

## **Peer Review Team Report**

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

This report represents the findings of the Peer Review Team that conducted Team ISER Review on March 17, 2025, and a Focused Site Visit to Woodland Community College from September 15 – 16, 2025. The Commission acted on the accredited status of the institution during its January 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Char Perlas  
Team Chair

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## Woodland Community College

### Peer Review Team Roster

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#### **ACCJC STAFF LIAISON**

Dr. Adam Karp  
Interim Vice President

## **Purpose of Focused Site Visit and Summary Analysis**

INSTITUTION: Woodland Community College

DATES OF VISIT: September 15 – 16, 2025

TEAM CHAIR: Dr. Char Perlas

### **Purpose of the Focused Site Visit**

This Peer Review Team Report is based on the findings of the peer review team which conducted its evaluation and analysis over a two-semester comprehensive peer review process. In March 2025, the team conducted a Team ISER Review (formative component) to identify where the Institution meets Standards and to identify Core Inquiries which specify areas of attention for the Focused Site Visit (summative component). The team chair and vice chair held a pre-Focused Site Visit meeting with the institution's CEO on Monday, August 25, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit.

The peer review team conducted a Focused Site Visit to Woodland Community College on Monday, Sept. 15 and Tuesday, Sept. 16, 2025 for the purpose of completing its Peer Review Team Report and determination of whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. During the Focused Site Visit, team members met with approximately 25 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum and provided the Institution's community and others to share their thoughts with members of the peer review team. The team evaluated how well the Institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the Institution staff for hosting the Focused Site Visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

### **Summary Analysis**

Woodland Community College (WCC) is a Hispanic-serving institution with three instructional sites in Woodland, Williams (Colusa County), and Clearlake (Lake County). Established in 1975 as an outreach center of Yuba College, it was designated as an Educational Center in 1981, gained permanent facilities in 1990, and became an accredited College in 2008. WCC serves a diverse population across rural and suburban communities in Yolo, Lake, and Colusa counties, where nearly 200,000 residents live, with a significant Hispanic/Latine presence. Educational attainment and median household incomes in the region are below state averages, and high poverty rates contribute to economic and digital access challenges. Many students are first-generation College attendees. WCC provides academic degrees, career certificates, and transfer pathways to support workforce and economic development while addressing educational disparities in the region.

The evaluation team observed Woodland Community College's efforts to expand access, support student success, and address equity gaps across its diverse service area during the review and analysis of the ISER, evidence, and focused-site visit. The institution has demonstrated a commitment to increasing degree and certificate completion, strengthening dual enrollment partnerships, and aligning programs with workforce needs. Notable practices included the use of data to inform decision-making, targeted student support services, and continued dedicated efforts to strengthen equity-focused initiatives.

## Major Findings

### Commendations:

**Commendation 1:** The team commends the College for exceeding the Standard of fostering a sense of belonging and community. This is most notable in the work of the Recovery Scholars Club, which fosters a sense of belonging and community particularly for the varied needs of the student population of Lake County. The Recovery Scholars Club provides a safe, supportive, and inspiring environment for students who are rebuilding their lives after incarceration, come from disadvantaged backgrounds, or are navigating the challenges of addiction. (2.8)

### Recommendations to Improve Institutional Effectiveness:

**Recommendation 1:** To improve institutional effectiveness, the team recommends that the College ensure alignment of its Regular and Substantive Interaction (RSI) practices as outlined in the ACCJC *Quality Continuum Rubric for Distance Education*. (Standard 2.6, ACCJC *Policy on Distance Education*).

### Required Documentation:

The Institution submitted the required documentation per the Accreditation Standards.

## Standard 1

### Mission and Institutional Effectiveness

#### General Observations

Woodland Community College integrates institutional planning, resource allocation, and continuous assessment to support student success and equity goals. The Educational Master Plan and Student Equity and Achievement Plan guide efforts to reduce opportunity gaps, while program review and data analysis ensure alignment with institutional priorities. Governance bodies, including the Board of Trustees and Student Success Committee, regularly evaluate progress through disaggregated data and strategic planning. The College fosters transparency through board presentations, reports, and stakeholder engagement, ensuring accountability and responsiveness to its diverse student population.

#### Findings and Evidence

Woodland Community College's mission reflects its dedication to serving the diverse communities of Yolo, Lake, and Colusa counties by providing equitable educational opportunities that empower students to achieve their career and academic goals. As a Hispanic-Serving Institution, the College recognizes the unique needs of its student population and embeds equity-driven practices into institutional planning and decision-making. Through its 2022-2025 Educational Master Plan, Woodland Community College aligns its strategic goals with the Yuba Community College District's mission and the California Community Colleges Chancellor's Office Vision 2030, ensuring a student-centered approach that promotes social mobility and economic development. The College actively reduces opportunity gaps through initiatives such as its Student Equity and Achievement Plan, targeted outreach efforts, and culturally responsive student support programs. Furthermore, its commitment to social justice is evident in governance policies, resource allocation, and curriculum development, which center on equitable student success. Woodland Community College continuously evaluates and refines its mission to ensure alignment with the Accrediting Commission for Community and Junior Colleges (ACCJC) Policy on Social Justice, reinforcing its role as an inclusive and transformative institution for all students. (1.1)

Woodland Community College (WCC) establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes through a structured and data-informed planning process. Guided by its 2022-2025 Educational Master Plan, the College sets four institutional goals that align with the Yuba Community College District's Strategic Plan, the California Community Colleges Chancellor's Office Vision 2030, and Guided Pathways principles. These goals emphasize student success, workforce alignment, and reducing equity gaps. Institutional effectiveness is continuously assessed through disaggregated data analysis, program review, and triannual Board of Trustees reports. The College fosters innovation through initiatives such as the Innovation Grant, enhancements to the Early Alert system, and expanded dual enrollment opportunities. Additionally, equity-focused plans, including the Student Equity and Achievement Plan, direct efforts to eliminate opportunity gaps

for historically underrepresented populations. Through these efforts, WCC ensures its goals remain forward-looking, student-centered, and responsive to the evolving needs of its diverse communities. (1.2)

The College's focus on continuous improvement is evident through institutional strategies such as expanded Power BI dashboards, distance education and dual enrollment data analysis, and the Degrees When Due (DWD) initiative, which has successfully increased student awards. Additionally, WCC fosters a culture of transparency by making student achievement data publicly accessible and integrating survey feedback into institutional planning. Through these efforts, the College effectively upholds its commitment to equitable student outcomes and institutional effectiveness. (1.3)

The team found that WCC effectively aligns resource allocation, innovation, and continuous quality improvement with its mission through a structured and data-informed planning process. The Educational Master Plan (EMP) and Student Equity Plan (SEP) serve as the foundation for institutional planning, ensuring that student achievement goals are data-driven and equity-focused. Program review plays a critical role in resource distribution, linking funding decisions to institutional priorities. The College regularly evaluates disaggregated student success data, identifying equity gaps and implementing strategies to address them. Additionally, the development of a new Resource Allocation Model (RAM) ensures funding is equitably distributed based on student-centered priorities. Through these efforts, WCC demonstrates a commitment to accountability, transparency, and continuous institutional improvement. (1.4)

The team confirmed that through multiple channels, WCC effectively communicates progress toward achieving its mission and institutional goals with internal and external College community members. The College provides regular updates via its website, accreditation reports, board presentations, and committee meetings, ensuring transparency and accessibility of institutional data. The Educational Master Plan (EMP) outlines measurable objectives, and annual implementation reports track progress toward key student success and equity goals. The president's newsletters, public board reports, and campus-wide communications further support institutional awareness and engagement. WCC also utilizes surveys like the College Employee Satisfaction Survey (CESS) and the Revealing Institutional Strengths and Challenges (RISC) survey to assess institutional effectiveness and inform continuous improvement. These efforts demonstrate the College's commitment to accountability, informed decision-making, and engagement with the College community. (1.5)

Conclusions:

The Institution meets Standard 1.1, 1.2, 1.3, 1.4, 1.5.

## Standard 2

### Student Success

#### General Observations

Woodland Community College (WCC) places a strong emphasis on student success as it is committed to providing students with the necessary tools and resources to succeed in their academic pursuits. This is reflected in their various initiatives and support systems designed to help students achieve their academic and personal goals. The College uses intentional disaggregated data to inform the development and evaluation of programs and services that align with the WCC mission and support equitable student outcomes.

#### Findings and Evidence

The WCC mission statement explicitly identifies equitable opportunities to complete academic degrees, career certificates, and transfer pathways. Evidence to support meeting this criterion includes the variety of degrees and certificates offered across the three sites: 24 Associate Degrees for Transfer (ADTs), 16 Associate Degree Programs, 23 Certificates of Achievement, 4 Certificates for Noncredit Career Development and College Preparation (CDCP).

WCC's curriculum development process is overseen by the Curriculum Committee. The team found that the responsibilities of the Curriculum Committee are clearly defined and include evaluation of course and program alignment with the mission during the curriculum development process. To ensure that the breadth, depth, and rigor of WCC's courses and programs are appropriate to its authorized level of instruction, its curriculum development processes align with procedures outlined by California Title 5 and the California Community College Chancellor's Office (CCCCO) and include the oversight of curriculum development by the Curriculum Committee. ADTs are built using a state-wide Transfer Model Curriculum and demonstrate appropriate articulation agreements for courses. Career Education degrees and certificates require industry input through advisory committees, with labor market information reviewed to assess if there are sufficient jobs to warrant the program. WCC offers several basic skills noncredit Certificates of Competency, supporting equitable outcomes for students who want additional support. (2.1)

The team confirmed that WCC's curriculum development processes align with procedures outlined by California Title 5 and the California Community College's *Program and Course Approval Handbook*. Oversight of curriculum development processes is the responsibility of the Curriculum Committee, a faculty subcommittee of the Academic Senate. The *WCC Curriculum Development Guidelines* includes a section, *Integrating IDEAA into the COR – Best Practices*, and throughout the document are tips for applying IDEAA (Inclusion, Diversity, Equity, Antiracism, and Accessibility) principles as appropriate to the content of a specific section. For example, in the section on objectives, there is a call to action to consider adding course objectives with a

specific focus on inclusion, diversity, equity, or anti-racism. WCC has developed student learning outcomes for all courses and academic programs, relying on feedback from workforce/industry partners, as appropriate, and published them in the catalog. (2.2)

WCC's general education criteria and philosophy are outlined in Board Policies/Administrative Procedures (BP/AP). The Curriculum Committee approves courses for the local GE pattern based on this philosophy and criteria outlined in BP/AP in consultation with the Articulation office. Petitions to add courses to the local GE pattern require a rationale that is submitted for approval by the Curriculum Committee. Decisions are made based on the information provided and how well it meets established criteria. WCC also has GE courses that articulate with CSU Breadth and UC IGETC general education patterns, and the College is in the process of aligning their articulated courses with the single Cal-GETC pattern that will be used by both university systems. WCC's local general education pattern is consistent with expected norms in higher education as evidenced by the articulation agreements with receiving four-year institutions. WCC's local general education pattern has six subject areas: English Composition, Oral Communication and Critical Thinking; Mathematical Concepts and Qualitative Reasoning; Arts and Humanities; Social and Behavioral Sciences; Natural Sciences; and Ethnic Studies. (2.3)

The team found that WCC effectively administers a variety of modalities to communicate its programs, services, and their availability of resources to support the student journey. The information is available throughout the three campuses, on the College website and in their catalog. The catalog is annually updated and goes through their catalog development process to ensure all the information is updated, edited, and reviewed for accuracy. Program and course learning outcomes are available through the College website and the public eLumen website. The Canvas Learning Management System features their Global Announcements, which acts as their communication channel and provides real-time event information, timely reminders on upcoming deadlines, and effectively informs students of available resources.

The Canvas Learning Management System does an excellent job in promoting all the Student Support Resources. The piloting of the Signalvine interactive two-way communication application has been a positive tool for engaging with students via texting. For general event information and deadlines, the College features "Student Announcements" and "Upcoming Events" and "Academic Dates" calendars on its WCC homepage, in addition to several social media accounts, including Facebook, Instagram, and LinkedIn. (2.4)

To ensure students complete awards in a timely fashion, the team confirmed that WCC has a defined process and timeline for schedule development. Deans work with faculty and counselors to develop two-year departmental scheduling plans that consider previous enrollment, program completion requirements, locations, and rotating modalities. This process includes faculty reflecting on fill rates and evaluating the program's previous 5 years schedule in program review to make recommendations that will optimize fill rates in their courses. Additionally, deans use a dashboard to review historical enrollment patterns. Departmental

plans are combined to create College wide scheduling calendars, with the information available to students in the schedule and website. The WCC scheduling process is on a 9-month cycle, with three drafts going to a variety of appropriate stakeholders for feedback for revision, a process designed to be transparent and inclusive. The College has invested in professional development (PD) related to best practices in enrollment processes, sending cross functional teams to the Enrollment Management Academy (EMA) in 2021, 2022, and 2023. Outcomes of this training include following a block schedule and the creation of a course conflict grid by Arts and Sciences. This grid outlines which math and science courses should not conflict in order for students to complete degree requirements. Time to completion is also addressed through WCC's Degrees When Due auto award program, which has increased the number of certificates and degrees awarded. (2.5)

The team noticed that it is evident that WCC takes seriously the need to ensure all courses, regardless of the modality in which they are offered, are of equal quality. This is demonstrated through the various processes and resources in support of distance education, including the requirement of a 60-hour online teaching certification course before faculty are scheduled to teach via distance education; the development of the WCC Distance Education Handbook which outlines requirements and pedagogical principles; the adoption of the Peer Online Course Review (POCR) for all online courses; the establishment of "Canvas Crawl" and "Accessibility Hike"; and the creation of a fully equipped eLearning Studio for faculty. While the team observed that collectively these efforts have resulted in well-designed distance education courses, during the review of the first sample of 15 courses provided, only 73% met the requirements for regular and substantive interaction (RSI) per *ACCJC's Quality Continuum Rubric for Distance Education*. This prompted a request for a second sample that yielded 95% of the courses meeting the criteria for RSI, which meets the Standard. However, it was observed in both samples that most courses provided an "initial" level of substantive interaction per *ACCJC's Quality Continuum Rubric for Distance Education*. For example, while discussion prompts may meet the "initial" criteria, engagement in the form of non-automated feedback to enhance the effectiveness of rubrics is consistently withheld. Providing occasional and proactive comments or guidance in discussions to ensure focus is on course content and discussions are productive could help move the College to the "emerging" criteria. The team also observed that the College defines prerecorded lectures as direct instruction, which does not align with the federal guidelines.

While it is recognized that WCC has invested significant resources to support the development and implementation of distance education courses that meet students' needs and federal guidelines, the team encourages the College to continue to reflect on the *ACCJC's Quality Continuum Rubric for Distance Education* to identify ways to improve the quality of substantive feedback and to identify processes that will better ensure that quality RSI is evident in all classes, i.e. closing the loop of peer reviews. This may include improving the peer review

process, aligning all definitions with federal guidelines, and additional professional development related to RSI.

The team confirmed that after the increase in distance education course offerings post-COVID-19, WCC reflected on which modality best serves its students. The data showed most WCC students prefer either daytime in-person or asynchronous online courses. Faculty noticed that students in some math classes benefited from live interaction but were unable to travel to campus. To address this, WCC began offering hyflex course scheduling. In English 1A courses, online students succeeded at the same rate as those in in-person sections. However, the team acknowledged that WCC encountered a barrier in understanding the data for DE student success because it couldn't separate the data for several types of DE courses. Specifically, WCC is unable to differentiate between fully online (asynchronous) and broadcast (synchronous) sections.

The DE Annual Report indicated increased effectiveness of DE courses, with trends continuing to rise. Success rates for DE courses Collegewide are higher than in-person sections, and higher across most student demographics except for African American students. Retention rates are a bit lower than in-person courses, but not enough to establish significance. Both African American and American Indian students have underperformed the average retention, while the other ethnicities are slightly average or above the five-year retention rate for on-line course. WCC will need to implement intentional support for these student groups. The team discovered that DSPS students who enrolled in DE courses succeeded at a higher rate than in face-to-face sections (89% vs. 85.4%). (2.6)

The team affirmed that WCC has a strong student services division, providing a plethora of student services programs and resources. The Early Alert system shows that the most frequent alerts are due to missing homework, non-attendance or tardiness, and students' perceived unpreparedness for class requirements. The Student Success Center delivers support for Early Alert students through academic curriculum and tutoring services College-wide. The College does an excellent job making sure it continues to work with disproportionately impacted students, underrepresented ethnicities and low-income students by reviewing its Program Review data. EOPS has an 85% student persistence rate from fall 2022 to spring 2023 compared to the College-wide rate of 60%.

The Revealing Institutional Strengths and Challenges (RISC) survey, first introduced in fall 2020, focuses on three key areas: Student Challenges, Student Office Interaction, and Student Views of the Institution. Overall, the team acknowledged that students feel welcome at the college and believe it provides a safe learning environment. Students also find tuition and fees to be affordable. Students appreciate the effectiveness of services provided by the Admissions and Records and Financial Aid offices, as well as the availability of the library and tutoring centers.

The team confirmed that counselors are accessible to students in multiple ways: in person, online (via Zoom), and by phone. The library also ensures effective academic support through various mechanisms.

Visits to the Student Success Centers have declined since the COVID-19 pandemic. The Basic Needs Center, known as the Eagle's Essentials Marketplace, offers resources for food, housing, mental and physical health, and transportation. Notably, 62% of Hispanic students utilize the Basic Needs Center.

The team recognized that although staff shortages exist, the College is still providing mandated services to students. The Disability Support Programs and Services (DSPS) department currently has no full-time counselor, relying on three part-time counselors. The Career Center is staffed with one full-time counselor and a Career Services Technician. **(2.7)**

The team found that WCC fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. WCC started 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, which consisted of first-generation, Latinx, and under-resourced students. WCC's student senate, known as the Associated Students of Woodland Community College (ASWCC), provides an official "student voice" and represents students across all campuses. The director of retention and student life oversees and fosters intentional engagement by developing year-round activities and workshops for students, including culturally relevant and inclusive celebrations, student development opportunities, and connections to other campus supports. A recent campus life survey revealed most students prefer on-campus events in the afternoon or those offered in a hybrid format, text communication, and a desire for multicultural events and skill development opportunities. WCC's student clubs provide various student engagement opportunities and contribute to students' diverse interests and pathways.

The team was impressed to learn about the Recovery Scholars Club, whose primary purpose is to inspire, assist, and empower those who have either in the past or currently struggled with any form of addiction, previously been incarcerated, as well as those who come from disadvantaged backgrounds to achieve a better quality of life. The Recovery Scholars club provides resources to help students strengthen self-resilience to overcome the numerous challenges they may face. This program focuses on students with addiction, which is a unique approach to address an overlooked population. While the Recovery Scholars Club has operated for only a short time, the data collected on its effectiveness is now being shared at conferences, and the team concluded that this program serves as a model for other Colleges to emulate.

WCC provides its students with innovative and unique opportunities. WCC recently organized and hosted its annual Student Research Symposium, which highlights student research in classes based on research interests while providing intentional support and training. WCC provides a makerspace in the library to provide students with access to materials and equipment to creatively engage in coursework, expand library services, and contribute to ISLO, such as communication and technological awareness. Faculty collaborate to create unique learning experiences, such as subject escape rooms for a world music course or microbiology course that were assessed informally through student feedback at the end of the experience. WCC's categorical programs: MESA, EOPS/CARE, CalWORKs, and TRiO provide students with a rich menu of activities that are culturally relevant, inclusive, innovative, and motivating. (2.8)

The team confirmed that all departments complete program reviews every five years on a staggered cycle with annual updates each year in between. Program review includes the analysis of disaggregated data related to student learning and achievement: 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. Results and findings from program review are used to develop improvement plans and, if necessary, request resources. All resource requests from program reviews and annual updates are vetted by the Program Review Validation Task Force (PRVTF) and prioritized for funding by designated committees or positions. An active dialogue about the program review analysis, discussion of plans, and review of resource requests are conducted by the Dean of Student Success and Institutional Effectiveness (SSIE) and the corresponding Dean of Instruction to ensure understanding and collaboration on next steps. (2.9)

### **Commendations:**

**Commendation 1:** The team commends the College for exceeding the standard of fostering a sense of belonging and community. This is most notable in the work of the Recovery Scholars Club, which fosters a sense of belonging and community particularly for the varied needs of the student population of Lake County. The Recovery Scholars Club provides a safe, supportive, and inspiring environment for students who are rebuilding their lives after incarceration, come from disadvantaged backgrounds, or are navigating the challenges of addiction. (2.8)

### **Recommendations to Improve Institutional Effectiveness:**

Recommendation 1: To improve institutional effectiveness, the team recommends that the College ensure alignment of its Regular and Substantive Interaction (RSI) practices as outlined in the ACCJC *Quality Continuum Rubric for Distance Education*. (ACCJC Standard 2.6, ACCJC *Policy on Distance Education*).

### Conclusions:

The Institution meets Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9.

## Standard 3

### Infrastructure and Resources

#### General Observations

Woodland Community College (WCC) 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. WCC actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

#### Findings and Evidence

The team found that WCC employs qualified faculty, staff, administrators, and other personnel to support student learning and institutional operations. The College has implemented a classification and compensation project to address employee retention and workload issues. WCC has written policies and procedures for human resources, including hiring procedures, and provides training to employees before they serve on hiring committees. The College also has an Equal Employment Opportunity (EEO) Plan and provides EEO training. Board of Trustees and Academic Senate have an agreed upon equivalency process. Staffing Task Force is developing a process for inclusion of administration and classified in the staffing prioritization process. (3.1)

The team confirmed that WCC provides professional development opportunities for all employee groups. The College assesses the effectiveness of professional development activities through surveys. WCC allocates funds to support FT and PT faculty as well as classified attendance at professional development opportunities. (3.2)

The College has a process for evaluating all employee groups using criteria that align with the College's mission and goals. WCC also has a tracking system for employee evaluations to improve accuracy. Student feedback is used in faculty evaluations. (3.3)

The team learned that WCC's fiscal resources are managed in alignment with the College's strategic priorities and the Educational Master Plans (EMPs). The College uses a three-year rolling average of Full-Time Equivalent Students (FTES) to allocate resources, and categorical funding is also allocated based on specific criteria. The College is developing a new Resource Allocation Model (RAM) to align with the California Community College Chancellor's Office Student Centered Funding Formula. (3.4)

WCC and Yuba Community College District's (YCCD) financial planning is grounded in their missions and goals, with a focus on transparency, stakeholder participation, and aligning resources with strategic priorities. The College takes a proactive approach to addressing financial challenges and ensuring the responsible use of resources to support student success and institutional effectiveness. A Fiscal Crisis Management Assistance Team has been executed to address resource availability and enrollment decline. (3.5)

Then team confirmed that the College undergoes regular audits and works to improve internal controls. The College is committed to transparency and uses data driven decision making when making budget decisions. YCCD is committed to maintaining sound financial management practices, ensuring compliance with regulations, addressing identified deficiencies, and promoting transparency in its financial operations. Board Policy 6400 and Administrative Policy 6400 on mandated annual comprehensive external audits ensure consistent and timely filing of audit reports. (3.6)

The team affirmed that WCC ensures financial solvency by making both short-range and long-range financial plans. The College also has policies to ensure responsible use of financial resources. WCC has a two-month reserve of operational expenditures to address financial emergencies. College Fall 2024 Strategic Enrollment Plan targets adult learners (especially bilingual learners), increases online offerings, and broadens Dual Enrollment Programs. (3.7)

WCC's physical resources are constructed and maintained to support educational services and operational functions. The College ensures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports. WCC has a Facilities Master Plan (FMP) which guides the College's facilities needs and goals. YCCD created the College Safety and Risk Management Program in response to security gaps. (3.8)

The team found that WCC ensures that technology resources are implemented, enhanced, and secured to support and sustain educational services and operational functions. College employees participate in the District-wide Technology Committee, which uses processes to identify technology needs and allocate funding. The College uses a variety of tools to provide support services, including Team Dynamics and a student help desk. The College also has a robust and secure technical infrastructure for Distance Education classes through Instructure, a cloud-managed host for Canvas. WCC is pursuing becoming a "teaching College" per its implementation of requirements for the California Virtual Campus Online Education Initiative. (3.9)

WCC has contingency plans for financial, environmental, or technological emergencies and other unforeseen circumstances. YCCD has established emergency protocols to address natural disasters, pandemics, environmental crises, and campus safety issues. The College participates in joint powers authority with local school Colleges and Colleges for health insurance, property

liability, and worker's compensation. (3.10)

**Conclusion:** The College meets Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

## Standard 4

### Governance and Decision-Making

#### General Observations

Woodland Community College (WCC) 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.

#### Findings and Evidence

The team confirmed that WCC is explicit and proactive in its commitment to principles of academic freedom, integrity, and inquiry. Related expectations and procedures are communicated in board policy (BP 4030), College publications (Catalog; Faculty Unit Bargaining Agreement; Academic Employee Handbook), and academic documents (Student Code of Conduct; syllabi). In response to the recent attention on artificial intelligence (AI), College administration has sponsored workshops for students and faculty addressing academic dishonesty, specifically on reporting processes and possible consequences. (4.1)

The team found that the College's decision-making structures are clearly outlined, widely available, and indicative of inclusive and participatory processes. Decision-making roles and practices are codified in board policy (BP and AP 2510; BP 2200), the Organizational & Governance Guide, and the Academic Senate Constitution. The WCC Academic Senate and College Council are the College's primary participatory governance bodies. In addition to full-time faculty, the Academic Senate includes part-time faculty and student representation while College Council includes representation from students, classified professionals, and administration. Student representation is also included on the College's Planning and Institutional Effectiveness and Student Success Committees. Committee websites, agendas and minutes posted to BoardDocs, and timely constituency email announcements provide relevant stakeholder inclusion and participation. (4.2)

The team confirmed that WCC consistently and effectively follows decision-making structures that support collaboration, advance the College's mission, and prioritize equitable student outcomes. As outlined in the Organizational & Governance Guide, the College undertakes an annual review of its decision-making structures informed by an employee College-wide survey. During the 2022-2023 academic year the College revised its 4000 and 5000 APs to reflect its prioritization of equity and student input in its decision-making practices. The College is also participating in a 2024-2025 IEPI PRT in its ongoing effort to improve its governance structures, decision-making processes, and communication tools. (4.3)

The team learned that the District governing board policy delineates the board's responsibilities to ensure institutional quality, stability, and accountability. Governing board policy (BP 2200; BP 2410), the Trustee Handbook, and the Administrative Procedure Handbook detail the board's authority for governance policies, practices, and policy review. The Chancellor conducts a comprehensive review of the College BPs every 5 years. Committees of the Board (Finance and Audit; Facilities; Policy and Student Success) support the board's focused study on areas of responsibility. The board also regularly reviews disaggregated program data, supported by recently added annual presentations on access completion and scorecard review in keeping with California Community College Chancellor's Office Vision 2030. In 2023, the board participated in Collegiality in Action training. (4.4)

The team confirmed that the College adheres to board policies and processes for selecting, evaluating, and delegating administrative authority to the CEO. The College's governing board policies, (BP 2431; BP 2432; BP 2435; BP 2436) outline policies for the selection and annual performance evaluation of the Chancellor. Governing board policy (BP 2440) also outlines the authority delegated to the Chancellor to establish processes for the selection, evaluation, and authority delegation to College Presidents. In 2023, the College board formulated the Chancellor Onboarding Taskforce to set performance goals for the new Chancellor. On Dec. 14, 2023, an employment contract for WCC's President was reviewed and approved by the board. WCC's new President started January 2024. (4.5)

The team found that the District governing board demonstrates a collective willingness to promote the College's mission, fulfill its fiduciary responsibilities, and improve its ability to self-govern. In addition to its seven members elected to 4-year terms by trustee areas, the Board of Trustees includes two student trustees. The board maintains policy outlining the Board Policies review cycle (BP 2410), board member expectations and legal obligations (BP 2205; BP 2710), and communication and decorum (BP 2715; BP 2720; BP 2340; BP 2433). In 2022, the Board engaged in consultation with the Community College League of California to execute a 360 Board Evaluation. In 2022, the Board also participated in Board Norms and Brown Act Training in response to meeting "challenges". In 2024, the Board engaged in in-depth ethics training and Board self-governance. (4.6)

**Conclusion:** The College meets Standards 4.1, 4.2, 4.3, 4.4, 4.5, 4.6.

## Verification of Required Documentation

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards. Some required documentation may have been used in response to ACCJC Standards that address the same or similar subject matter. For each required item listed, the team must verify its review of the required documentation, and indicated its conclusion by choosing one of the options below and note any comment or concerns where needed:

Verified	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
Verified, with Recommendations for improvement	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but improvement is recommended.
Not met	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

### Standard 1: Mission and Institutional Effectiveness

Required Item	Conclusions
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)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
iii. Documentation of the governing board’s approval of the institutional mission (ER 6)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>

<p>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)</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
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## Standard 2: Student Success

Required Item	Conclusions
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> <li>• Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees</li> <li>• Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities</li> <li>• Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10)</li> </ul> <p>(See Commission <a href="#">Policy on Credit Hour, Clock Hour, and Academic Year</a>)</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> <li>• Any established criteria the institution uses regarding the transfer of credit earned at another institution</li> <li>• Any types of institutions or sources from which the institution will not accept credits</li> <li>• A list of institutions with which the institution has established an articulation agreement</li> <li>• 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</li> </ul> <p>See <a href="#">Policy on Transfer of Credit</a></p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the <a href="#">Policy on Institutional Advertising and Student Recruitment</a> (ER 16)</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>

Required Item	Conclusions
iv. Documentation of clear policies and procedures for handling student complaints, including: <ul style="list-style-type: none"> <li>• Evidence that these policies/procedures are accessible to students in the catalog and online;</li> <li>• 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</li> </ul>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
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: <ul style="list-style-type: none"> <li>• Accurate and consistent implementation of complaint policies and procedures</li> <li>• No issues indicative of noncompliance with Standards</li> </ul>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  (to be verified during in-person site visit)
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  (to be verified during in-person site visit)
vii. Documentation of the institution’s policies and/or practices for the release of student records	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
ix. Official College catalog contains required elements (ER 20)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>

<b>FOR TITLE IV PARTICIPANTS:</b>	
<p>x. Documentation of institution's implementation of the required components of the Title IV Program, including:</p> <ul style="list-style-type: none"> <li>• Findings from any audits and program/other review activities by the U.S. Department of Education (ED)</li> <li>• Evidence of timely corrective action taken in response to any Title IV audits or program reviews</li> </ul> <p>See <a href="#">Policy on Institutional Compliance with Title IV</a></p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
<b>FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:</b>	
<p>xi. Documentation of institution's:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)</li> <li>• Policies regarding protection of student privacy</li> </ul> <p>See <a href="#">Policy on Distance Education and on Correspondence Education</a></p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input type="checkbox"/> Not Applicable
<b>REQUIRED ONLY IF APPLICABLE</b>	
<p>xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its College-level curriculum</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input type="checkbox"/> Not Applicable
<p>xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input type="checkbox"/> Not Applicable

<p>xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p><input type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b>  <input checked="" type="checkbox"/> Not Applicable</p>
<p>xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p><input type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b>  <input checked="" type="checkbox"/> Not Applicable</p>

### Standard 3: Infrastructure and Resources

Required Item	Conclusions
<p>i. Written policies and procedures for human resources, including hiring procedures</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
<p>ii. Employee handbooks or similar documents that communicate expectations to employees</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
<p>iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>
<p>iv. Practices for resource allocation and budget development (including budget allocation model for multi-College Colleges/systems)</p>	<p><input checked="" type="checkbox"/> Verified  <input type="checkbox"/> Verified, with Recommendation(s) for improvement  <input type="checkbox"/> Not met  <b>Recommendation(s) for improvement:</b></p>

v. Policies guiding fiscal management (e.g., related to reserves, budget development)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
<b>FOR TITLE IV PARTICIPANTS:</b>	
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	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input type="checkbox"/> Not Applicable
<b>REQUIRED ONLY IF APPLICABLE</b>	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	<input type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input checked="" type="checkbox"/> Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>  <input type="checkbox"/> Not Applicable

#### Standard 4: Governance and Decision-Making

Required Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>

Required Item	Documentation
ii. Documentation or certification that the institution’s CEO does not serve as the chair of the governing board (ER 4)	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
iii. Governing board policies/procedures/bylaws related to Board Ethics	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
iv. Governing board policies/procedures/bylaws related to conflict of interest	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>

**Other Federal Regulations and Related Commission Policies**

Required Item	Conclusions
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 <a href="#">Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</a> , Section D	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>
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 <a href="#">Policy on Representation of Accredited Status</a>	<input checked="" type="checkbox"/> Verified <input type="checkbox"/> Verified, with Recommendation(s) for improvement <input type="checkbox"/> Not met <b>Recommendation(s) for improvement:</b>