



**Woodland Community College's  
Vision for Transforming Futures Through Education & Opportunity**

*"Social mobility means to me if I invest in myself, I can be a better version of myself that has more possibilities in careers."*

WOODLAND  
COMMUNITY  
COLLEGE



## TABLE OF CONTENTS

|                                                                                                 |    |
|-------------------------------------------------------------------------------------------------|----|
| Acknowledgments .....                                                                           | 4  |
| Steering Committee .....                                                                        | 5  |
| Planning Process .....                                                                          | 6  |
| Purpose 2030: Plan-At-A-Glance.....                                                             | 8  |
| INTRODUCTION: ABOUT WOODLAND COMMUNITY COLLEGE .....                                            | 11 |
| Our Mission, Vision, Core Values.....                                                           | 11 |
| Institutional Student Learning Outcomes.....                                                    | 11 |
| About Woodland Community College: Our Students and Community .....                              | 12 |
| WCC STUDENT SURVEY ANALYSIS.....                                                                | 18 |
| Elevating Student Perspectives to Advance Socioeconomic Mobility .....                          | 18 |
| Perspectives Driving Our Purpose: WCC Student Responses .....                                   | 18 |
| ENVIRONMENTAL SCAN.....                                                                         | 23 |
| Opportunities for WCC to Adapt to Regional Needs and Challenges.....                            | 23 |
| PURPOSE 2030: WCC’S VISION FOR TRANSFORMING FUTURES THROUGH<br>EDUCATION AND OPPORTUNITY .....  | 31 |
| Our Purpose .....                                                                               | 31 |
| Our Commitments .....                                                                           | 32 |
| PURPOSE 2030: GOALS, OBJECTIVES & STRATEGIES .....                                              | 34 |
| Goal 1: Build the Institutional Capacity, Culture, and Systems Needed for Student Success ..... | 34 |
| Goal 2: Advance Equitable Student Success and Socioeconomic Mobility.....                       | 36 |
| Goal 3: Strengthen Community and Partnerships.....                                              | 41 |
| WCC Goals Aligned to Our Vision of the Student Journey .....                                    | 43 |
| Purpose 2030 Metrics .....                                                                      | 44 |
| YCCD GOALS and VISION 2030 .....                                                                | 49 |
| YCCD Goals.....                                                                                 | 49 |
| CCCCO Vision 2030.....                                                                          | 51 |
| CONCLUSION & IMPLEMENTATION APPROACH .....                                                      | 52 |
| Appendix .....                                                                                  | 55 |

## ACKNOWLEDGMENTS

It is with deep gratitude and great optimism that I present Woodland Community College's 2026–2030 Strategic Plan, Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity. This plan is more than a document—it is a collective expression of who we are, what we value, and the future we are committed to building together.

I extend my sincere appreciation to the many individuals who contributed their time, insight, and passion to this effort. To our students, whose voices ground us in purpose and possibility; to our faculty and staff, whose dedication fuels learning and growth every day; to our administrators, whose leadership helps guide our direction; and to our community partners, whose collaboration strengthens our impact—thank you. This plan reflects your ideas, your expertise, and your unwavering commitment to our mission.

Purpose 2030 stands as a testament to what can be achieved through an inclusive, thoughtful, and data-informed process. It affirms our shared responsibility to support students at every stage of their journey—from connection and entry through completion, transition, and socioeconomic mobility. It also reinforces our belief that education is a powerful force for breaking cycles of poverty, expanding opportunity, and strengthening communities. This plan challenges us to lead with intention, act with accountability, and remain steadfast in our dedication to inclusion and student success. It reminds us that behind every metric is a life changed, a family uplifted, and a community made stronger.

Together, we will continue to build a college that not only opens doors, but ensures every student has the support, resources, and encouragement to walk through them and thrive. I am honored to serve alongside each of you as we bring this vision to life and shape a future defined by opportunity, resilience, and hope.

With appreciation and solidarity in our shared journey ahead,



**Dr. Lizette Navarette**

President, Woodland Community College

## STEERING COMMITTEE

**Charlene Eckels**, Basic Needs Specialist, Classified Professional

**Caren Fernandez**, Dean of Student Success

**Nicolas Hernandez**, English, Part-Time Faculty

**Nili Kirschner, Sociology**, Full-Time Faculty, Academic Senate

**Mark Lutgen**, Student Success Analyst, Classified Professional

**Lizette Navarette**, President

**Candice Stafford-Banks**, Agriculture, Full-Time Faculty, Academic Senate

**Douglas Stone**, History, Part-Time Faculty

**Kathy Sorensen**, VP Instruction

**Ariana Velasco**, VP Student Services

**Mary Wilson**, Student Engagement and Outreach Specialist, Classified Professional



## PLANNING PROCESS

Woodland Community College's 2026–2030 strategic plan, *Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity*, serves as a unified, collaborative roadmap for the College's future. The plan intentionally integrates the Education Master Plan (EMP) and the Student Equity Plan into a single, comprehensive strategy—aligning institutional effectiveness, student success, and equity goals within one cohesive framework. By merging these efforts, WCC affirms that educational excellence and equity are inseparable and central to all planning and implementation.

The process began in Spring 2025 with a campuswide call inviting Faculty, Classified Professionals, and Administrators to serve on the Strategic Planning Steering Committee and help guide development of the new plan. The Steering Committee launched its work on August 6, 2025, clarifying roles and timelines, receiving presidential guidance on vision development, reflecting on WCC's history, and drafting a future-focused vision. On August 8, 2025, approximately 80 campus and community stakeholders participated in facilitated visioning workshops to share aspirations for WCC's future.

In August, this input was synthesized into a compelling “North Star” vision designed to inspire the campus and broader community. During September and November 2025, the Steering Committee transitioned into strategy development and goal formation—articulating a purpose, strategic priorities, measurable objectives, tactics, and an implementation map. This phase included close collaboration with the Student Equity Group to embed the Student Equity Plan directly into the strategic framework. Equity-centered metrics—such as successful enrollment, persistence, completion, transfer to four-year institutions, and completion of transfer-level math and English—were intentionally aligned within the plan's structure to ensure accountability and measurable impact.

Engagement extended well beyond the Steering Committee. Feedback was gathered through Campus Connect all-campus webinars, as well as Gallery Walk sessions held at both the Woodland and Lake County campuses to solicit input on draft goals and priorities. The plan was further informed by a comprehensive environmental scan conducted by Hanover Research and a student survey that generated more than 350 responses, ensuring that institutional data, emerging trends, and student voice directly shaped strategic priorities.

From February through March 2026, the draft plan was widely circulated for additional campus feedback and advanced through WCC's participatory governance processes to ensure shared decision-making and broad institutional endorsement. Refinements were incorporated between March and April 2026. Following final refinements and rollout preparation in Spring 2026, *Purpose 2030* was presented to the campus community, marking the formal launch of implementation and setting a focused, equity-centered course for the next five years.



## **PURPOSE 2030: PLAN-AT-A-GLANCE**

1. Introduction: About Woodland Community College
  - a. Institutional Learning Outcomes
  - b. Mission, Vision, and Values Statements
  - c. Our Students and Community
2. Student Survey Analysis: Elevating Student Perspectives to Advance Socioeconomic Mobility
3. Environmental Scan: Challenges and Opportunities
4. Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity
  - a. Strategic Plan Organization & Overview
  - b. Our Purpose
  - c. Our Commitments
5. Purpose 2030: Goals, Objectives, and Metrics
  - a. Goal 1: Build the Institutional Capacity, Culture, and Systems Needed for Student Success
  - b. Goal 2: Advance Equitable Student Success and Socioeconomic Mobility
  - c. Goal 3: Strengthen Community and Partnerships



## Woodland Community College Strategic Plan 2026 - 2030

### OUR PURPOSE:

We will position WCC for sustainable growth and lasting impact through 2030 and beyond, expanding quality educational opportunities that reduce and alleviate poverty for WCC students, their families, and the communities we serve.

### OUR CHALLENGES:

- Changing Perceptions of Higher Education
- Capacity and Institutional Sustainability
- Political and Policy Volatility
- Economic and Affordability Pressures

### OUR OPPORTUNITIES

- Advancing Socio-Economic Mobility
- Commitment to Equity and Inclusion
- Strategic Initiatives for WCC Education as a Gateway Out of Poverty
- Workforce Alignment and Regional Partnerships
- Translation, Culture and Work-Ready Learners
- Expanding Access Through Technology and Flexible Learning

### OUR CORE VALUES:

- Student-Centeredness
- Integrity
- Student Equity
- Community-Centeredness and Partnerships

### PURPOSE 2030:

WCC's Vision for Transforming Futures Through Education and Opportunity

2026

**WOODLAND COMMUNITY COLLEGE WILL BE THE FIRST OPTION IN HIGHER EDUCATION for ALL MEMBERS OF THE COMMUNITIES WE SERVE!**

2030

WCC Institutional Student Learning Outcomes (ISLOs)

Lake County

Woodland

Colusa County

**GOAL 3:**  
STRENGTHEN COMMUNITY AND PARTNERSHIPS

**GOAL 2:**  
ADVANCE EQUITABLE STUDENT SUCCESS AND SOCIO-ECONOMIC MOBILITY

**GOAL 1:**  
BUILD THE INSTITUTIONAL CAPACITY, CULTURE, AND SYSTEMS NEEDED FOR STUDENT SUCCESS



**METRICS ALIGNED TO STUDENT JOURNEY!**

- Accountability
- Excellence and Continuous Improvement
- Respect

Stand firmly with students in the wake of change and instability



Foster an environment where everyone can thrive and realize their full potential



Hold ourselves accountable to build and strengthen systems that improve student outcomes

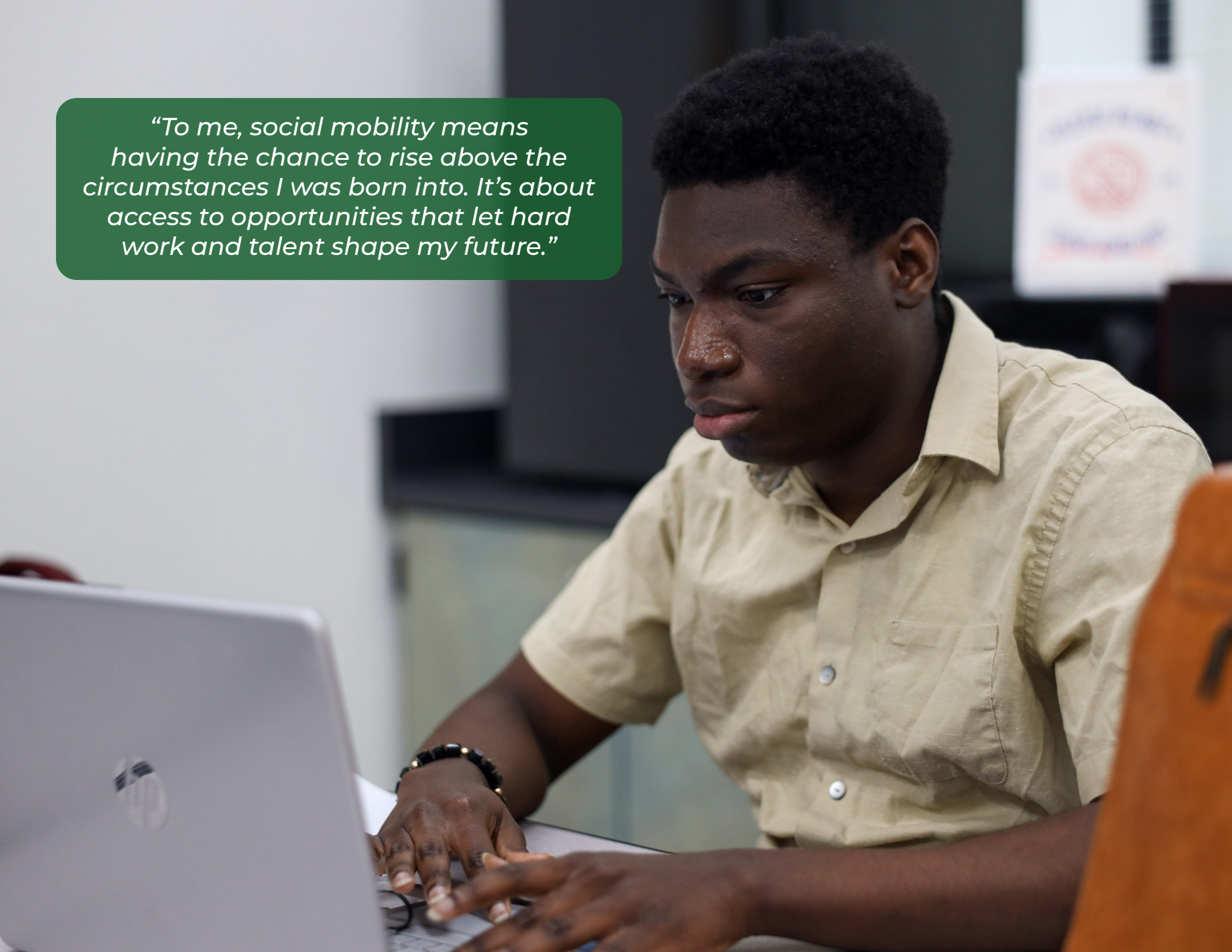


Provide students a safe space to learn and grow



<https://wcc.yccd.edu/>

*“To me, social mobility means having the chance to rise above the circumstances I was born into. It’s about access to opportunities that let hard work and talent shape my future.”*



# INTRODUCTION: ABOUT WOODLAND COMMUNITY COLLEGE

## OUR MISSION, VISION, CORE VALUES

### Our Mission

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

### Our Vision

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

### Core Values

- Woodland Community College's core values, which are the ethical principles that guide our actions and institutional decision-making, include:
- Accountability taking responsibility for our words and actions, and as stewards of the public trust, efficiently using our resources in the fulfillment of the mission and vision.
- Adaptability continuously anticipating, planning for, and effectively responding to changing conditions.
- Community-centeredness building and nurturing external networks and partnerships to achieve improved outcomes for students and contributing to the vibrancy of the communities we serve.
- Equity achieving parity in student educational outcomes, regardless of race, ethnicities, backgrounds, or identity by ensuring that all students are provided with the tools to support their success.

- Excellence critically reflecting upon performance to strive toward continuous improvement and being open to new opportunities for the advancement of our mission.
- Integrity acting with unwavering honesty, trustworthiness, and openness.
- Participatory decision-making actively and consistently working to promote the full participation of every student and employee and engaging in the sharing of knowledge and skills with the specific intent of achieving our mission and vision.
- Respect honoring the worth and value of each person by recognizing their attributes, skills, backgrounds, and abilities, and treating everyone with courtesy and civility.
- Student-centeredness consistently ensuring that student success informs our decision-making and allocation of resources; advocating and influencing change to the benefit of the students we serve.

## INSTITUTIONAL STUDENT LEARNING OUTCOMES

WCC courses, programs, and services map to one or more of our eight institutional student learning outcomes (iSLOs), ensuring that students who complete an associate degree at WCC will be able to:

- Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose. (Communication)
- Use appropriate mathematical concepts and methods

to understand, analyze, and communicate issues in quantitative terms. (Computation)

- Analyze data/information in addressing and evaluating problems and issues in making decisions. (Critical Thinking)
- Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues. (Global Awareness)
- Conduct, present, and use research necessary to achieve educational, professional, and personal objectives. (Information Competency)
- Interact with others by demonstrating respect for opinions, feelings, and values. (Personal and Social Responsibility)
- Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles. (Scientific Awareness)
- Select and use appropriate technological tools for personal, academic, and career tasks. (Technological Awareness)

## **ABOUT WOODLAND COMMUNITY COLLEGE: OUR STUDENTS AND COMMUNITY**

### **Overview**

Woodland Community College (WCC), a proud Hispanic-Serving Institution, serves as a vital center for educational opportunity, innovation, and equity in Northern California. As one of two colleges in the Yuba Community College District (YCCD), WCC operates within a service area spanning eight counties across 4,192 square miles in the northern Sacramento Valley. A comprehensive, open-access institution, WCC offers instruction across three sites: the 120-acre main campus in Woodland, the Colusa County Outreach Center in Williams, and the Lake County Campus in Clearlake. Each location reflects the College's

unwavering commitment to accessibility, inclusion, and comprehensive student support. Founded in 1975 as a Yuba College outreach center, WCC was established in response to growing regional demand for higher education in Yolo County. In 2008, WCC earned full accreditation, becoming the second accredited college within the Yuba Community College District.

### **Our Community and Our Commitment**

We proudly serve a large and diverse region northwest of Sacramento, spanning the rural and suburban communities of Arbuckle, Clearlake, Colusa, Davis, Esparto, Lakeport, Lower Lake, Maxwell, Middletown, Williams, Winters, and Woodland. Across Yolo, Lake, and Colusa counties—home to nearly 200,000 residents—our service area reflects a vibrant mosaic of social, linguistic, and cultural diversity that strengthens and enriches our learning environment.

Our region's strong Hispanic/Latinx presence, particularly in Colusa County (61.7%) and Yolo County (49.6%), underscores our role as a critical educational gateway for historically underrepresented communities. At the same time, lower educational attainment levels and median household incomes—\$85,097 in Yolo County, \$69,619 in Colusa County, and \$56,259 in Lake County, all below the California state average—highlight persistent economic and educational disparities. These realities sharpen our purpose. We embrace the diversity and complexity of our region as our greatest strength, cultivating a learning community that drives innovation, expands opportunity, and advances socio-economic mobility.

### **Our Commitment to Equity and Student Success**

Equity and student success are at the heart of who we are. Woodland Community College (WCC) has been recognized by the Aspen Institute College Excellence

Program as one of the Top 200 community colleges in the United States. Additionally, we have been twice recognized with an honorable mention for the statewide Dr. John W. Rice Award for Equity in Student Success—an affirmation of our leadership and dedication.

Through robust student services, accessible and high-quality instruction, and data-informed strategies, we work intentionally to close achievement gaps and empower students to achieve their academic and professional goals. We foster a safe, inclusive environment where every student feels a sense of belonging and possibility. By holding ourselves accountable for strengthening the systems that support student outcomes, we position ourselves as a regional leader in higher education and community impact—committed to transforming lives and strengthening the communities we serve.

### **Woodland Community College – Woodland Campus**

Located in Woodland, the college sits on a 120-acre site that has been its home since relocating there in 1990. What began as an outreach education center in the 1970s has grown into a fully accredited community college serving Yolo County and beyond, offering a wide range of associate degrees, transfer pathways, career-technical programs, and certifications. Set in a suburban environment, the campus brings together academic buildings and student support services to create a close-knit learning community focused on student success—whether learners are preparing to transfer to a four-year university or pursue career goals. As the largest site within Woodland Community College, the campus features a state-of-the-art performing arts and culinary center, lecture classrooms, science labs, agriculture greenhouses, a media studio, a new soccer field, faculty offices, administrative headquarters, and student support spaces.

### **Woodland Community College - Lake County Campus**

The Lake County Campus transitioned from a Yuba College outreach site to a full WCC center following a 2016 District realignment. It now features modern facilities including a library, computer labs, and expanded student services. The campus also houses a state-of-the-art culinary kitchen and dining room, as well as science classrooms. Students can complete transfer preparation or earn degrees and certificates in diverse fields such as Accounting, Business Administration, Culinary Arts, Early Childhood Education, Drinking Water/Wastewater Management, and Welding.

### **Woodland Community College - Colusa County Outreach Center**

Located in Williams, the Colusa County Outreach Center provides general education transfer courses, English for Speakers of Other Languages (ESOL), and Career Education (CE) programs. The center offers wraparound student support to help learners from all backgrounds—particularly those historically underserved—achieve their educational goals and transform their futures.



*"Everything starts with education. Furthering your knowledge will always be key to a successful career and future. As a single mom, being able to provide for kids in the best way possible is my main priority and that is why I keep focusing on my education."*

## **Programs, Pathways, and Community Partnerships**

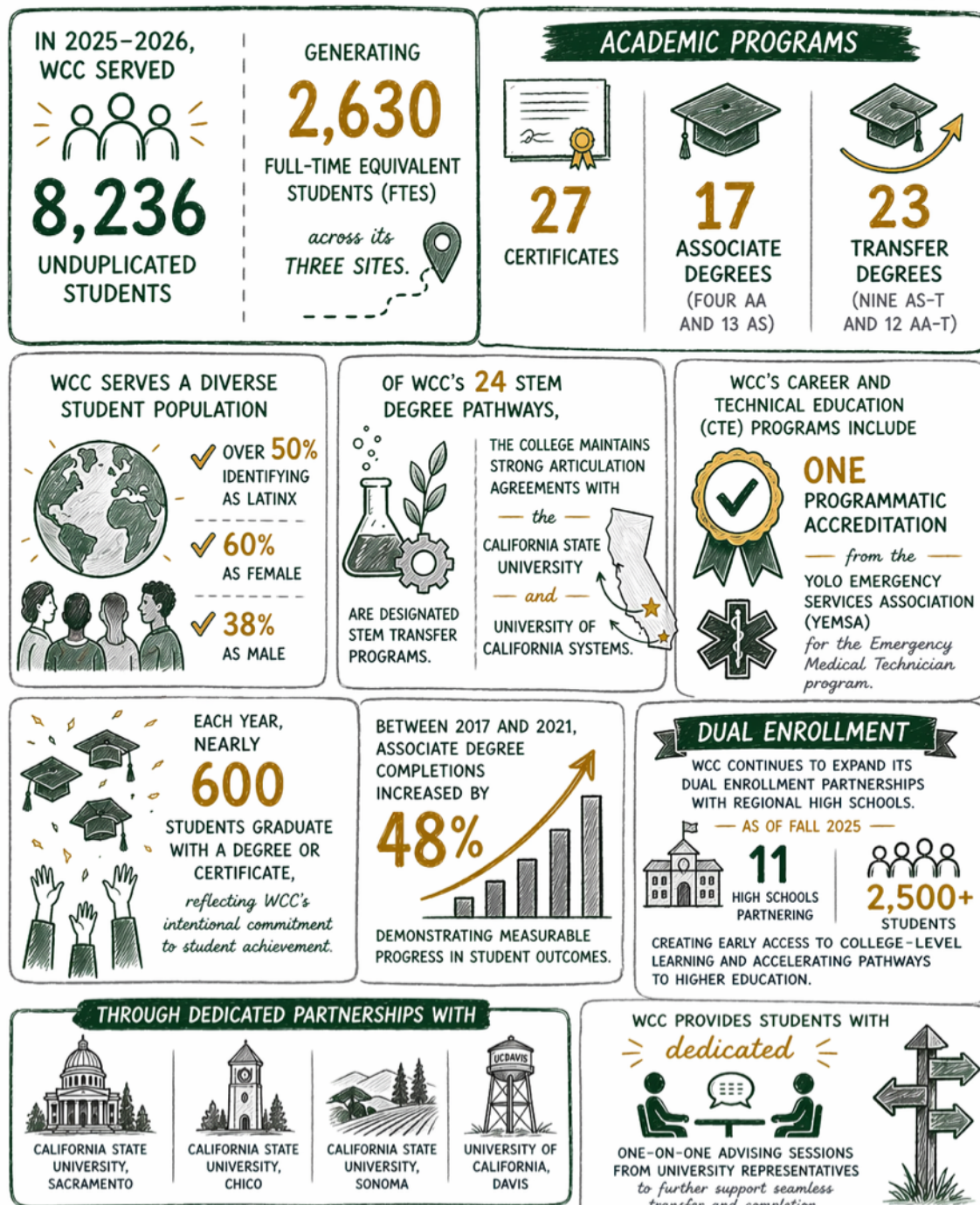
In 2025-2026, WCC served 8,236 unduplicated students, generating 2,630 Full-Time Equivalent Students (FTES) across its three sites. WCC serves a diverse student population, with over 50% identifying as Latinx; 60% as female and 38% as male. The College offered 27 certificates, 17 associate degrees (four AA and 13 AS), and 23 transfer degrees (nine AS-T and 12 AA-T). Of WCC's 24 STEM degree pathways, 11 are designated STEM transfer programs, and the College maintains strong articulation agreements with the California State University and University of California systems. WCC's Career and Technical Education (CTE) programs include one programmatic accreditation from the Yolo Emergency Services Association (YEMSA) for the Emergency Medical Technician program. Each year, nearly 600 students graduate with a degree or certificate, reflecting WCC's intentional commitment to student achievement.



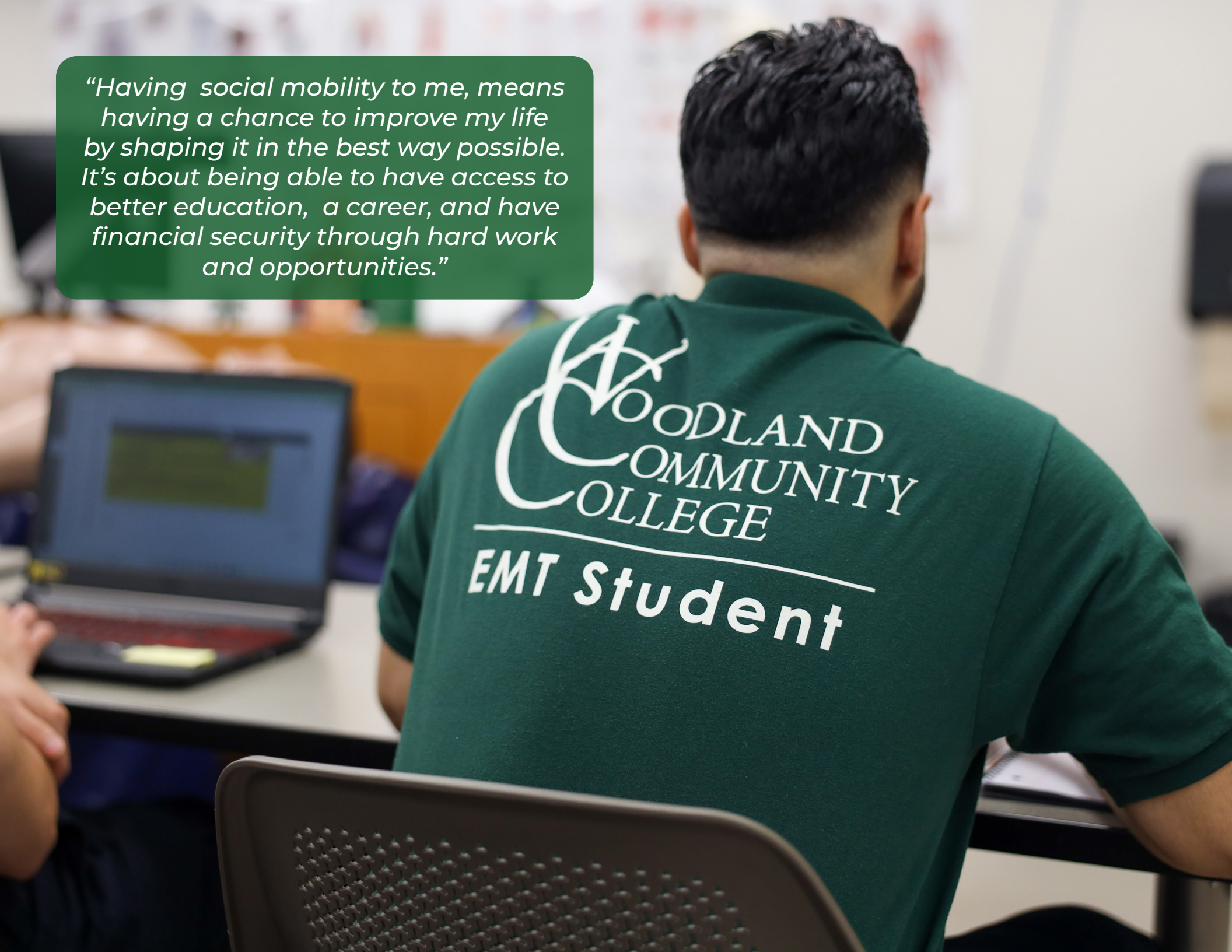
Between 2017 and 2021, associate degree completions increased by 48%, demonstrating measurable progress in student outcomes. Woodland Community College continues to expand its dual enrollment partnerships with regional high schools. As of Fall 2025, the College partners with 11 high schools, serving more than 2,500 students—creating early access to college-level learning and accelerating pathways to higher education. In addition, through dedicated partnerships with California State University, Sacramento, California State University, Chico, California State University, Sonoma, and University of California, Davis, WCC provides students with dedicated one-on-one advising sessions from university representatives to further support seamless transfer and completion.

Woodland Community College is committed to supporting students beyond the classroom through strong community partnerships that address basic needs, mental health, and overall wellness. Through its collaboration with Yolo Food Bank, WCC helps ensure students have reliable access to nutritious food and critical resources that reduce food insecurity. Its partnership with CommuniCare connects students to comprehensive health services, including medical, behavioral health, and supportive care within the community. Additionally, WCC provides access to TimelyCare, offering students convenient virtual mental health counseling and wellness support. Together, these partnerships are designed to remove barriers and promote students' well-being, empowering them to thrive academically and personally.

Through strong community connections and an enduring commitment to equity, WCC remains a cornerstone of educational excellence and social mobility in Northern California.



*“Having social mobility to me, means having a chance to improve my life by shaping it in the best way possible. It’s about being able to have access to better education, a career, and have financial security through hard work and opportunities.”*



WOODLAND  
COMMUNITY  
COLLEGE

---

EMT Student

# WCC STUDENT SURVEY ANALYSIS

## ELEVATING STUDENT PERSPECTIVES TO ADVANCE SOCIOECONOMIC MOBILITY

To inform the strategic planning process, Woodland Community College designed the 2026 Student Survey as a foundational source of input. The survey centered on understanding how students define success, social mobility, and the meaning of completing degree or credential. Drawing on ranking questions, confidence measures, and open-ended qualitative responses, the survey provides both statistical clarity and deeply personal insights into student priorities—grounded more in lived experience, economic pressure, and long-term aspirations.

### Background and Survey Design

The survey combined ranking questions, confidence measures, and open-ended responses to capture both measurable trends and personal narratives. Nearly 350 unique students completed the survey. Students were

asked to rank what completing their educational goals represents to them, assess their confidence in their academic pathways, and describe—in their own words—what social mobility means. At its core, the survey aimed to answer a central strategic question: ***What do students expect education to do for their lives—and how can WCC better support that journey?***

## PERSPECTIVES DRIVING OUR PURPOSE: WCC STUDENT RESPONSES

### Social Mobility: Lived, Urgent, and Personal

Across the survey responses, a clear and consistent story emerges: students view their education not simply as an academic pursuit, but as a critical pathway to social mobility, financial stability, and a fundamentally better life. Students' motivations appear deeply pragmatic, but also profoundly personal—rooted in family, identity, and the desire to change long-standing patterns.

*“To me, social mobility means finally getting to build a life that isn’t about constant survival. It’s being able to move past the instability I grew up with and create something steady, something mine. It’s having real choices, real opportunities, and not feeling trapped in the same patterns my family had to fight through. It’s the chance to build a future where I’m not just getting by, but actually growing and feeling proud of the life I’m creating.”*

At its core, education is seen as the primary mechanism for improving financial security and accessing better opportunities. One student captures this directly: *“For me, social mobility means having a chance to make my life better than where I started... find better jobs, and have more opportunities so I can improve my career, income, and overall life.”* This perspective aligns closely with the survey’s top-ranked goals—higher income and better job opportunities—demonstrating that students are highly focused on tangible outcomes.

However, financial stability is not framed as simply wealth accumulation. Instead, students repeatedly describe a desire for stability, security, and relief from struggle. As one respondent explains, *“I just want comfort and stability... I do not have to struggle my whole life just to make ends meet.”* Another reinforces this sentiment by defining success as simply *“being able to afford basic life needs without struggling or living paycheck to paycheck.”* These responses highlight that for many students, the goal is not excess, but relief from financial precarity.

These responses suggest that for WCC students, social mobility is not an abstract policy concept—it is a practical and immediate need tied to survival, stability, and dignity.

### **Beyond Economics: Family, Identity, and Growth**

While financial outcomes dominate, students also articulate social mobility in terms of family responsibility and personal development. Many describe their goals as inherently collective rather than individual: *“Building a stronger life for my family.”* This drive and sense of purpose is often rooted in lived experiences with education positioned as a way to reshape what is possible not just for themselves, but for those around them and as part of a broader effort to break cycles. One student writes, *“Neither of my parents graduated college... I want to have*

*more options than them.”* Another states, *“It means doing something that in my family... has never been done.”* For others, the motivation is tied directly to their children: *“It’s the transition from just working to building a career I love, while proving to myself—and my child—that it’s never too late.”* These responses reveal that student goals extend beyond individual success to include intergenerational impact and legacy.

Indeed, the idea of “breaking cycles” appears repeatedly and powerfully. One student describes social mobility as *“the opportunity to rewrite my story,”* while another frames it more emphatically: *“It means breaking cycles... I’m not stuck where I started — I can build something, flip the script.”* This language underscores a shared belief that higher education offers not just advancement, but transformation—a chance to fundamentally alter one’s life trajectory.

Students also emphasize that social mobility is about access and fairness, not just effort. Several responses highlight the importance of opportunity structures that allow hard work to translate into results. As one student explains, *“It represents fairness — the belief that effort can truly change one’s life path.”* Another adds that it is about “access to good education, stable work, fair pay... not being trapped by your family’s income or background.” This suggests that while students are motivated and determined, they are also aware of systemic barriers and the importance of institutional support.

While career and financial outcomes dominate, students do not ignore personal growth and fulfillment. Many express a desire to pursue work they are passionate about and to build meaningful lives. One respondent reflects, *“It’s less about sudden wealth and more about stability, choice, and dignity.”* Another notes, *“What makes you rich*

*in life is having meaningful relationships and doing things that make you happy.”* These perspectives show that students are seeking not only economic mobility, but also purpose and autonomy.

These perspectives highlight that mobility is not just about external outcomes like jobs or income—it is also about confidence, identity, and self-belief.

### **Education as the Central Pathway**

Across responses, education is consistently framed as a primary vehicle for achieving social mobility. Students describe it not just as beneficial, but as essential—*“a key that can open doors to opportunities that might otherwise be out of reach.”* This framing positions college as both a practical tool and a symbolic gateway to advancement.

One student explains, *“For me, social mobility means having a chance to make my life better than where I started. It’s about being able to get a good education, find better jobs, and have more opportunities so I can improve my career, income, and overall life. It’s about being able to work hard and actually see results in my future.”* This perspective underscores a strong belief in education as a mechanism through which effort is translated into tangible outcomes.

The emotional weight of this belief is especially pronounced among post-traditional students, for whom education is deeply tied to family responsibility and intergenerational aspirations. As one single mother shares, *“Being able to offer my kids a better life is my priority. That is why I keep working on my education.”*

Taken together, these responses suggest that WCC is perceived not simply as an academic institution, but as a

critical pathway to personal transformation and upward mobility.

Importantly, students recognize and value the role that the college plays in supporting these goals. One student shares, *“WCC... has been an important part of my ability to expand my career opportunities.”* Another highlights the importance of institutional support more directly: *“I chose this school because of how much help and direction and guidance I have gotten from all of the staff.”* These reflections suggest that while students are highly self-motivated, institutional support and resources are critical enablers of their success.

### **WCC Students are Not Homogeneous**

One of the most important insights for strategic planning is the variation in student goals, particularly around transferring to a four-year institution. This goal showed the highest variability, suggesting WCC serves at least two distinct student populations:

- Transfer-oriented students seeking pathways to four-year degrees
- Workforce- and career-entry students focused on immediate employment and financial stability

Differences also emerge by instructional modality. Online students more frequently emphasize financial outcomes and flexibility, aligning with goals of career advancement and economic stability. In contrast, in-person students place relatively greater emphasis on personal growth, support systems, and campus connection. This aligns with broader student sentiments about WCC as a supportive environment, where *“community colleges... have been an important part of my ability to expand my career opportunities.”*

This diversity in goals and experiences illustrates that a single strategy will be insufficient. Instead, WCC must intentionally support multiple pathways while ensuring flexibility for students to move between them as their goals change. This requires tailored supports and targeted messaging that address the distinct needs of transfer-focused and workforce-oriented students, as well as the differing priorities of online and in-person learners.

### **Student Priorities: Career First, Everything Else Second**

At the same time, the broader survey responses indicate that students are still seeking stronger connections between education and employment. Their calls for more classes, better access, and expanded career services reflect a desire to translate their hard work into real-world outcomes more efficiently and effectively.

The ranking portion of the survey reinforces the qualitative findings. Students' top motivations for completing their education are tightly clustered around economic and career outcomes (1 = highest priority):

- Higher income or financial stability (3.3 average ranking)
- Better job opportunities (3.31 average ranking)
- A career they are passionate about (3.78 average ranking)

By contrast, goals such as community impact and serving as a role model rank lower, indicating that while meaningful, they are secondary to immediate economic concerns.

This aligns with the broader narrative: students are pragmatic. They are asking, above all: Will this education improve my financial future?

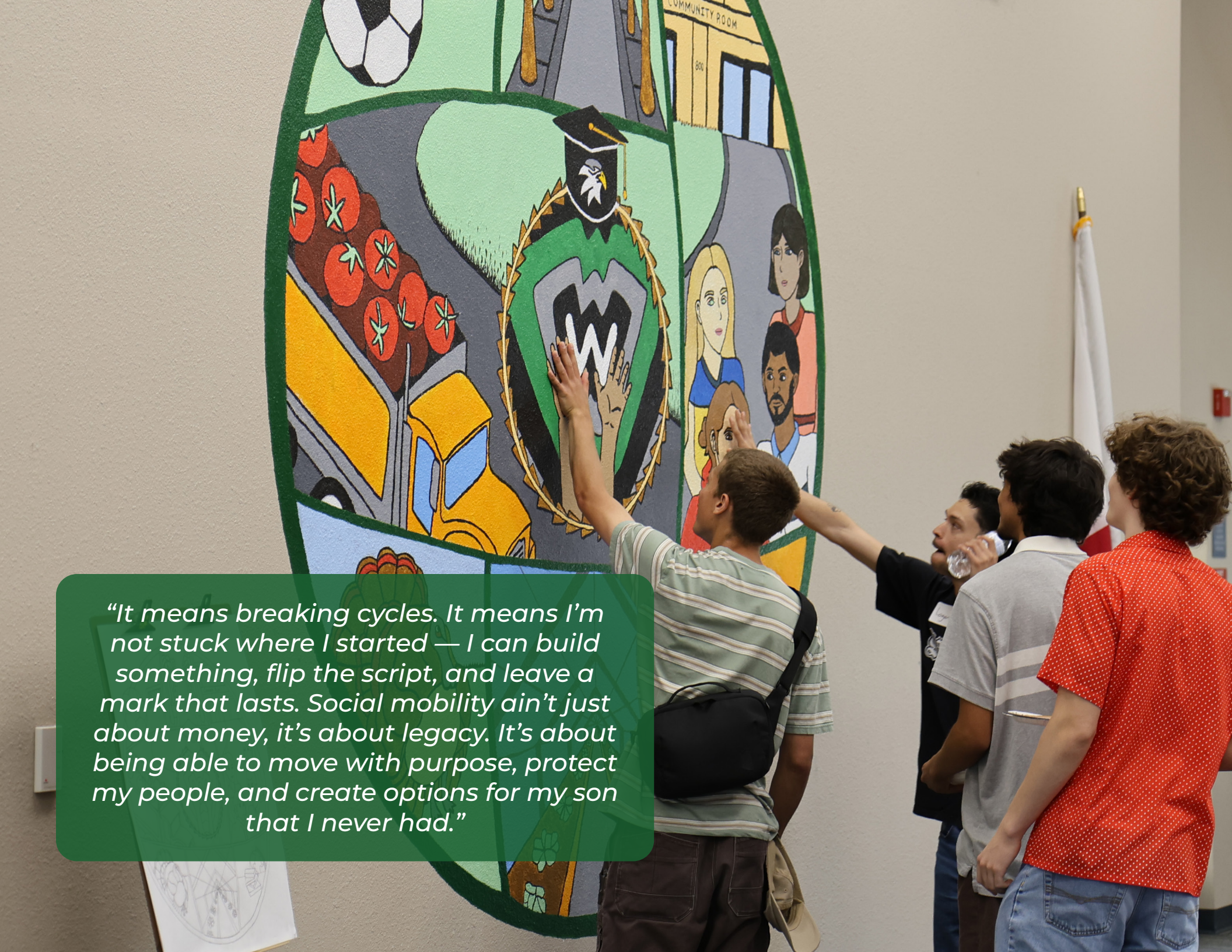
### **Confidence vs. Need: A Strategic Tension**

Interestingly, most students report being very or somewhat confident in understanding their majors and believing those majors will lead to career opportunities. Still, there is strong demand for expanded career support services. This tension suggests that while students feel academically oriented, they still lack clear, tangible bridges to employment, such as internships, resume building opportunities, and employer connections.

### **Strategic Implications for WCC**

The 2026 WCC Student Survey paints a clear and compelling picture: students are motivated, pragmatic, and future-focused, yet they are navigating significant structural and personal constraints. As students define it, social mobility is not abstract—it is about stability, opportunity, and the ability to build a better life for themselves and their families.

The student voice that emerges is both hopeful and urgent. Social mobility is described as *“the most important thing in my life right now... what determines my future,”* as well as *“hope backed by opportunity... not a guarantee of success, but a fair shot at it.”* Together, these perspectives reflect a defining tension in the student experience: a deep willingness to invest effort, paired with a clear-eyed understanding of the barriers they face. Students are not only aspiring to succeed—they are relying on education, and on WCC, to provide a pathway that is not just available, but navigable, equitable, and transformative.



*"It means breaking cycles. It means I'm not stuck where I started — I can build something, flip the script, and leave a mark that lasts. Social mobility ain't just about money, it's about legacy. It's about being able to move with purpose, protect my people, and create options for my son that I never had."*

# ENVIRONMENTAL SCAN

## OPPORTUNITIES FOR WCC TO ADAPT TO REGIONAL NEEDS AND CHALLENGES

### Overview

Woodland Community College, its communities, students, faculty, staff, and partners are operating in a rapidly changing environment being shaped by demographic, economic, technological, and political forces. By 2030, we must adapt to significant shifts in student populations, workforce demands, and public perceptions of higher education while reaffirming our mission of equitable access, community impact, and student success.

The following analysis outlines the key challenges, regional needs, and opportunities that will shape our strategic direction.

### Challenges

#### **Changing Perceptions of Higher Education**

National skepticism about the value of a college degree—particularly among Gen Z students and working adults—poses a real enrollment challenge. Increasingly, higher education is questioned for its cost and return on investment. For WCC, this means we must clearly demonstrate the economic value of our programs by strengthening career pathways, aligning credentials with labor market demand, and communicating transparent employment outcomes. Our strategy must directly counter the perception that “degrees are a waste of money” by showing that education leads to stable employment and upward mobility.

#### **Capacity and Institutional Sustainability**

Like many community colleges, we face ongoing pressures related to recruiting and retaining qualified faculty, maintaining facilities, modernizing instructional technology, and sustaining budgets amid fluctuating state funding. The need to innovate—particularly in digital learning, workforce programming, and student services—must be balanced with responsible stewardship of limited resources. Institutional resilience will depend on strategic prioritization and operational efficiency.

#### **Political and Policy Volatility**

Federal funding reductions, shifting state priorities, and polarized education policy create uncertainty. Potential cuts to Pell Grants and other higher education funding streams disproportionately affect community college students and risk widening access gaps. In this environment, we must remain relentlessly focused on students—protecting affordable pathways to education, expanding the support systems that help learners persist and graduate, and ensuring every student, regardless of background or circumstance, has a real opportunity to achieve their goals.

**Economic and Affordability Pressures**

California’s ongoing housing and food insecurity crises directly affect our students’ ability to persist and succeed. Results from WCC’s 2025 Real College Basic Needs Survey, compared with 2023 data, highlight the scale and persistence of these challenges across key dimensions of student basic needs: overall insecurity, food insecurity, housing insecurity, and homelessness. The dataset reflects the continuing reality that a significant proportion of WCC students experience economic precarity, which directly affects their capacity to thrive academically and personally.

| Category                   | 2023  | 2025  | Change (2023–2025) |
|----------------------------|-------|-------|--------------------|
| Experienced Any Insecurity | 68.7% | 68.4% | -0.3%              |
| Food Insecurity            | 46.5% | 49.8% | +3.3%              |
| Housing Insecurity         | 57.4% | 60.3% | +2.9%              |
| Homelessness               | 20.5% | 21.5% | +1.0%              |

Nearly seven out of ten students report experiencing some form of basic needs insecurity. While overall insecurity remained relatively stable, food insecurity, housing insecurity, and homelessness all increased. These trends suggest that institutional interventions may have prevented broader escalation, but underlying cost-of-living pressures continue to intensify.

Food and housing insecurity remain structural barriers to student success. Students facing these challenges are more likely to reduce course loads, stop out, or experience diminished academic performance. The increase in

homelessness—even by one percentage point—is deeply significant, representing real students experiencing severe instability. These findings reinforce the importance of wraparound supports such as food assistance, housing referrals, emergency grants, and case management as core—not peripheral—components of student success.

**Regional Needs Assessment**

In May 2025, in preparation for our strategic planning process, we engaged Hanover Research to assess labor market demand and demographic indicators across our service region, with particular attention to the implications of these trends for our educational programs and future growth.

The Regional Needs Assessment confirmed that we serve a region of approximately 119,000 residents across Colusa, Lake, and Yolo Counties. The population was relatively young, with nearly one-quarter under age 18 and more than one-third between 18 and 44. At the same time, projections indicated significant long-term growth among older adults, especially those over age 70. While the number of children and teenagers was projected to decline, the population of adults ages 21–40 was expected to grow, reinforcing the importance of workforce training, career advancement opportunities, and associate-degree programs. The rapid growth of the elderly population also signaled increased demand for healthcare services and related workforce preparation—areas in which we could play a critical role.

The assessment also highlighted economic realities within our region. Median household income was substantially below the California average, and unemployment was slightly higher than state and national rates, particularly among young adults. A significant proportion of households earned less than \$50,000 annually. These

findings underscored the importance of affordability, accessible pathways, and short-term workforce credentials that could lead to immediate economic mobility for our students.

Demographic data revealed that our region had a large Hispanic and Spanish-speaking population. Nearly half of residents identified as Hispanic or Latino, one-third spoke Spanish at home, and a notable share spoke English less than very well. Spanish speakers were especially concentrated near Woodland and in Colusa County. These patterns reinforced the importance of strengthening our English as a Second Language (ESL) offerings, bilingual instruction, and Spanish-language outreach and student support services to better meet the needs of our community.

Educational attainment data identified a significant opportunity for us. The largest segments of adults ages 25–64 were high school graduates and individuals with some college but no degree. Together, these groups represented nearly half of the adult population—approximately 30,000 potential learners who could benefit from degree completion programs, certificates, and workforce retraining. This affirmed our role in re-engaging adult learners and supporting upward mobility.

Labor market analysis further emphasized the importance of aligning our programs with regional industry demand. Healthcare and social assistance emerged as the largest industry in our service area, followed by agriculture, transportation and warehousing, and education. Occupations requiring an associate's degree or certificate showed strong projected demand in healthcare (including nursing assistants, medical assistants, licensed vocational nurses, and physical therapist assistants), transportation (particularly heavy and tractor-trailer truck drivers),

education (teaching assistants and preschool teachers), and technical trades (HVAC and automotive technicians). Several healthcare occupations were projected to experience workforce shortages, and employers reported skill gaps in areas such as commercial driver's licenses (CDL), Spanish language ability, teaching skills, and healthcare certifications such as CNA. Real-time job postings confirmed sustained demand for allied health professionals, administrative support roles, and education-related positions.

Based on these findings, the assessment recommended that we explore expanding and refining programs aligned with high-growth, high-demand occupations—particularly in healthcare and allied health fields. The aging population and projected workforce gaps positioned healthcare expansion as a strategic priority. The findings also suggested opportunities to grow technician and repair programs, transportation training (including CDL-related pathways), and education-related credentials. In addition, the report recommended that we expand ESL offerings and increase Spanish-language instruction and marketing, particularly at our Woodland and Colusa campuses, to better serve our Spanish-speaking communities. Finally, it encouraged us to develop targeted outreach and flexible pathways for adults with some college but no degree, strengthening our role as a provider of degree completion and workforce advancement opportunities.

Overall, the Regional Needs Assessment affirmed that we were well-positioned to strengthen our role as a workforce and community anchor institution. By aligning our programs with healthcare, transportation, education, and bilingual workforce needs—and by expanding access for adult and Spanish-speaking learners—we laid the groundwork for a strategic plan grounded in the realities and opportunities of our region.

## Opportunities

### Population Shifts and Post-Traditional Learners

Regional demographic data confirm that while the traditional college-age population is expected to decline, significant growth is projected among working-age adults—particularly those between ages 21 and 40. At the same time, nearly half of adults ages 25–64 in our service area are either high school graduates or individuals with some college but no degree. Together, these groups represent approximately 29,676 residents—an immediate and locally concentrated opportunity for re-engagement and credential completion. This shift reframes the “demographic cliff” not simply as a challenge, but as a strategic inflection point. Rather than relying primarily on recent high school graduates, WCC has a substantial opportunity to serve post-traditional learners: working adults seeking advancement, individuals needing reskilling in response to labor market changes, first-generation college students, and those who previously stopped out before completing a credential.

Our Regional Needs Assessment also shows that unemployment in the region is slightly above state and national averages, and median household income is significantly below the California average. These economic realities reinforce demand for affordable, career-aligned pathways that provide clear returns on investment. For many residents, short-term certificates, stackable credentials, and associate degrees aligned with high-demand fields such as healthcare, transportation, and technical trades represent practical and accessible routes to economic mobility.



*“Having social mobility to me, means having a chance to improve my life by shaping it in the best way possible.”*

By expanding flexible scheduling, hybrid and accelerated formats, stackable credentials, and degree-completion pathways, we can meet the needs of post-traditional students while strengthening enrollment stability and advancing our mission of equitable access and socio-economic mobility.

### **Commitment to Equity and Inclusion**

California's policy environment continues to emphasize access, affordability, and holistic student support. This alignment creates opportunities for us to deepen equity-driven practices, strengthen community-school partnerships, and expand culturally responsive services. By centering underserved populations, we strengthen both enrollment and community trust.

### **Workforce Alignment and Regional Partnerships**

Our 2025 Regional Needs Assessment confirmed that workforce alignment must remain central to WCC's strategy. The data show that healthcare and social assistance represent the largest employment sector in our service region (13.5%), followed by agriculture (11.8%), transportation and warehousing (9.5%), educational services (8.8%), retail trade, and manufacturing. These industry concentrations provide a clear roadmap for where our partnerships and program investments should focus. Occupational projections further clarify this opportunity. Among careers requiring an associate's degree, certificate, or some college, the greatest projected job openings through 2034 include heavy and tractor-trailer truck drivers, teaching assistants, nursing assistants, medical assistants, and preschool teachers. In addition to occupational demand, employers report skill shortages in commercial driver's licenses (CDL), Spanish language proficiency, CNA certification, healthcare documentation (EHR), and applied technical skills. Real-time job postings show strong demand for allied health professionals,

administrative support roles, education-related positions, and industry-recognized certifications such as CPR, Basic Life Support, and radiologic technologist credentials. These findings reinforce the importance of short-term credentials, stackable pathways, and applied learning experiences that directly respond to employer needs.

Given these trends, WCC is well-positioned to expand and deepen partnerships with healthcare providers, school districts, agricultural employers, and regional government agencies. Major employers in our broader region—including healthcare systems, local governments, and UC Davis—are actively hiring associate-degree holders, underscoring the importance of aligning our programs with clear employment pathways. State and regional initiatives such as CA Jobs First and regional economic coalitions emphasize reskilling, apprenticeships, and career readiness—priorities that directly align with our strengths. We can lead in healthcare and allied health, transportation and logistics (including CDL pathways), early childhood education and teaching preparation, advanced manufacturing and skilled trades, and emerging areas such as green energy and technician-level roles.

While the long-term impacts of AI-driven industry transformation remain uncertain, the data confirm that demand for applied skills, technical certifications, and workforce-ready graduates is immediate and measurable. Our competitive advantage lies in our ability to respond quickly to labor market data, co-design programs with employers, embed work-based learning, and build stackable credentials that allow students to enter and advance within high-demand fields.

## **Expanding Access through Technology and Flexible Learning**

Post-pandemic advances in hybrid, online, and HyFlex instruction provide tools for widening access—particularly for rural, working, and caregiving students. Thoughtful integration of technology can reduce scheduling barriers, increase course availability, and support student engagement. Digital innovation, when paired with strong student support, can expand opportunity without compromising quality.

## **Advancing Socio-Economic Mobility**

Addressing basic needs insecurity is not separate from our academic mission—it is central to it. Through initiatives such as the WCC Basic Needs Center, targeted financial aid, and cross-sector partnerships, we strengthen retention and persistence while laying the foundation for long-term economic mobility. Education is our most powerful tool for breaking cycles of poverty. When we address food, housing, and financial barriers alongside academic programming, we create the conditions for students not only to complete credentials but to achieve lasting self-sufficiency.

## **Strategic Implications for WCC: Education as a Pathway Out of Poverty**

Our environmental scan presents both urgency and opportunity. Basic needs insecurity persists at scale, and external pressures—from funding volatility to shifting public perception—require adaptability. At the same time, demographic shifts, workforce demand, and equity-centered policy frameworks create clear pathways for growth and impact.

The data reinforce our institutional purpose: education as a pathway out of poverty. Student success cannot be separated from economic security. By aligning workforce

programs with regional demand, expanding flexible access for adult learners, strengthening wraparound supports, and clearly communicating the value of our credentials, we position Woodland Community College as a transformative anchor institution for our region.

Every incremental gain—whether through improved completion rates, expanded workforce partnerships, or enhanced basic needs support—advances our broader vision of equitable opportunity and socio-economic mobility for the communities we serve.

To thrive through 2030, WCC should:

- Lead in workforce innovation through short-term, stackable credentials, noncredit to credit pathways, and transfer agreements.
- Expand adult learner pathways with flexible formats and recognition of prior learning.
- Invest in equity-based supports addressing mental health, financial barriers, and belonging.
- Strengthen partnerships with local industries and regional economic initiatives.
- Demonstrate value by connecting credentials directly to income growth and career stability.

Woodland Community College faces a complex but opportunity-rich decade. By embracing agility, innovation, and inclusivity, WCC can be a key driver of socio-economic mobility for its diverse learners and communities.

# CHALLENGES & OPPORTUNITIES

TO ADDRESS  
WITH THE STRATEGIC  
PLAN

RESOURCES  
NOT IN THE  
RIGHT PLACE

COST AS  
BARRIER TO  
COLLEGE

GEN Z  
THINKING  
DEGREES ARE  
"A WASTE"

GEOGRAPHIC  
DIVIDE

CATEGORICAL  
FUNDING OF  
GRANTS  
SUSTAINABILITY

CHANGING  
FEDERAL  
POLICY  
LANDSCAPE

"AI MAKES  
A DEGREE  
OBSOLETE"



COURSE  
SHARING

SYNERGY ACROSS  
3 CAMPUSES

RESOURCE  
SHARING

NON-  
CREDIT

IMPROVE  
SENSE OF  
CONNECTION

RESOURCE  
SHARING

LIKE HEAVY MACHINERY

SERVING  
ADULTS



CONNECTING  
ONLINE LEARNERS  
WITH STUDENT  
SERVICES

AGE BIAS  
AGAINST  
ADULT LEARNERS

LACK OF  
CHILDCARE

MENTAL AND  
EMOTIONAL  
HEALTH

K-12 STUDENTS  
NOT DOING  
WELL IN MATH  
and SCIENCE

COMPLETION  
RATES DOWN  
DUE TO NOT  
GETTING COURSES

DUAL-  
ENROLLMENT

68% GROWTH IN 2 YEARS



*"It means doing something that in my family has never been done. It means my child will see his mom be the one to break the cycle, and make something of herself and create a better life."*

# PURPOSE 2030: WCC'S VISION FOR TRANSFORMING FUTURES THROUGH EDUCATION AND OPPORTUNITY

Woodland Community College's 2026–2030 Strategic Plan – **Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity** – unifies the Education Master Plan<sup>1</sup> and Student Equity Plan<sup>2</sup> into a focused framework that advances the college's Mission, Vision, and our Commitments to student. Developed through an inclusive, research- and data-informed, campus-wide process that engaged students, faculty, staff, administrators, and community partners, the plan reflects a shared commitment to WCC's future and establishes a clear, actionable map for sustainable growth through 2030 and beyond.

Our plan advances three measurable, high-impact goals to drive student success and institutional progress. Importantly, WCC's Strategic Plan, Purpose 2030, is intentionally designed around goals aligned to our Vision of the Student Journey, ensuring institutional efforts support students at every stage of their educational pathway:

- **CONNECTION** – From Awareness to Engagement
- **ENTRY** – From Interest to Enrollment
- **PROGRESS** – From Enrollment to Persistence
- **COMPLETION** – From Study to Credential
- **TRANSITION** – From Credential to Opportunity
- **SOCIOECONOMIC MOBILITY** – From Opportunity to Stability and Growth

Grounded in WCC's purpose—to transform lives and strengthen communities by breaking the cycle of poverty

<sup>1</sup> Cal. Code Regs. Tit. 5, § 51008 - Comprehensive Plan

<sup>2</sup> California Code, Education Code - EDC § 78222

through education—the plan prioritizes expanding access, eliminating barriers, and supporting students from connection and entry through completion, transition to opportunity, career readiness, and lifelong learning. Each graduate represents not only personal success, but meaningful reinvestment in our communities.

While not encompassing every operational detail, Purpose 2030 serves as the college's guiding framework for decision-making, resource alignment, and institutional accountability. Diversity, equity, inclusion, and anti-racism are embedded throughout, ensuring that all students are welcomed, supported, and empowered to thrive at every stage of the student journey.

Through this plan, WCC reaffirms its role as a trusted partner and catalyst for opportunity, advancing equitable socio-economic mobility and shaping a stronger tomorrow for the communities it serves.

## OUR PURPOSE

*We will position WCC for sustainable growth and lasting impact through 2030 and beyond, expanding quality educational opportunities that reduce and alleviate poverty for WCC students, their families, and the communities we serve.*

## About Our Purpose

At WCC, our purpose is to transform lives and strengthen communities by breaking the cycle of poverty through the power of education. We believe that equitable access to learning creates opportunity, fosters hope, and drives lasting economic and social progress. In partnership with our communities, we play a vital role in empowering individuals to achieve their potential and in developing a skilled, educated workforce that fuels local economic growth. The benefits of education extend far beyond the individual — each graduate represents reinvestment in the communities we serve and a step toward a more vibrant, equitable future. As a trusted partner and catalyst for change, WCC is committed to advancing socio-economic mobility, career readiness, and lifelong learning for all by eliminating barriers to access and success. Together, we inspire possibilities and help shape a stronger tomorrow.



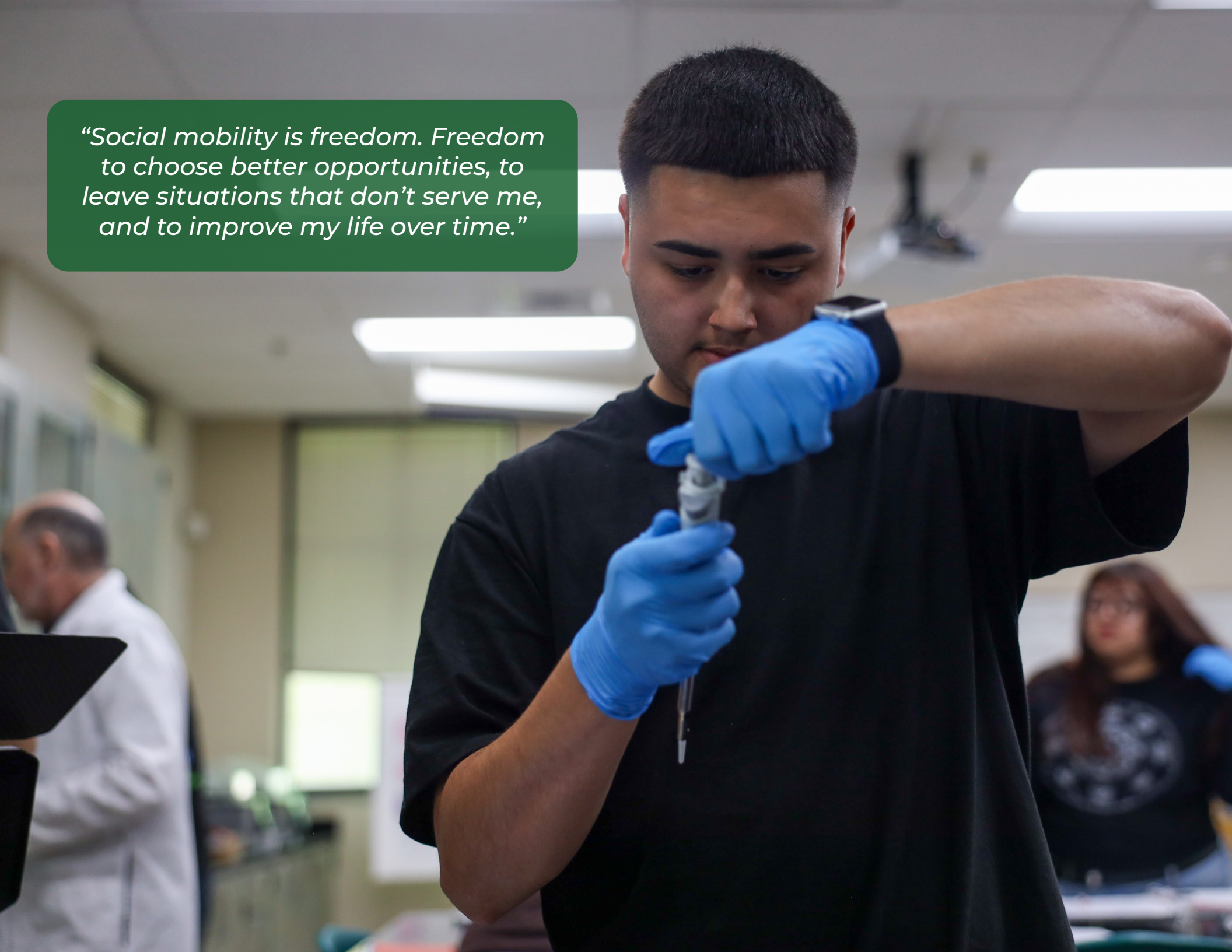
## OUR COMMITMENTS

- *We provide a safe space to learn and grow.*
- *We stand firmly with our students in the wake of change and instability.*
- *Hold ourselves accountable for building and strengthening systems that improve student outcomes.*
- *Foster an environment where everyone can thrive and realize their full potential.*

### About Our Commitments

Equity is at the heart of every decision we make at WCC. We are ensuring that all students have access to education and opportunity, remaining open and welcoming to the entire community while meeting each student where they are. We are providing tailored support to help all learners succeed. To achieve this, WCC is investing in and honoring relationships among faculty, staff, and students—grounded in respect, trust, and mutual commitment—and we honor the responsibilities and contributions each brings both on and beyond campus. Above all, we are holding ourselves accountable for building and strengthening systems that improve student outcomes. WCC is continuously fostering an environment where everyone can thrive and realize their potential.

*“Social mobility is freedom. Freedom to choose better opportunities, to leave situations that don’t serve me, and to improve my life over time.”*



# PURPOSE 2030: GOALS, OBJECTIVES & STRATEGIES

The following are WCC's 2030 goals. Every goal and objective is designed to fulfill our commitments.

## GOAL 1: BUILD THE INSTITUTIONAL CAPACITY, CULTURE, AND SYSTEMS NEEDED FOR STUDENT SUCCESS

### Goal 1 Definition:

Create a collaborative educational environment that removes barriers to student success by integrating holistic academic and student services, giving students, staff, and faculty the tools and resources they need to support student success.

### Intended Impact of Goal 1:

Goal 1 strengthens Woodland Community College's institutional capacity to ensure every student is supported by aligned systems, effective staffing, and a culture focused on success. By right-sizing staffing, expanding cross-training, stabilizing funding, and leveraging technology, the College will enhance service delivery and instructional quality. Pre-enrollment supports will help students clarify goals and address barriers early, while streamlined processes, automation, collaboration, and professional development will reduce workload and improve organizational stability. Expanding workforce-aligned academic programs and wraparound supports will better meet student and regional needs. Grounded in consistent data practices and continuous improvement, these efforts ensure timely, evidence-based decisions that remove barriers and advance student success.

## Objective 1: Ensure staffing structures and service models effectively support student success and enrollment growth.

### Strategies:

- Align staffing levels across the college by assessing program/division needs and benchmarking WCC against peer institutions.
- Identify programs currently staffed entirely by part-time faculty that require full-time hires to support instructional quality and college goals.
- Evaluate the effectiveness of the Fall 2026 reorganization and adjust as needed.
- Expand cross-training across student services and academic departments to increase flexibility, maintain coverage during high-demand periods, ensure human interaction options for students, and enhance service-levels.
- Invest in technology-supported service delivery when appropriate to improve efficiency.
- Reduce reliance on grant funding to maintain consistent and stable staffing levels.

## Objective 2: Implement pre-enrollment interventions that provide students with a strong start.

### Strategies:

- Develop tools to help students identify goals, potential barriers, and available supports before classes begin (such as a family orientation component, math bootcamps, summer bridge programs, among other proven practices).

- b. Increase capacity and resources for registration and application assistance, including virtual office hours, video tutorials, application assistance chatbots, and enrollment guides.

**Objective 3: Enhance institutional capacity and reduce workload through collaboration and process improvement, strengthening organizational stability and reducing turnover.**

**Strategies:**

- a. Streamline and map workflows across advising, registration, financial aid, administrative duties, and academic processes to remove redundancies and reduce delays.
- b. Automate routine tasks such as appointment reminders, notifications, and form processing.
- c. Promote collaboration through cross-functional teams consisting of faculty, staff, and administrators focused on student success initiatives.
- d. Prioritize robust, ongoing professional development that equips staff and managers with the tools to enhance effectiveness, efficiency, well-being, leadership, and job mastery.
- e. Advocating for district-level solutions to address compensation gaps in hard-to-recruit and high-turnover positions.

**Objective 4: Expand and diversify academic and support programs to meet student needs.**

**Strategies:**

- a. Conduct program viability and opportunity analyses for new programs using labor-market data, community needs, and student interest.
- b. Develop new academic pathways in high-demand industries and expand noncredit-to-credit bridges.
- c. Improve WCC's credit for prior learning (CPL) infrastructure and implement MAP.
- d. Strengthen wraparound supports—such as tutoring, embedded advising, and workplace-based learning—for all new and expanding programs.
- e. Expand training opportunities around student-centered practices that reflect equity and accessibility considerations.

**Objective 5: Foster a culture where data-driven practice, consistent tracking, and institutional research guide institutional decisions and advance student success.**

**Strategies:**

- a. Build an integrated student success dashboard to identify interventions to improve persistence and completion.
- b. Standardize data-collection protocols across departments to ensure consistent documentation of student interactions and interventions.
- c. Implement continuous improvement cycles (Plan → Do → Study → Act) using real-time and historical data.
- d. Provide regular training for staff and faculty on responsible, effective data use for student support

## GOAL 2: ADVANCE EQUITABLE STUDENT SUCCESS AND SOCIOECONOMIC MOBILITY

### Goal 2 Definition:

Empower all learners to complete their educational journeys, gain meaningful employment, and improve quality of life – breaking cycles of inequity and poverty.

### Intended Impact of Goal 2:

Goal 2 centers on intentionally embedding the Student Equity Plan (SEP)<sup>1</sup> within the Education Master Plan<sup>2</sup> so that equity becomes a foundational principle guiding institutional planning and decision-making rather than a separate initiative. Grounded in the 2025–28 SEP, this goal identifies all Disproportionately Impacted (DI) student populations through comprehensive data analysis and establishes two overarching objectives: eliminating disproportionate impact across all student success metrics and fully closing equity gaps for each identified population. To accomplish this, the college will implement targeted, measurable strategies aligned with every success metric and further disaggregate data to identify and address additional student groups experiencing inequities. Central priorities of the 2025–28 cycle are transfer and completion, including a focused examination of the root causes that prevent students from achieving their goals. Through a holistic, student-centered approach that integrates academic and student affairs, WCC will coordinate institution-wide efforts to advance equitable outcomes and ensure all students have clear pathways to thrive.

The anticipated impact of Goal 2 is both institutional and community-wide. Internally, the college expects

to see increased completion rates, stronger success in transfer-level English and math, and growth in noncredit certificates that support employment and adult learners. Externally, these improvements contribute to broader regional benefits, including higher wages, better employment opportunities, and reduced unemployment and poverty rates across the counties WCC serves.

### CONNECTION

From Awareness to Engagement

**Objective 1: Build connections and increase initial interest generated through outreach, application submission, or registration efforts that inspire and connect prospective learners to opportunities.**

### Strategies:

- Develop an integrated outreach and recruitment plan that reaches diverse communities, including the creating of an “interested students” database.
- Expand and improve outreach and communication specifically for underserved zip codes within WCC’s service areas.
- Implement targeted outreach campaign for local high school students, including curated “WCC Next” guide featuring information on registration, financial aid, academic programs, and transfer pathways.
- Including an AI assistant on the WCC onboarding webpage to offer casual, friendly guidance.

- **Metric:** Number of CCCApply applications each term.
- **Metric:** Number of adult-learners who reenroll at WCC.

<sup>1</sup> California Code, Education Code - EDC § 78222

<sup>2</sup> Cal. Code Regs. Tit. 5, § 51008 - Comprehensive Plan

- **Metric:** Data on website traffic and leads from marketing campaigns.

## ENTRY

From Interest to Enrollment

### Objective 2: Streamline onboarding through clearer processes.

#### Strategies:

- a. Develop an intuitive, student-friendly website.
- b. Analyze CCCApply applications and matriculation funnel to identify where students encounter barriers and use disaggregated data to inform targeted interventions.
- c. Develop onboarding modules or pathways to ensure students are connected to all available resources and supported from the start (e.g., math/English prep modules, financial planning, technology access, personal needs, orientation tracks for first-generation students).

### Objective 3: Inform students of available resources, programs, and facilitate early connections.

#### Strategies

- a. Develop a needs assessment survey (Eagle's Compass) that proactively connects students with available categorical programs, services, technology access, and basic needs resources.
- b. Scale up summer orientation opportunities, such as Eagles Welcome, to create tangible connections for new students.
- c. Develop an engaging onboarding module that teaches basic Canvas literacy through short,

friendly videos featuring Student Success Center tutors. These videos should walk students through key Canvas functions (navigation, assignments, communication tools) while also personalizing support by introducing tutors as approachable resources.

- **Metric:** (SEP- Successful Enrollment) New students' completion of CCCApply and successfully registering for term.
- **Metric:** Number of student completing FAFSA/ CADAA.
- **Metric:** Completion of critical student support activities by the first term.
- **Metric:** Headcounts for special programs and application rates.
- **Metric:** Utilization of services (i.e.. tutoring appointments, Basic Needs visits, Eagles Welcome/ workshop attendance).

## PROGRESS

From Enrollment to Persistence

### Objective 4: Improve information and systems to help students stay on clear, supported paths to reach their educational goals in a timely manner.

#### Strategies

- a. Publish updated program maps for degrees and certificates, incorporating CAL-GETC requirements and Common Course Numbering (CCN) to ensure alignment and accuracy.
- b. Increase Guided Pathways branding, including dissemination of academic program maps/website and feature an Interest Area each month.
- c. Conduct Student Education Plan (SEP) audit for

students at 40 units and implement in-reach messaging to promote updated comprehensive SEP meeting and next steps.

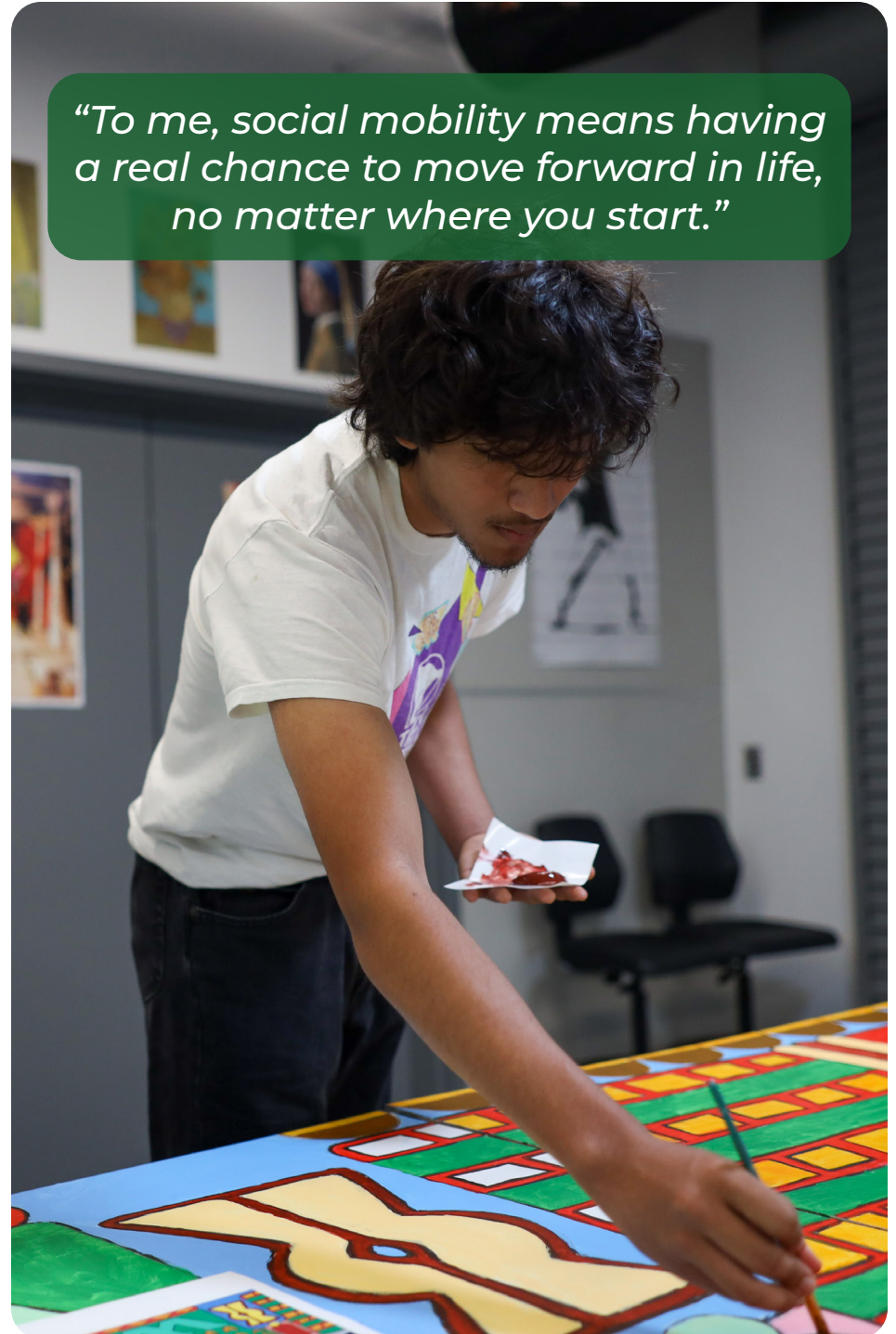
- d. Create intentional connection points and milestone markers, including motivational messages to celebrate progress, just-in-time nudges, and coaching on next steps and resources.
- e. Expand and promote Credit for Prior Learning (CPL) for new and returning adult students by providing comprehensive information on eligible prior experiences.

**Objective 5: Strengthen access to support services, basic needs, and tutoring programs that remove barriers to staying enrolled and succeeding.**

**Strategies:**

- a. Evaluate the external factors that hinder student persistence completion in order to inform the expansion of technology, transportation, basic-needs resources, and support services.
- b. Reduce financial barriers for students on and off campus by expanding the institution's use of zero-cost textbooks (ZTC/OER).
- c. Highlight a categorical program or support service each month to increase awareness, featuring on homepage, communications, and “plug and play messaging” for faculty and Canvas shells.
- d. Assess Early Alert system, including utilization data, common barriers, automation of referrals, and outcomes to identify improvements.
- e. Establish a regular, coordinated schedule of climate and satisfaction surveys—including a semi-annual student experience survey—to provide consistent data that informs program review and improves service delivery.

*“To me, social mobility means having a real chance to move forward in life, no matter where you start.”*



## **Objective 6: Enrollment and successful completion of foundational or “gateway” courses that establish readiness for continued study.**

### **Strategies:**

- a. Further our implementation of equitable placement (AB 705) to expand access to and support for completing transfer-level math and English.
  - b. Targeted campaign for Math & English courses to promote tutoring and academic supports available (i.e. “Tutor Rush Week” event during 3rd week of term including tabling, classroom visits, presentations).
  - c. Annual meeting for Math and English faculty, staff, and tutors to analyze data, enhance inclusive teaching and co-requisite support, and build partnerships to equitably increase first-year Math and English completion rates.
  - d. Create a professional learning community of English, math, and statistics faculty to explore curricular interventions (continuity of 2022-2025 SEP).
  - e. Create a coordinated support system through the Matt Clark Math Center (MC<sup>2</sup>) that actively connects students enrolled in foundational or gateway math courses with tutoring, workshops, and structured learning supports to increase math and statistics course completion and success in math adjacent courses.
- **Metric:** (SEP - Student Education Plan Completion) Increase the number of students who have a comprehensive education plan with a defined course of study.
  - **Metric:** (SEP - Completion of transfer level math and English in first year)

- **Metric:** (SEP - Persistence) Increase first term and year-to-year persistence
- **Metric:** First term and part-time/full-time enrollment status
- **Metric:** Number of students who earn CPL credits.
- **Metric:** Increase the number of WCC students who achieve program requirements or milestones.
- **Metric:** Increase the number of course sections with an Open Educational Resource (OER) designation.
- **Metric:** Enrollment Dashboard comparisons (FTES, Sections, Efficiency, Headcounts).
- **Metric:** Program of Study data (enrollment by Guided Pathway Interest Areas)

## **COMPLETION From Study to Credential**

## **Objective 7: Remove systemic barriers that prevent students from achieving their educational and career goals.**

### **Strategies:**

- a. Implement student-centered scheduling to support timely completion.
- b. Invest in facilities, equipment, and technology that support high-quality, equitable learning experiences.
- c. Develop college-wide professional development plan for faculty and classified professionals focused on culturally responsive, equity-based, and trauma-informed practices to support students. Offerings will emphasize effective approaches connecting students to services, creating inclusive and affirming learning environments, and addressing systemic barriers. (Continuity of 2022-2025 SEP)

**Objective 8: Successful completion of the full program of study, resulting in the attainment of a credential with demonstrated labor market value.**

**Strategy:**

Develop and strengthen partnerships with workforce and industry partners to expand access to work-based learning opportunities, including internships, apprenticeships, and research fellowships.

**Objective 9: Foster a strong transfer-focused culture and remove obstacles that impede students' ability to transfer, leading to improved transfer outcomes.**

**Strategies:**

- a. Plan Transfer Conference featuring two-track informational sessions for both new students those near-transfer.
- b. Work with designer to create Transfer Guide, including info on transfer basics, 4-year partnerships, university contacts, timelines, TAG matrix, etc.
- c. Conduct Equity Audit of Transfer language, processes, and procedures to demystify transfer pathways.
- d. Strengthen family and community engagement in the transfer process, hosting family-friendly events that better support first-generation students.
- e. Develop a marketing video showcasing alumni transfer and career success to promote pathways to educational attainment, workforce advancement, and economic mobility.

- **Metric:** (SEP - Completion) Degrees and certificates awarded.
- **Metric:** (SEP - Transfer to 4-Year Institution) Transfer outcomes by cohort.
- **Metric:** Successful course completion rates.
- **Metric:** Average units earned of degree completers.

**TRANSITION**

From Credential to Opportunity

**Objective 10: Progression to a four-year university or entry into a career that provides a living wage and pathways for advancement.**

**Strategies:**

- a. Align courses and programs with the evolving needs of students and the community.
  - b. Establish a Career Center offering training, advising, and job placement support.
  - c. Partner with employers to expand CTE and noncredit enrollment and job placement in high-wage industries.
  - d. Explore internship/apprenticeship opportunities and partnerships for direct placements while attending WCC and post-graduation.
  - e. Collaborate with categorical programs to provide campus visit opportunities to transfer institutions.
- **Metric:** Increase in the Student Centered Funding Formula (SCFF) Regional Living Wage
  - **Metric:** Number of re-enrollees earning a degree or credential.
  - **Metric:** Student survey results analyzing awareness of resources
  - **Metric:** Analysis of annual graduation survey



## **GOAL 3: STRENGTHEN COMMUNITY AND PARTNERSHIPS**

### **Goal 3 Definition:**

Cultivate a strong sense of belonging and collaboration through targeted partnerships and holistic supports that connect students, institutions, and the broader community.

### **Intended Impact of Goal 3:**

Goal 3 strengthens WCC's role as a connected, community-anchored institution that advances student success and regional prosperity. By aligning partnerships to every stage of the student journey—from dual enrollment and transfer to career placement and alumni engagement—the College will expand access to internships, apprenticeships, and other work-based learning opportunities that prepare students for high-demand careers. Deepened collaboration with employers,

universities, and community organizations will reduce transfer barriers, co-design workforce-aligned programs, and integrate real-world experience into academic pathways. At the same time, a coordinated network of community-based supports will enhance students' sense of belonging and access to essential resources. Guided by labor market data, post-employment outcomes, transfer metrics, and community feedback, these efforts position WCC as a trusted engine of socio-economic mobility—known for developing accomplished graduates, meeting regional workforce needs, and serving as a catalyst for civic engagement and community stability.

## **SOCIOECONOMIC MOBILITY**

### **From Opportunity to Stability and Growth**

**Objective 1: Drive sustained gains in individual and community economic mobility through strengthened educational attainment, workforce participation, and retraining options.**

### **Strategies:**

- a. Leverage comprehensive regional data analysis to identify economic mobility gaps and measure outcomes (e.g., ROI, social mobility indices), informing targeted strategies that strengthen educational attainment, workforce participation, and retraining pathways.
- b. Partner with employers and community organizations to provide experiential learning opportunities.
- c. Launch public sector apprenticeships in partnership with local counties, cities, and special districts.

## **Objective 2: Expand workforce-aligned partnerships that support career readiness.**

### **Strategies:**

- a. Create employer advisory groups for growing and emerging industries (e.g., healthcare, agriculture, tech, water) to identify skill gaps and advise on emerging career trends.
- b. Develop Work-Based Learning Pipelines, including internships, apprenticeships, summer research, and industry-hosted workshops to integrate real-world experience into programs.

## **Objective 3: Strengthen transfer pathways and institutional collaboration.**

### **Strategies:**

- a. Expand Articulation and Dual-Admission Agreements with regional universities to guarantee transfer, reduce credit loss, and provide early advising for students.
- b. Develop Faculty-to-Faculty Partnerships across institutions to align pathways, share insights on student needs, and co-create opportunities for undergraduate research or transfer success.
- c. Strengthen partnerships, pathways, and success rates in CCAP dual enrollment.

## **Objective 4: Strengthen community-based partnerships that enhance student belonging, holistic supports, and resources for WCC students.**

### **Strategies:**

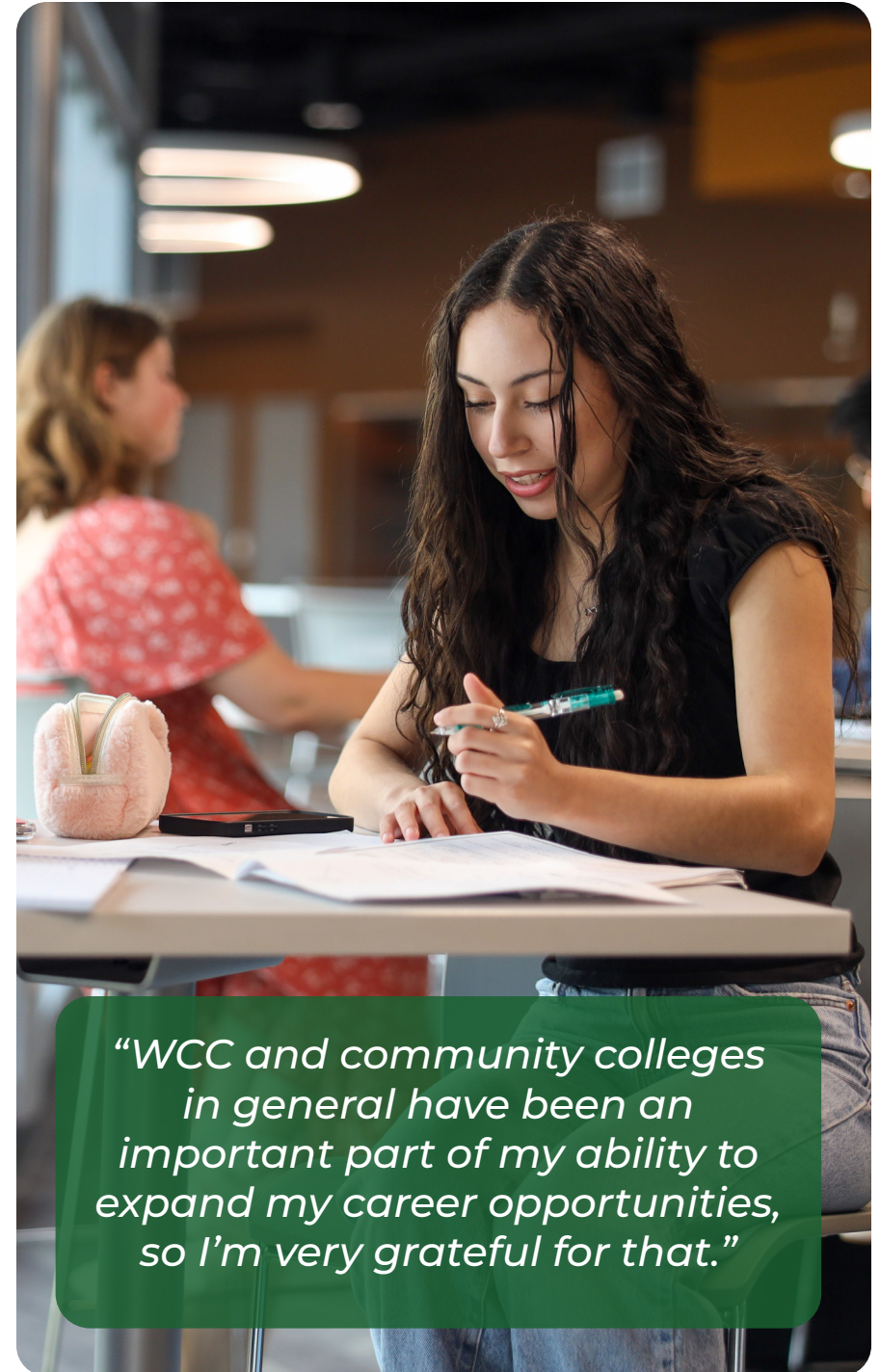
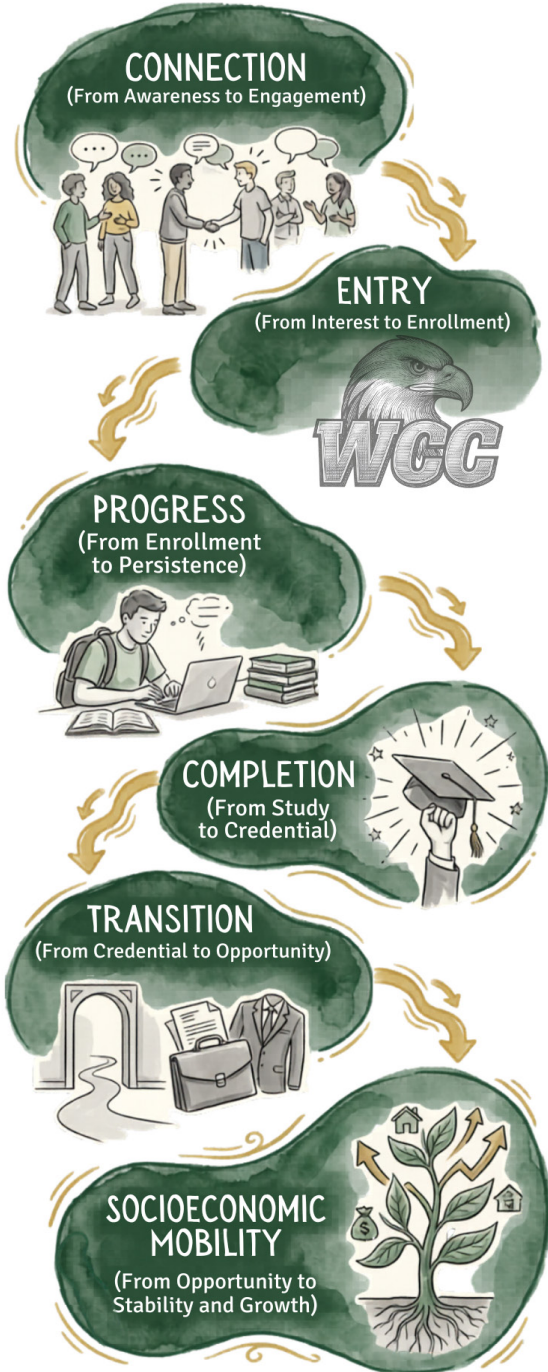
- a. Establish a Community Resource Referral Network with local nonprofits (housing, food security,

childcare, transportation, mental health) to streamline student access to essential services.

- b. Partner with Cultural, Civic, and Community Groups to host engagement events and leadership activities that build belonging and civic connection.
- c. Develop and scale a service-learning program that embeds students in community-based organizations through mutually beneficial partnerships, aligning coursework with real-world service to address local needs. Prioritize placements that expand access to holistic supports (e.g., basic needs, mental health, career services), while fostering student belonging through meaningful community engagement, reflection, and mentorship.

- **Metric:** Number of work-based learning opportunities and total students.
- **Metric:** Number of MOUs with external partners.
- **Metric:** Regularly evaluate program advisory groups to ensure employer groups are effectively represented.
- **Metric:** Increase CCAP dual enrollment course success rates.
- **Metric:** Number of dual enrollment pathways leading to a certificate or lower division requirements (golden four).
- **Metric:** Number of articulation agreements, transfer admission guarantees (TAG), and transfer MOUs.
- **Metric:** Number of 4-year institutions offering direct transfer support to WCC students (office hours, workshops, participation in transfer fair)
- **Metric:** Five Years Out Annualized Earnings (Aspen source: CCCCCO, ED and UI)

## WCC GOALS ALIGNED TO OUR VISION OF THE STUDENT JOURNEY



*“WCC and community colleges in general have been an important part of my ability to expand my career opportunities, so I’m very grateful for that.”*

## PURPOSE 2030 METRICS

Woodland Community College will monitor progress on key outcomes through a centralized dashboard that tracks performance across student groups and experiences. Metrics will be disaggregated by first-generation status, income level (Pell/Promise), parenting status, enrollment intensity (full-time/part-time), foster youth, veterans, gender, ethnicity, English language learners, students with disabilities, instructional modality, AB 540 status, and dual enrollment. This approach ensures visibility into not only individual populations, but also the intersectionality across these groups—enabling more precise, equity-driven decision-making and targeted supports.

| Goal                                                                  | Student Journey Area                 | Objective                                       | Strategy                                                                                                               | Metric                                                              | Baseline Metric                              |
|-----------------------------------------------------------------------|--------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------|
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Connection – Awareness to Engagement | Build connections and increase initial interest | Integrated outreach and recruitment plan; targeted outreach to underserved zip codes; WCC Next for high school seniors | Number of CCCApply applications each term                           | Valid applications 2024-25: 3,841            |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Connection – Awareness to Engagement | Build connections and increase initial interest | Marketing and outreach campaigns                                                                                       | Website traffic and marketing lead data                             | ~1.26m Page Views and ~490k Active Users     |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Entry – Interest to Enrollment       | Streamline onboarding                           | Student-friendly website; CCCApply funnel analysis; onboarding modules                                                 | New students successfully completing CCCApply and registering (SEP) | Enrolled out of valid applications: 1,885    |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Entry – Interest to Enrollment       | Inform students of resources                    | Needs assessment survey; Eagles Welcome and orientations                                                               | Completion of critical student support activities in first term     | <i>*Needs assessments are in development</i> |

|                                                                       |                                      |                              |                                                     |                                                                |                                                                            |
|-----------------------------------------------------------------------|--------------------------------------|------------------------------|-----------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------|
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Entry – Interest to Enrollment       | Inform students of resources | Categorical and special program outreach            | Special program headcounts and application rates               | <i>*Work currently being done to centralize data</i>                       |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Entry – Interest to Enrollment       | Inform students of resources | Service utilization expansion                       | Utilization of tutoring, Basic Needs, workshops, orientations  | Supplemental Instruction % Attended:<br>Fall 2024: 69%<br>Spring 2025: 53% |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Improve clarity of pathways  | Program maps, Guided Pathways branding, SEP audits  | Percent of students with comprehensive Student Education Plans | Fall 2024 full student (non-DE): 24.03%                                    |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Gateway course success       | AB 705 implementation; tutoring campaigns; PLCs     | Completion of transfer-level math and English in first year    | 15.3% (*22-23 NOVA-Aligned cohort)                                         |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Persistence and momentum     | Early alerts; milestone messaging; support services | First-term and year-to-year persistence rates                  | 57.2% (*21-22 NOVA-Aligned Cohort)                                         |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Enrollment intensity         | Scheduling and advising interventions               | Full-time enrollment status (first term and year)              | 438 first-term full-time students in 2024FA-2025SP                         |

|                                                                       |                                      |                                    |                                             |                                                          |                                                                            |
|-----------------------------------------------------------------------|--------------------------------------|------------------------------------|---------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Program momentum                   | Guided Pathways tracking                    | Percent of students achieving defined program milestones | 2023FA GP:<br>Enr12+: 54.3%<br>CRS Suc: 67.2%<br>Compl ME: 15.1%           |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Progress – Enrollment to Persistence | Institutional monitoring           | Enrollment dashboards                       | FTES, sections, efficiency, and headcount comparisons    | 24-25:<br>FTES: 2,540.73<br>HC: 7,658<br>Enr: 21,812<br>Sect: 840          |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Completion – Study to Credential     | Credential attainment              | Student-centered scheduling; CPL expansion  | Degrees and certificates awarded                         | PowerBI: 24-25:<br>Total Grads: 578<br>Total Degs: 567<br>Total Certs: 414 |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Completion – Study to Credential     | Transfer success                   | Transfer conferences; guides; equity audits | Transfer to four-year institution outcomes               | 22.2% (*18-19 NOVA-Aligned Cohort)                                         |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Completion – Study to Credential     | Academic success                   | Faculty and staff professional development  | Successful course completion rates                       | PowerBI: 24-25<br>Success Rate:<br>76.1%                                   |
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Completion – Study to Credential     | Efficiency and completion momentum | Advising and program planning               | Average units earned by degree completers                | (*24FA-25SP Grads)<br>74.79 credits                                        |

|                                                                       |                                                |                                                                                |                                                   |                                                                             |                                                                                                                                     |
|-----------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Goal 2: Advance Equitable Student Success and Socio-Economic Mobility | Transition – Credential to Opportunity         | Career and wage outcomes                                                       | Career Center; employer partnerships; internships | Labor market outcomes (employment and wages)                                | <i>*Career Counselor data pending</i>                                                                                               |
| Goal 3: Strengthen Community and Partnerships                         | Socio-Economic Mobility – Stability and Growth | Economic mobility and equity                                                   | Regional data evaluation; equity gap elimination  | Labor market data and National Student Clearinghouse outcomes (Aspen Data?) | 24-25 SSS:<br>Persistence: 75.69%<br>Assoc./Cert: 46.51%<br>Deg.Transfer: 23.26%<br>(Where SSS is "1st gen, low-inc, and/or disab.) |
| Goal 3: Strengthen Community and Partnerships                         | Socio-Economic Mobility                        | Expand Workforce-Aligned Partnerships That Support Career Readiness Strategies |                                                   |                                                                             |                                                                                                                                     |

*"Social mobility is the opportunity to rewrite my story. It's the transition from just working to building a career I love, while proving to myself—and my child—that it's never too late to earn the degree I've always wanted."*



# YCCD GOALS AND VISION 2030

The Yuba Community College District (YCCD) Goals and the California Community Colleges Chancellor's Office Vision 2030 collectively align with and reinforce Purpose 2030 by advancing equitable access, success, and support for students through coordinated local and statewide strategies that strengthen student outcomes and community impact.

## YCCD GOALS

1. Increase student success and maximize the student experience through curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.
  - a. Increase by at least 20 percent the number of students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
  - b. Increase by 35 percent the number of students transferring annually to a UC or CSU;
  - c. Decrease the average number of units accumulated by students earning associate's degrees to 79 units;
  - d. Increase to 76 percent the percentage of CTE students who report being employed in their field of study;
  - e. Reduce by 40 percent the equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups; fully closing those achievement gaps within 10 years;
  - f. Over five years, reduce achievement gaps across all of the above measures through faster improvements in our service area, focused on campuses with the lowest educational attainment for adult learners.
2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.
  - a. Ensuring all students have access to technology to be successful in their studies.
  - b. Create opportunities for professional development that promotes anti-racism, equity and the elimination of bias.\*
  - c. Adopt practices that focus on improving the diversity of faculty and staff to better reflect the students and communities we serve. \* See Board Policy 1300: Commitment to Diversity, Equity, and Inclusion
3. Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.
  - a. Analyze internal and external data to inform decision making.
  - b. Enhance collaborative planning and programming between the colleges to improve outcomes for students and our communities.
  - c. Increase professional development opportunities to better utilize available data tools.
  - d. Improve enrollment management through accountability and use of resources, available tools and strategic foresight.
  - e. Ensure that the colleges meet or exceed all accreditation standards.

4. Refine standards, processes, roles and responsibilities to be a more collaborative and efficient multi-college district while allowing individual colleges to embrace their unique places in our diverse communities.
  - a. Develop a resource allocation model that is equitable and reflects the needs of a multi-college district.
  - b. Create and/or refine service level agreements to better define the relationships between Colleges and all district service's departments.
  - c. Become an employer of choice in our region by developing practices to recruit and retain employees by offering professional development, fostering employee innovation, and competitive compensation.
5. Integrate strategic foresight into our planning to better anticipate the future needs of our students and communities through innovation and technology.
  - a. Embrace innovation and provide the latest technology that increases student learning, enrollment, retention, persistence, graduation and transfer rates.
  - b. Provide facility spaces that are adaptable to the changing needs of instruction and student services.
  - c. Provide technology solutions to ensure accessibility and equity for everyone.
6. Offer safe, reliable and welcoming environments and provide services that contribute to a safety net for students and the college communities.
  - a. Address the basic needs of students through partnerships and advocacy in regard to health services and food and housing insecurities.
  - b. Provide modern and safe facilities that are conducive to learning and working.
  - c. Update and maintain on-campus emergency action plans that include interjurisdictional agency collaboration and are inclusive of natural disasters.
- d. Provide regular training and drills on emergency action plans for employees at all district locations.
7. Commit to community partnerships and relationships and being actively involved in the local communities we serve.
  - a. Build partnerships with local businesses and focus programs and services on advancing the well-being of our communities.
  - b. Support essential collaboration across education systems between the K-12 sector and community colleges, or intersegmental partnerships, with involvement from industry businesses and organizations in strengthening CTE programs and pathways aligned with regional workforce needs.



## CCCCO VISION 2030

### Goal 1: Equity in Access

- Outcome 1: Student Enrollment - Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

### Goal 2: Equity in Success

- Outcome 2: Completion - Increase with equity the number of California community college students who complete a meaningful educational outcome.
- Outcome 3: Baccalaureate Attainment - Increase with equity the number of California community college students attaining a baccalaureate degree.
- Outcome 4: Workforce - Increase with equity the number of California community college students who earn a living wage.

### Goal 3: Equity in Support

- Outcome 5: Maximization of Financial Aid - Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.
- Outcome 6: Reduction in Units to Completion - Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).



*“To me, social mobility means having the chance to rise above the circumstances I was born into. It’s about access to opportunities that let hard work and talent shape my future.”*

# CONCLUSION & IMPLEMENTATION APPROACH

Woodland Community College's 2026–2030 Strategic Plan — *Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity* — represents more than a planning document. It is a reaffirmation of who we are, why we exist, and how we will move forward together. By unifying the Education Master Plan and Student Equity Plan into a single, focused framework, WCC has aligned its mission, vision, and commitments into an actionable compass designed to transform lives and strengthen communities through socioeconomic mobility.

Grounded in an inclusive, research- and data-informed process that engaged students, faculty, staff, administrators, and community partners, *Purpose 2030* reflects a shared institutional commitment to sustainable growth, accountability, and measurable impact. At its core, the plan is intentionally organized around the Vision of the Student Journey— from Connection and Entry, through Progress and Completion, to Transition and ultimately Socioeconomic Mobility. This framework ensures that every institutional effort is centered on supporting students at each stage of their pathway — not only to earn credentials, but to achieve long-term stability, career advancement, and generational opportunity.

Through its three high-impact goals:

- Goal 1: Build the Institutional Capacity, Culture, and Systems Needed for Student Success
- Goal 2: Advance Equitable Student Success and Socioeconomic Mobility
- Goal 3: Strengthen Community and Partnerships

WCC commits to removing systemic barriers, strengthening student-centered practices, and expanding opportunity across the region. Diversity, equity, inclusion, and anti-racism are embedded throughout the plan, ensuring that every student is welcomed, supported, and empowered to thrive.

*Purpose 2030* positions WCC not only as an institution of higher education, but as a trusted partner and catalyst for change — advancing equitable socioeconomic mobility and creating a ripple effect of reinvestment and resilience across the communities we serve. Each graduate represents progress not just for themselves, but for their families and our region as a whole.

## **Implementation Plan: From Vision to Measurable Impact**

Purpose 2030 is designed to move from aspiration to action. While it does not encompass every operational detail, it serves as WCC's guiding framework for institutional decision-making, resource alignment, and accountability through 2030 and beyond.

## **Governance and Oversight**

To ensure disciplined and sustained implementation, WCC has restructured its governance model to establish a College Coordinating Council whose sole responsibility is to monitor, evaluate, and advance the implementation of the Strategic Plan. This body will:

- Track progress on strategic goals and key performance indicators
- Ensure alignment between planning, budgeting, and resource allocation

- Promote cross-functional coordination and transparency
- Identify emerging challenges and recommend responsive strategies
- Maintain focus on equitable outcomes and socioeconomic mobility

This governance structure reinforces WCC's commitment to institutional accountability and continuous improvement.

### **Goal-Aligned Implementation**

Each of the three strategic goals is supported by measurable objectives, annual action plans, and clearly defined metrics tied to student outcomes along the Student Journey continuum.

## **GOAL 1: INSTITUTIONAL CAPACITY AND SYSTEMS**

Implementation efforts will prioritize strengthening data systems, professional development, culturally responsive practices, and integrated student support structures. Investments will focus on building sustainable systems that proactively support students from connection through completion and transition.

## **GOAL 2: EQUITABLE STUDENT SUCCESS AND SOCIOECONOMIC MOBILITY**

Strategies will center on closing equity gaps, expanding access to high-quality programs, strengthening career pathways, improving transfer and workforce outcomes, and ensuring students transition into living-wage careers. Data disaggregation and continuous equity review will guide decision-making.

## **GOAL 3: COMMUNITY AND PARTNERSHIPS**

WCC will deepen relationships with K–12 districts, universities, employers, community-based organizations, and regional agencies to strengthen alignment across educational and workforce systems. Partnerships will support outreach, dual enrollment, career-connected learning, and post-completion employment opportunities.

### **Resource Alignment and Accountability**

Strategic priorities will inform annual budget planning, grant pursuits, staffing recommendations, and program innovation. The College Coordinating Council will review alignment annually to ensure efforts directly support measurable progress toward the plan's goals.

To maintain transparency and institutional learning, WCC will publish an annual Strategic Plan Update summarizing:

- Progress toward goals and metrics
- Key accomplishments and challenges
- Student success and equity gaps, patterns, and opportunities
- Adjustments to strategies based on data and emerging needs

This annual update will reinforce accountability to students, campus community, and partners.

### **Continuous Improvement and Sustainable Growth**

Implementation will follow a cycle of planning, action, assessment, and refinement. Data dashboards, student feedback, campus engagement, and community input will inform ongoing adjustments. The plan is designed to be dynamic — responsive to change while anchored in WCC's enduring purpose.

## Moving Forward Together

*Purpose 2030* affirms that Woodland Community College's role extends beyond delivering instruction — it is about expanding opportunity, reducing poverty, and strengthening the social and economic fabric of our region. Through disciplined implementation, inclusive leadership, and shared accountability, WCC will advance equitable student success and socioeconomic mobility for years to come.

Together, we will transform futures — one student, one family, and one community at a time.



*“To me, social mobility means having a real chance to move forward—not just dreaming bigger, but actually being able to act on those dreams.”*

# APPENDIX

[WCC 2025-28 Student Equity Plan Executive Summary](#)

[Regional Needs Assessment](#) (Prepared for Woodland Community College by Hanover Research)

All supplemental materials and resources for Purpose 2030: WCC's Vision for Transforming Lives Through Education and Opportunity, are available at: [2026-2030 EMP - Woodland Community College](#).





[wcc.yccd.edu](http://wcc.yccd.edu)

**Woodland Campus**

2300 E. Gibson Road  
Woodland, CA 95776  
(530) 661-5700

**Lake County Campus**

15880 Dam Road Extension  
Clearlake, CA 95422  
(707) 995-7900

**Colusa County Campus**

99 Ella Street  
Williams, CA 95987  
(530) 668-2500