4.6-22, 4.6-23). Standing agenda Item 1.04 "YCCD Board Effective Governance" is posted on the monthly board agenda, serving as a reminder of

trustee accountability ([4.6-24](), [4.6-25]()). Included in the standing item, Board Norms, Board Goals and Evaluation, and Board Policy Education and Orientation provide specific information that guide individual trustee behavior and interactions among trustees.

An example of the Board of Trustees working as a collective entity is approval of the WCC facilities prioritization and funding that includes soccer sports fields and is underpinned in the WCC Facilities Master Plan and the EMP ([4.6-26]()).

Fiduciary Responsibility/Code of Ethics/Standards of Practice
BP 2710, Conflict of Interest ([4.6-27]()), ensures board members have no financial interest beyond those identified as "remote" by the Government Code. Remote interests must be disclosed during a Board meeting and recorded in the official Board minutes, and the Board member shall not vote or debate on any matter related to that interest. Board members file Statements of Economic Interests ([4.6-28]()) with the Executive Assistant to the Chancellor and Board of Trustees, who is the District's designated filing officer.

The Board of Trustees adopted a Code of Ethics Policy, which includes a clearly defined process for addressing behavior that violates the code, and the Conflict-of-Interest Policy. BP 2715, Code of Ethics/Standards of Practice ([4.6-17]()), documents the expected behavior of the Board of Trustees in terms of (1) serving as stewards of District resources and facilities to meet student needs; (2) upholding ethical and legal commitments to the District and the state; (3) completing Ethics Training; (4) upholding the honor and dignity of individuals and maintaining confidentiality; (5) recognizing their role as a member of the Board and the ramifications of being part of a governing body; (6) focus on matters of policy, assuring that they refrain from involving themselves in matters delegated to the Chancellor; (7) rely on the Chancellor for matters related to district employees; (8) appropriately relating to employees; and (9) enhancing professional effectiveness and development.

BP 2715 includes a clearly defined Trustee Censure Policy to address behavior that violates the code. If trustee misconduct is alleged, the Board President (or Vice President of the Board when the Board President is involved) will first discuss the complaint with the Board member to reach a resolution, for complaints against the President). If a resolution is not reached, the Board President may consult Legal Counsel, refer the matter to the District Attorney, or appoint an ad hoc committee composed of trustees not subject to the complaint. The committee will, within a reasonable period, make a recommendation of further courses of action to the Governing Board, including sanctions.

The Board of Trustees engaged in an in-depth ethics training and reviewed this policy in depth during the Board Retreat held on January 18, 2024. The Retreat was dedicated to board self-governance, review and assessment of the board self-evaluation, and discussion of best practices ([4.6-29](), [4.6-30](), [4.6-31]()).

BP 2340, Agendas, describes the process of the creation, development, and posting of board agendas, and public involvement in placing items on the agenda ([4.6-11]()). Agenda items include a prompt "How does this action achieve the District/College Mission, Vision, and Values and support Student Learning?" with a short answer specific to the agenda item to support the institution's value and mission and provide a prompt for best practices in board governance ([4.6-32]()). Approved minutes include the individual votes of board members for each action item.

Board Self-Evaluation and Education

The Board of Trustees routinely assess their practices, performance, and effectiveness in promoting mission attainment and institutional effectiveness. The Board of Trustees' policies establish a process for board evaluation, to which they have consistently adhered. BP 2745, Board Self-Evaluation (4.6-33), states: "The Board performs its self-evaluation at the end of each academic year, identifying its strengths and areas for improvement as a component of the Institutional Effectiveness Model of the District."

The Board's annual self-evaluation report is published and adopted at an open Board of Trustees meeting and is available as part of the Board's published agenda and in the Library of the Board's e-governance site, BoardDocs (4.6-34, 4.6-35). The Board's self-evaluation informs goals, plans, and training for the upcoming year. In 2022 the YCCD Governing Board contracted with the Community College League of California and consultant, to execute a 360 Board Evaluation. The result of this evaluation was shared during the October 13, 2022, Board Strategic Planning and Development Session (4.6-36, 4.6-37).

As committed to in BP 2740, all Board members regularly participate in training, orientation, goal setting, and self-evaluation activities that increase their knowledge of appropriate engagement in policymaking and oversight of student success and educational quality outcomes (4.6-38, 4.6-39, 4.6-40, 4.6-41, 4.6-3). New board members participate in a new trustee orientation to ensure they understand their responsibilities (4.6-42, 4.6-39). Board members attend statewide trustee training and national conferences to ensure familiarity with their roles as trustees and an understanding of the Board's policies and procedures (4.6-43, 4.6-44, 4.6-45). In recent years, the Board has devoted specific portions of Board Retreats/Study Sessions to its own professional development, including ACCJC Accreditation Training and Collegiality in Action Training (4.6-46, 4.6-47, 4.6-48, 4.6-49, 4.6-40, 4.6-50, 4.6-29, 4.6-51).

The Board of Trustees adopted its 2023-24 Goals at the September 14, 2023, Regular Board Meeting (4.6-52, 4.6-53). The Board of Trustees has a published Board Policy Education and Orientation Review Schedule (4.6-2). The schedule guides ongoing education and awareness of the Board's expected best practices for self-governance. Additionally, on March 9, 2023, the Board of Trustees adopted the updated research presentation calendar (4.6-20).

A few years ago, the Board of Trustees experienced challenges related to board meeting conduct, such as incomplete understanding of or compliance with Brown Act requirements and individual trustees acting outside established protocols during board meetings. To address the issues, the Board started by adopting a set of Board Norms at its January 13, 2022, training and development session, which was followed by Brown Act Training facilitated by the CCLC on July 13, 2022 (4.6-54, 4.6-55).

With the onboarding of a new Chancellor in June 2023, improving board effectiveness and functioning as a unified entity has been a major area of focus. For example, at the Board of Trustees special board meeting on January 18, 2024, board members focused on self-governance and improvement, including review of the Board's self-evaluation, discussion on how to become a high-performing board, reaffirming and clarifying board meeting norms and protocols, review of the Board's Code of Ethics, and encouraging trustees to enroll in CCLC Excellence in Trusteeship program (4.6-56, 4.6-30, 4.6-57).

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	RD1-1
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	RD1-2 (see 1.3-19) RD1-3
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	RD1-4 (see 1.1-8)
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	RD1-2 (see 1.3-19) RD1-3 RD1-5 (see 1.2-1) RD1-6 (see 1.2-3)
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	RD1-2 (see 1.3-19) RD1-3 RD1-7 RD1-8

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)	RD2-1 (see 2.3-1) RD2-2 (see 2.2-10) RD2-3

(See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	RD2-4 RD2-5 RD2-6 RD2-7
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	RD2-8 RD2-9 (see also 2.4-39)
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	RD2-10 RD2-11 RD2-12 (see also 2.2-24) RD2-13 RD2-14
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	RD2-15 RD2-16
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	RD2-17 (see 2.2-11)
FOR TITLE IV PARTICIPANTS:	

ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	RD2-18 RD2-19 RD2-20 (see also 3.6-12) RD2-21 RD-26 RD-27
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	RD2-22 RD2-23 (see also 2.6-5)
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	RD2-24
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	RD2-7 RD2-25
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	NA
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	NA

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	RD3-1 RD3-2 RD3-3 RD3-4 RD3-5 RD3-6 RD3-7

	RD3-8 RD3-9 RD3-10 (see also 3.1-60)
ii. Employee handbooks or similar documents that communicate expectations to employees	RD3-11 RD3-12 RD3-13
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	RD3-14 RD3-15 RD3-16
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	RD3-17 RD3-18 RD3-19 RD3-20
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	RD3-17 RD3-18
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	RD3-21
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	RD3-22 RD3-23
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	RD3-24 RD3-25 RD3-26 (see also 4.6-17) RD3-27, RD3-28 RD3-29, RD3-30

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	RD4-1 RD4-2 RD4-3 RD4-4 RD4-5 RD4-6 RD4-7
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	RD4-8 RD4-9
iii. Governing board policies/procedures/bylaws related to Board Ethics	RD4-10 RD4-11

iv. Governing board policies/procedures/bylaws related to conflict of interest	RD4-12 RD4-13

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions,* Section D	Third party comment
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Accreditation status

D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	2024-25 CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	3
Educational Mission	13
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	15
Course, Program, and Degree Offerings	86-237
Student Learning Outcomes of Programs and Degrees	17-22, 88-234
Academic Calendar and Program Length	8-9, 79
Academic Freedom Statement	15
Available Student Financial Aid	21, 36-38
Available Learning Resources	22, 25,
Names and Degrees of Administrators and Faculty	238-242
Names of Governing Board Members	10
Requirements	
Admissions	29-35
Student Tuition, Fees, and Other Financial Obligations	36
Degrees, Certificates, Graduation and Transfer	65-77, 86-87
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	46-63
Nondiscrimination	15-16
Acceptance and Transfer of Credits	47
Transcripts	56
Grievance and Complaint Procedures	41-42
Sexual Harassment	41,
Refund of Fees	35
Locations or Publications Where Other Policies May be Found	
	N/A

E. Appendix 2: Organizational Structure

Provide organizational charts for the major functional areas to help readers understand the institution's structure. For institutions with a corporate structure or reporting relationship to another external body, also include charts that show the relationship between the corporation/external organization and your institution.

College Administration - Woodland Community College
WCC: WCC Org Chart as of December 2024
YCCD: YCCD Org Chart as of December 2024

F. Appendix 3: Approved Locations

If applicable, provide the addresses of approved locations or campus sites where students may complete 50% or more of a credit-bearing degree or certificate program. If your institution does not have additional locations, you may delete this section.

Students may complete 50% or more of a degree or certificate program at the following locations:

Lake County Campus
15880 Dam Road Extension
Clearlake, CA 95422

Colusa County Center
99 Ella Street
Williams, CA 95987

OUR VISION WOODLAND COMMUNITY COLLEGE

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

Instagram
@WoodlandCommunityCollege

Website
wcc.yccd.edu

Facebook
Woodland Community College