

Woodland Community College
Accreditation Follow-Up Report

March 1, 2009

Follow-Up Report

Submitted by

Woodland Community College
2300 E. Gibson Road
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To

Accrediting Commission for Community and Junior Colleges
Western Association for Schools and Colleges

March 1, 2009

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Statement of Report Preparation

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), acted to grant candidacy and initial accreditation to Woodland Community College (WCC) on June 30, 2008. In a letter to WCC President Dr. Angela Fairchilds, the Commission requested that WCC, by March 1, 2009, demonstrate its resolution of five recommendations made by the ACCJC accreditation team that conducted a site visit in the spring of 2008.

The Accreditation Liaison Officer, Dr. Alfred Konuwa, and the Faculty Chair of the Accreditation Steering Committee, Professor Julie Brown, coordinated the preparation of the report. The following individuals and Committees were either consulted or contributed to the design or review of all or parts of this document:

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Dr. Melisa Moreno, Instructor of Sociology
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Student Learning Outcomes Committee

Ken Nather, Dean of Instruction and Learning Resources
Christopher Howerton, Instructor of Speech
Cynthia Kellogg, Professor of English
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Academic Senate

Professor George Galamba, President
Dena Martin, Vice President
Dr. Matt Clark, Professor of Mathematics and Statistics
Dr. Donna McGill Cameron, Professor of Business and Economics
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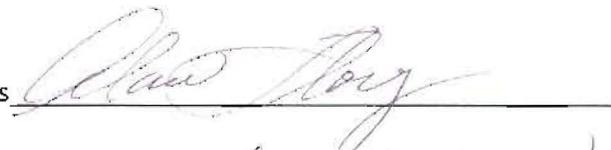
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Dr. Willard Wright, Vice Chancellor for Administrative Services
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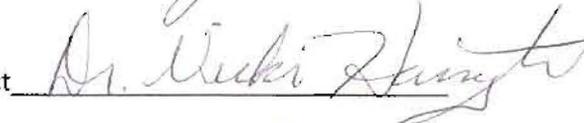
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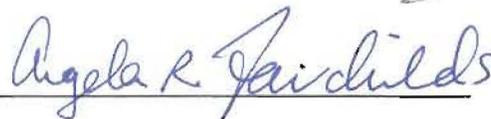
Dr. Nicki Harrington, Ed.D.

Chancellor, Yuba Community College District



Angela Fairchilds, Ph.D.

President, Woodland Community College

**Report Timeline**

The preparation of the Woodland Community College Follow-up Report began in October, 2008 with a strategy meeting of the Accreditation Steering Committee. The group reviewed the ACCJC recommendations, the Accreditation Self-Study, including planning agendas, and established a timeline for the completion of the Report. The Accreditation Liaison Officer and the Faculty Chair of the Accreditation Steering Committee were given primary responsibility to gather input and consult with campus committees, academic and student services personnel, and program managers.

During November 2008 through January 2009, initial drafts of the responses to the ACCJC recommendations were shared with shared-decision making process bodies, relevant committees and

individuals. This review of the responses included a forum during Flex Week in January, where faculty and staff provided their input. Suggestions were incorporated into a draft document and submitted to the College Council, WCC Academic Senate the college President and the Vice-Chancellor for Educational Planning and Services for review. A final draft was submitted to the Board of Trustees in February. All recommendations and revisions were incorporated in the final document submitted to the ACCJC on March 1, 2009.

Accreditation Follow-Up Report Timeline

Activity	Timeline
Meeting of the Accreditation Steering Committee to review recommendations and assign responsibilities	October 17, 2008
Interviews, consultations with shared decision-making process bodies, committees and campus leaders	October and November, 2008
Compilation of supporting documents emanating from interviews	November and December, 2008
Development of draft responses; review by appropriate committees or shared decision-making bodies	November 21 2008 to January 30, 2009
Incorporation of Recommendations and Revisions	February 10, 2009
Final Review by President	February 11, 2009
Board of Trustee Review and approval	February 25, 2009
Submission to ACCJC	March 1, 2009

Woodland Community College

Accreditation Follow-Up Report

March 1, 2009

INTRODUCTION

The College has adopted several processes and procedures to ensure that it is making progress towards the resolution of the Accreditation Team recommendations. A Woodland Community College (WCC) College Council was established in 2007 as a separate entity from the former District Council, and is comprised of representatives of all constituent groups in the shared decision-making process. District wide project teams on student learning outcomes and diversity transitioned into WCC standing committees as of December 2008. An independent WCC Academic Senate was formally recognized by the Yuba Community College District Board of Trustees and the Statewide Academic Senate at the beginning of the fall 2008 semester. Standing Committees are holding regular meetings to implement goals in the College's 2007-2011 Strategic Plan (Ref 1). In addition, standing committees are reviewing and revising purpose statements in the *College Council Handbook* to support shared decision-making principles and the College's mission. Several members of these committees were crucial to the development of responses to ACCJC recommendations. The following represents specific actions undertaken by the college to demonstrate its resolution of the recommendations:

Recommendation 1

In order to meet the standards and strengthen effectiveness, the team recommends that the College provide evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. When fully implemented, this cycle of planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the College's decision-making processes. (Standards I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.1, II.A.2, II.B.3, II.B.4, II.C.2, III.A.6, III.B.1, III.B.2, III.C.2, III.D.1, III.D.2g, and III.D.3)

A planning and evaluation cycle established at the District for all programs, committees, and project teams is key to institutional effectiveness at the College. Institutional effectiveness is guided by a Long Range Planning Model (Ref.1), which provides a mechanism to integrate planning initiatives across the College and District; an Institutional Effectiveness Model; and the Continuous Improvement Model. In addition, two administrative procedures (Ref. 4), AP 3255 and BP 3250, are inherent in the implementation of institutional effectiveness at the College. Administrative Procedure 3255, "Institutional Effectiveness," formalizes the role of assessment, evaluation and planning in the College and District research efforts; Board Policy (BP)3250, establishes the leadership role and support of the Board of Trustees in identifying the role of research in assessment and planning

The Long Range Planning Model incorporates means of assessing institutional effectiveness through variables that define outcomes assessment, including graduation rates, retention rates, persistence, etc.

The Long Range Planning Model is, in turn, tied to the Institutional Effectiveness Model (IEM) and the Continuous Improvement Cycle (Ref 2; Ref 3).

The IEM serves as an avenue for evaluations of College programs and services in five areas:

- **Academic Program Review** – Each academic program is required to conduct program reviews on a four year cycle. Annual updates are prepared during the interim. Academic programs at WCC are now in the third year of its first four year cycle of program reviews. The WCC Research Analyst has assisted with Office of Institutional Effectiveness at the District level in the process for annual assessment of the progress in addressing the recommendations in program reviews. The College has developed a “program review matrix” (Ref 1.8) as a mechanism for evaluating recommendations through follow-up conferences between deans and the faculty or department presenting the reviews.
- **Student Services Program Review** is conducted on a five year cycle. Most student services programs at WCC have completed at least three years of the cycle, including those conducted jointly with Yuba College. The Institutional Effectiveness Office and the College researcher also annually carry out assessment of the progress of recommendations in these reviews.
- **Administrative Services Review** – Plans for implementing an Administrative Services Review are in place (see below, Recommendation 2), and are being guided by the District Office of Institutional Planning and Services. The relevant college departments work jointly with appropriate district services to conduct reviews pertaining to functions that are district wide (e.g. Police, Information Technology).
- **District Image/Marketing Review** – This function in the IEM focuses on the perception of the District as a whole. Thus, the process is directed by the District Office of Institutional Effectiveness, and involves surveys and other research methods to identify community perceptions and needs. College constituents participate in the process, as appropriate.
- **Planning and Shared Decision-Making Review Process** – This involves an assessment of planning at the District and college levels. The WCC College Council presently is charged with annually assessing progress toward strategic goals in concert with the Long Range Planning Model, Continuous Improvement Cycle and Institutional Effectiveness. The Council completed one such exercise in fall of 2008 (Ref. 1.9.1; Ref 4.11) in keeping with District plans that formalized the shared decision-making process review in 2007. For the current year, 2008/09, the College Council serves as the Budget Committee for the transition year. However, college leaders and the Academic Senate are in discussion to revise the budget development process in accordance with the 10 +1 academic and professional matters.

These evaluations, then, drive recommendations for resource allocation, curriculum development and change, staffing, facilities, equipment and technology. The Continuous Improvement Cycle Model shows how the evaluations of these areas are integrated to support improvement in program outcomes and the effectiveness of the decision-making process at the College.

Under the umbrella of the Board's Strategic Directions, determination of the College's planning goals is driven by student and community needs assessments that reflect the College Mission and Vision Statements.

Using this integrative model, the College is in an early phase of making progress to demonstrate that its goals and attendant decision-making are implemented to improve institutional effectiveness and will be accomplished in an ongoing cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation, in congruence with the Continuous Improvement Cycle (Ref. 3). Evidence of this assessment of progress towards the achievement of College goals is reflected in the District's Annual Institutional Effectiveness Report and in several College-wide processes and initiatives:

- **Woodland Community College Mission Statement**

The Mission Statement, as mentioned earlier, drives the planning and evaluation process. The Mission Statement, a part of the Long Range Planning Model, is developed by the WCC College Council and revised over five year cycles to reflect changing community needs based on institutional research and assessment, and dialogue among College constituent groups.

Woodland Community College Mission Statement:

The mission of Woodland Community College is to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.

At WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

- **Woodland Community College Strategic Plan, 2007-2011:**

The College developed a Four Year Strategic Plan (Ref. 1) in response to the Board of Trustees District Strategic Directions. The plan identifies a strategic roadmap for implementing eight strategic goals over the four years from 2007 – 2011:

- Student Retention and Success, Student Learning Outcomes and Institutional Accountability
- Basic Skills Initiative
- Transformative Change & Innovation
- Resource Development and Alignment
- Student Access and Response to Changing Needs
- Community Engagement, Institutional Heritage and Multicultural Awareness
- Campus Safety and Security
- Accreditation for Woodland College

The creation of AP 3255, Institutional Effectiveness Model and Flowcharts, has established a framework for WCC to effect shared decision-making processes that include a review of institutional effectiveness. The College Council, which includes representatives of all campus constituent groups, has instituted a process for assessing the progress of each of the goals in the Strategic Plan. In 2007,

the Council, working through the College's Committee structure, identified specific objectives for each of the four years in the Strategic Plan. In fall 2008, the Council received and reviewed progress reports from various committees and responsible parties across campus; these reports were incorporated in a document, The WCC Strategic Plan Update (Ref 4.11), which establishes the basis for evaluation, implementation and improvement of institutional effectiveness. While many objectives established for 2007 and 2008, including accreditation of the College, were accomplished and are being implemented, this cycle of evaluation informed the Council about the need for further research and analysis in the pursuit of other goals and objectives. Periodic updated reports on the strategic plan will be developed and shared with the College community as a means of furthering this cycle of evaluation and implementation.

- **Research Agenda**

The College's commitment to effect a research agenda to support planning, implementation and evaluation is reflected in the creation of a management level position, Director of Research, Planning and Student Success. The college and the district have made the hiring of this position a priority, even in the present critical budget scenario. Furthermore, this position has been elevated from that of a research analyst, who was hired to assist in the formulation of data driven decision-making, and the evaluation and assessment of programs and College plans. The research office has developed several studies (see Ref.1.8.1; Ref 1.11; Ref. 1.15.1) which have informed decisions in student advising, basic skills and course scheduling processes. Currently, the College is in the process of hiring for the elevated research position, following the vacancy created by the resignation of the research analyst. A previous attempt at filling this vacancy in the fall of 2008 was unsuccessful. While the extended recruitment is underway, the District Office of Institutional Research is responding to research requests from some areas of the College. The Director of Research, Planning and Student Success, when hired, will continue to emphasize areas identified for the College's research agenda: (a) survey needs assessment (b) program review, (c) faculty inquiries about program and course success indicators, (d) basic skills baseline data, and (e) planning and support for institutional and program-level SLOs (e) institutional effectiveness. Results emanating from this research function will be used to "close the loop" in the planning and assessment cycle and create a culture of research and evidence that supports the College's decision-making processes.

- **Student Learning Outcomes**

Student Learning Outcomes (SLOs) are a key component of the WCC Long Range Planning Model. The WCC SLO Committee, following a timeline developed by the former District Project Team, is on target to incorporate SLOs as tools for planning and continuous improvement. By 2011, the College is poised to be at the Sustainable Continuous Quality Improvement in the ACCJC Institutional Effectiveness Rubric. Several activities highlight this determination:

- The formal process for integrating SLO as a variable in institutional effectiveness began in 2005, when the District Academic Senate adopted an SLO Purpose Statement.
- A District Project Team with WCC participation made the decision to begin SLOs at the institutional level, and Institutional SLOs were developed, reviewed by all college groups in the District and approved by the Board of Trustees in November 2005. Eight Institutional SLOs were identified (communication, computation, critical thinking, global

awareness, information competency, personal and social responsibility, technological awareness and scientific awareness) (See Ref. 3.1.6) This was followed, in 2006, with the identification of program level SLOs. Program clusters, district-wide, selected those SLOs that were appropriate for their programs. In 2008, WCC continued the development of SLOs at the college level as a separate process decoupled from that at Yuba College. The next step, which is now being implemented by WCC, is the development of course level SLOs, a process targeted for completion in fall of 2009.

- An assessment plan was developed and finalized for each institutional level SLO. Pilots for Communication (as demonstrated in a written essay), Global Awareness (measured by a pre and post test), Information competency (measured by pre and post test), Technological awareness (pre and post test) were also developed.
- Two pilot assessment surveys on SLOs, one for new students and another for graduates, were administered in 2008 (see Ref. 1.6 and Ref 1.7.1).
- A pilot assessment for Communication was completed at WCC in the fall of 2008 (see results in Ref 3.11).
- English 1A final examinations are reviewed each semester since 2004 using department rubrics. These examinations are tabulated with a goal of using them as a baseline for future assessment of institutional SLOs (see ref 1.21). Performance on English1A final examinations for the fall 2008 are being reviewed and compared to the baseline data.

The pilot assessments in Communication and English will be followed by the development of specific assessment plans in each area of SLOs. As demonstrated by the exercises in Communication and English, results of assessments inform decisions for program modification and continuous improvement in instructional and other services that support institutional effectiveness.

The College's Writing and Math Center (WAM) completed an assessment of the performance of students in English 110B final examination. The results demonstrated higher success rates for students using WAM. The intent of the exercise and the results it generated are consistent with the goals of SLOs in institutional effectiveness, and suggested implications for increasing student participation in WAM activities (see Ref 1.21).

- **Budget Process Timeline**

The budget process is another model for annual evaluation of institutional effectiveness. The functions of the District-level Budget Subcommittee were transitioned to the WCC College Council in fall 2007. The Council includes representatives of each College constituency, and provides recommendations to the Administration relative to resource prioritization and allocation to support strategic goals. Final decision-making, though, rests with the President. The College's Budget Process Timeline (Ref. 1.1) identifies the role and responsibility of the Council in the process, which is also tied to the Long Range Planning Model. The timeline in the budget process provides for annual evaluations of the allocations to programs. This system of evaluation also allows the College to link program planning, including program reviews, staffing and equipment requests, to budget allocations and review their effectiveness in the decision-

making review process. As noted above, the budget development process will be refined in collaboration with the Academic Senate this year.

- **Program Review**

Academic and Student Services Program reviews were refined in the District in 2004- 2005. During that year, the two colleges in the District (Yuba College and Woodland Community College) completed joint program reviews which were presented as District wide reports. In 2006 -2007, in contemplation of a multi-college District, Woodland Community College and Yuba College began separate activities at developing program reviews. Most academic and student services programs at Woodland College are in the third year of the first cycle of developing and monitoring the progress of their programs in this process. Each program is required to develop annual updates to their program reviews; these updates assess progress and recommendations inherent in their Program Review document (see Ref 2.5 and Ref 2.5.1). This allows both the administration and the program another mechanism for evaluation and continuous improvement. The recommendations in the program review are also being incorporated in the current development of the WCC Educational Master Plan (EMP). While several planning processes at the College are tied to academic program reviews, this linkage needs to be emphasized and demonstrated among faculty preparing these reports. The feedback loop in the process needs refinement. As such, the College Administration is recommending a tracking matrix (See Ref 1.8) that will be used by program managers to assess and evaluate the progress of program reviews and the impact that the implementation of recommendations have made on programs during each cycle in the Program Review process. The matrix has been shared with the Academic Senate, Management Team and the President for further input. When fully developed and implemented, this matrix will be an integral part of an internal assessment that lends to continuous program improvement.

- **Five Year Fiscal Plan and Allocation Model**

The District Five Year Fiscal Plan and Allocation Model (see Ref 1.9), developed with WCC's participation and input, forms a basis for budget and allocation decisions at the District and at the college. The allocation model incorporates revenue and expenditure categories to support strategic initiatives and program priorities. The document is reviewed and assessed periodically to account for changes in FTES growth and other internal and external factors. As a result of such an assessment during the fall 2008 year, the WCC Chancellor commissioned the Allocation Workgroup for Enrollment Management to develop recommendations for a process that aligns course schedule development with annual budgets.

- **Staffing Plan**

The College has in place a staffing plan that projects faculty, administrative and classified staffing needs over a five-year period (Ref. 1.14; 2.2; 2.3; 2.4; 2.6). This plan is tied to the District Five Fiscal Plan and Allocation Model. The plan also reflects staffing needs and recommendations originating from Program Review documents. The Faculty Staffing

Committee will commence work to develop long-range staffing priorities to support program growth and curriculum development in concert with the Educational Master Plan.

- **Instructional Equipment Request Process**

The College has developed a process to evaluate equipment needs (Ref. 1.7). The committee requires programs to relate staffing and equipment requests to their program reviews. This provides the committee an opportunity to assess how these requests will lend to program improvement and overall effectiveness. In turn, programs, in subsequent cycles of the program review or annual updates will provide an assessment of how the response to their requests affects their service delivery.

- **Student Services Programs** – Categorical programs (EOPS/CARE, Matriculation, DSPS, CALWorks, and Financial Aid) transitioned to the College from the District in fall of 2008. Each of these programs requires annual assessment reports. These reports, which were completed at the District in previous years, have driven decisions for changes and improvements in service delivery in each of these categorical areas. The College will continue this tradition of assessment as it operates these programs as a separate entity. Additionally, the College operates two programs aimed at promoting a college going culture among low income populations. Both programs, the Upward Bound Program and the Puente Program, also require detailed assessment reports to guide their operations. The Upward Bound assessment report is included in the references (See Ref 1.13). In January, 2009, WCC was approved by the Veterans Affairs Administration to certify military veterans and their families for educational benefits. Procedures and record-keeping requirements are prescribed by the federal government and the Veterans Services Office is subject to on site review at least annually.

- **Basic Skills Initiative**

The Basic Skills Initiative (BSI), as a component of the College's strategic directions, is part of the overall assessment of college-wide progress in specific areas related to these goals. A Basic Skills Committee is fully operational, and has developed a five-year plan to address the under preparedness of Woodland College students. One major aspect of this plan is the continuous assessment of areas of teaching and learning in basic skills. The College's Institutional Research Analyst published two reports, "WCC Basic Skills Analysis," (Ref 1.11) and "WCC Course Performance Report" (Ref 1.12) which the BSI Committee has featured in discussions for responding to challenges in basic skills teaching and student learning. The College's BSI Committee, through these discussions, has identified several strategies for improvement and data gathering in student learning:

- Expanding tutorial service
- Implemented supplemental instruction
- Developing learning communities
- Providing mini-grants to support instructional innovations

- Providing support for staff development activities in teaching and learning for basic skills

- **Educational Master Plan**

A District Educational Master Plan (EMP) was developed in 2005, with 22 goals identified for the two colleges. The Plan underwent annual reviews and updates in the three years following its development and implementation. These updates provided the impetus for an assessment and evaluation of goals, and established a basis for modifications and improvements in program delivery across the District. As of summer 2008, all 22 goals in the Plan were completed. In keeping with a planning agenda in the 2008 WCC Accreditation Self-Study, the College is currently in the process of developing an EMP, with a target completion date of fall 2009. Information pertinent to Woodland Community College, including labor market needs information and program review analysis and recommendations, are being gathered. When completed, the document will serve as a guide for developing and assessing programs that support the College's mission and Strategic Plan, including technology and facilities.

- **WASC/ACCJC Annual Report & Evaluation Rubric**

Woodland Community College will present its first Accreditation Annual Report to the ACCJC in 2009. Prior to its accreditation, the College's assessment of progress in areas such as Student Learning Outcomes and distance education were documented in a District report to the ACCJC. In concert with the Annual Report, the College modified and adapted for its own use an evaluation rubric from the ACCJC accreditation guidelines (Ref 1.16). The rubric provides avenues for explaining progress indicators at various levels of implementation in SLO, planning, and program review. It also provides a column for documenting evidence included in the analyses of progress indicators. The rubric serves as another guide to inform planning, institutional effectiveness and continuous improvement at the College, and allows for continuous assessment of ACCJC requirements for an accredited institution. The rubric also works in tandem with the three inter-related models that anchors institutional effectiveness at the College, as explained above (Ref 1; Ref 2; Ref 3). The College has demonstrated, through the annual reports and the rubric, that it is at the "development" stage in terms of Student Learning Outcomes, and is progressing consistent with its adopted timeline for completing the process for SLO development and assessment in the next two years. The College, through progress indicators for Program Review in this rubric, has determined that it is in the early stages of the "sustainable continuous quality improvement" phase of this aspect of institutional effectiveness and completing the "development" and entering the "proficiency" stage for planning.

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Recommendation #1: Related Planning Agenda from Accreditation Self Study

Planning Agenda IB-3
Institutional Effectiveness

“Woodland Community College will develop a Research Plan in conjunction with leadership at the District level. Such a plan will define immediate, ongoing, internal and external data and research objectives. This plan will also assist in better defining the relationship between the roles of the IE function and the Research Programmer/Analyst function found in the Information Technologies Office.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is making progress. A research analyst position was created in the fall of 2007. The analyst developed several studies related to student learning and success, but these were done in the absence of a coordinated Research Plan. The College has since elevated the analyst position to a management level position, Director of Research, Planning and Student Success. The position reports directly to the college President. Recruitment for the position is in progress, and the individual selected will work in conjunction with the District Director of Institutional Effectiveness Office to develop a Research Plan that reflects the College’s culture of evidence in decision-making review process.

Planning Agenda IB-4
Broad Based Planning Process

“Under the prospective organizational system, an evaluation cycle will need to be built in to committee and council purpose statements and operating procedures.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

A College Council has been established as the monitoring body for planning functions at WCC. A College Handbook patterned after the former District Council Handbook template has been developed. All committees represented in the Handbook are currently in the process of updating purpose statements. By 2011, all committee purpose statements will include an evaluation cycle. Meanwhile, as explained above, the College Council completed an evaluation of progress toward College goals in the Strategic Plan (Ref. 4.11). In December 2008, committees with responsibilities for each College goal made presentations to the Council on accomplishments and assessments of strategic goals.

Planning Agenda 1B-6
Institutional Effectiveness

1. *“As part of the implementation of the IE Administrative Procedure, assessment planning of programs, processes, and plans needs to be done to provide the information necessary for continuous improvement at WCC.”*

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is making progress. An assessment plan is being developed for SLOs. A staff development workshop in assessment methods for faculty was held in January of 2009 as part of this plan. The District Office of Educational Planning and Services is charged with the development of an Institutional Effectiveness Administrative Procedure that will plan and develop evaluation and assessment methods associated with Administrative Services Review, Marketing Research and Shared Decision-Making. The Director of Research, Planning and Student Success, when selected, will work with the District IE Office to have a plan in place by 2011.

2. *“Professional Development will be provided to those who use Datatel to collect research, but who are not formally affiliated with the Offices of IT or Institutional Effectiveness.”*

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

Two professional development workshops were held for staff and faculty at Woodland Community College in fall of 2008, including one that featured an overview of purchasing processes. Administrative secretaries and technicians familiar with Datatel offer informal training to staff interested staff members. The College will have a procedure in place for regular, formal Datatel training by 2011.

Planning Agenda 1B-6
Resource Allocation Model

“Implement, evaluate and revise Resource Allocation Model”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The Chancellor’s Executive Team, which includes the WCC President, began discussions on the revision of the Resource Allocation Model for the District. The results of these discussions will have implication for planning processes at the College. There are currently established initial guidelines, but it is anticipated that a new Budget Allocation Model will be developed by summer of 2009 that reflects a multi-college District.

Planning Agenda II-A1a
Needs Assessment

“The needs assessment for the WCC service area should be updated and should focus on the curricular needs of this growing, evolving region.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The District Office of Institutional Effectiveness conducted a needs survey in the spring of 2007 focusing on the needs of Colusa County residents in the outlying areas of the college service area (Ref. 1.5). This assessment was followed with a community survey that was distributed in the fall of 2008. The survey includes questions related to WCC program offerings in its service area. Preliminary analysis of the data will be distributed to WCC administrators and staff in summer of 2009. Also, the WCC administration holds a monthly Advisory Committee meeting for Colusa County school officials and stakeholders. These meetings serve as an ongoing assessment of services and course offerings in that County. In addition, the former Research Analyst began gathering employment data in preparation for the development of the WCC Educational Master Plan in 2008. Currently, we are in the process of gathering updated labor market data for the whole region to be used for CTE program reviews and to guide decisions about curriculum development. Furthermore, at the program level, input on industry needs is gathered through the CTE advisory committees. For example this past year, both the Agriculture and Human Services programs developed courses and certificates based on employment needs identified by the respective program advisory committees. Additional information on workforce needs is garnered from the involvement of business and industry members in our local VATEA Planning Team. However, we recognize that an in-depth assessment is essential to our long range planning. A full needs analysis and environmental scan will be a primary assignment for the Director of Research, Planning and Student Success for 2009-2010.

Planning Agenda II-A1b
Educational Master Plan

“WCC should actively consider the development of a planning component in its 2008-2009 Educational Master Plan to increase investment in alternative delivery systems to meet student demand.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is currently in the process of developing its own Educational Master Plan and distributive education (DE) will feature in the goals of the plan. Planning for DE is also an integral part of planning for facilities expansion. As an example, we are incorporating Interactive Television (ITV) and other technology to support DE in the design of the Colusa County Outreach Facility that is scheduled for groundbreaking in 2010.

Planning Agenda III-A6
Integrated Planning

“Ensure that the EMP and Program Review documents integrate institutional planning with human resource planning.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

Program Review documents presently include staffing requests which are included in the College’s Five Year Staffing Plan. Faculty staffing process is also linked to the program review process. By 2011, the College will have developed an EMP that is integrated with institutional planning.

Planning Agenda IIIB-1
Formalized Planning

“Follow-through on existing formalized plans is anticipated.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is following through on formalized plans. This is anticipated to be a bi-annual exercise that will incorporate all formal plans at the College. The College Council, working with relevant College committees, reviewed the Strategic Plan during the fall of 2008 to assess progress of its goals.

Planning Agenda IIIB-2
Equipment Plan

“Woodland Community College should develop an evaluation plan specific to its equipment prioritization and distribution process.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College has in place an Instructional Equipment Committee that has a process to review and prioritize equipment requests. However, a formal evaluation plan has yet to be developed. This agenda item will be addressed in contemplation of the Mid-Term Review 2011.

Planning Agenda IIIC-2
Assessment of Technology Plan

“Conduct an annual assessment of the Technology Plan (and its WCC companion plan) to evaluate progress, review changing circumstances, and adjust priorities to meet these circumstances.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The Technology Committee is in the process of redesigning the structure of the Technology Plan. The new format includes an overarching section of District standards, goals, and strategies. There is also a section for Woodland Community College consisting of those goals and strategies which are college specific. The entire plan will be shared in open forums and with the college council for additional input and recommendations in the spring before going to the Board of Trustees for annual approval in May or June. The membership of the Technology Committee includes Woodland Community College tenured faculty, adjunct faculty, and classified personnel.

Planning Agenda IIID-1a
Internal Planning

“Woodland Community College needs to further develop its internal planning documents, integrating each with budgetary considerations.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The Administration has developed a program review tracking matrix that is being recommended for review by the Academic Senate and deans. The development of internal planning documents will be a focus of planning activities for this calendar year (2009). Also, by summer 2009, the District will have in place a new Budget Allocation Model, which will enable WCC to begin the process of further developing and monitoring planning processes.

Recommendation 2

In order to meet the standards and strengthen effectiveness, the team recommends the College extend program review to all areas of the Institutional Effectiveness Model to ensure that strategic actions are integrated into planning and resource allocation. (Standard I.B.3, I.B.6, I.B.7, II.A.2.e, and II.A.2.f)

The College is making strides to extend program reviews in all areas of the Institutional Effectiveness Model (IEM) to ensure that strategic actions are integrated into planning and resource allocation. The Institutional Effectiveness Model has the following outcomes: Student Learning Outcomes, Academic Program and Student Services Program Reviews, Administrative Services Review, District Image and Marketing, and Shared Decision-Making Planning Processes. Academic Program and Student Services Program Reviews are well-developed and fully operational; others are in various stages of development

or implementation. The College is taking steps to expand a process of annual reviews in these other areas of the IEM:

- **Administrative Services Review**

Efforts at developing an Administrative Services Review are in progress, and activities towards this end will be spearheaded by the District Office of Institutional Effectiveness. It is anticipated that the research offices at the District and college level will recommend assessment methodologies, chart progress, and integrate results into future planning.

- **Student Learning Outcomes**

Student Learning Outcome (SLO) and its role in annual reviews have been incorporated in the research and planning function of the College. A WCC Student Learning Outcome Committee transitioned from the District SLO Project Team and became operational in the fall 2008 semester. It is charged with oversight of the planning and implementation of SLOs at the College. As part of this charge, the Committee is working to meet the SLO timeline developed by the District SLO Project Team, which include an assessment plan to evaluate the achievement of SLOs and the utilization of SLO information to effect changes at the institutional, program and course levels. This plan will be part of an annual review of the program and activities of the Committee.

- **Process Review of the Public Information Office**

WCC has expanded its review to include the Public Information Office, which is responsible for marketing, publications and media relations. This Office, related to the overall image and marketing at the District level, will complete its first cycle of program review during the 2008-2009 cycle. Status to date: The draft review document was completed in January 2009.

- **Planning and Shared Decision-Making Processes**

The College, as a result of its accreditation in June of 2008, reorganized several processes, procedures and governance structures for effective administration and achievement of its goals.

The College utilizes the District Budget Timeline (Ref. 1.1) which incorporates an annual evaluation of budget processes and provides avenues for recommendations for subsequent budget cycle. This annual review of the budget planning process will be a collaborative effort involving the shared decision-making constituent groups: Administration, Academic Senate, and College Council.

The College Council began discussion in February 2009 on formal procedures for reviewing budget and planning processes in governance and decision making review process and members are gathering input from college constituents. Parallel discussions have started between the college administration and the Academic Senate. In addition, as a part of the strategic planning process, the College Council reviewed reports from all constituents on the progress of strategic goals that were included in the WCC Strategic Plan Update 2008 (see Ref 1).

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Recommendation #2 – Related Planning Agenda

Planning Agenda IIA-2e
Systematic course evaluation

“As student learning outcomes are embraced by the institution, these will need to be incorporated into both program and course reviews.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is on target to meet this planning agenda. The Student Learning Outcomes Committee, in conjunction with the WCC Curriculum Committee, has set a target date of fall 2009 for all programs and courses to include SLOs in course syllabi. Some programs have already incorporated SLOs in course syllabi (see Ref 2.8). The College’s Curriculum Committee requires all periodic updates of all courses; as part of these updates, the Committee is also requiring programs to include SLOs in updated course outlines. This agenda should be mostly accomplished by 2011.

Planning Agenda IIA-1c
SLOs in Program Review

“Continue Academic Program Review at WCC with an increasing look toward the inclusion of the assessment of SLOs.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College is making progress. Academic Program Review is well-defined at WCC, and SLOs are a component of the Program Review Template. Specific assessment plans in each area of SLOs are being developed under the aegis of the WCC SLO Committee. By 2011, it is contemplated that these assessments will be integrated in Academic Program Reviews.

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RECOMMENDATION #3

In order to meet the standards and strengthen effectiveness, the team recommends the College initiate meaningful, timely, and inclusive dialogue to identify, develop, and implement student learning outcomes for all courses, programs, and services. The results of this dialogue should link student learning outcomes to planning, resource allocation, and systematic assessment to ensure institutional effectiveness. (Standards I.B.1, I.B.4, 1.B.7, II.A.1c, II.A.2a, II.A.2c, II.A.2f, II.A.2g, II.A.3, II.A.6a, II.B.1, II.B.4, II.C.1a, II.C.2, III.A.1b, III.A.1c, IV.A.1, IV.A.2b, and IV.B.1b)

Standard IB	Improving Institutional Effectiveness
Standard IIA	Instructional Programs
Standard IIB	Student Support Services
Standard IIC	Library and Learning Support Services
Standard IIIA	Human Resources
Standard IVA	Decision-Making Roles and Processes
Standard IVB	Board and Administrative Organization

The College has initiated efforts to ensure continuous and timely and inclusive dialogue aimed at developing and implementing student learning outcomes for all courses, programs and services. The College's plans follow a district-wide strategy to incorporate student learning outcomes as a component of its Institutional Effectiveness, Continuous Improvement and Long Range Planning Models (See Ref 1.1, Ref 1.2 and Ref 1.3). Student Learning Outcomes (SLOs) play a salient role in the effectuation of feedback for continuous improvement that characterizes each of these models. As such, the College's SLO strategies have been consistent with the overall strategic approach and attendant dialogue that began at the District level with the appointment of a Student Learning Outcomes Project Team in June 2005, following the adoption of an SLO statement by the then District Academic Senate. The statement established processes for developing SLOs. The Project Team decided to approach SLOs from the institutional level, with a strategy to incorporate these SLOs at the program and course levels in subsequent iterations of the process. The Team identified eight core institutional SLOs:

- Communication
- Computation
- Critical Thinking
- Global Awareness
- Information Competency
- Personal and Social Responsibility
- Scientific Awareness
- Technology Awareness

Program level SLOs were incorporated into Academic and Student Services Programs and adopted by the Board of Trustees in 2006 (See Ref 3. 15 “Program Level SLOs”). Since then, District-wide dialogue has continued with a goal of implementing SLOs based on the following timelines:

Timetable	Initiate Action
2007 -2008	<ul style="list-style-type: none"> • Develop an assessment plan for institutional program SLOs • Develop and Implement institutional SLO Assessment
2008-2009	<ul style="list-style-type: none"> • Program SLOs developed by a few programs and services • Develop assessment plan for other program SLOs • Start developing course SLOs
2009-2010	<ul style="list-style-type: none"> • Identify administrative areas needing SLOs • Start developing administrative SLOs • Course level SLO development continues • Program assessment used for program improvement

The end result of this dialogue anchors the establishment of a link among SLOs, assessment and institutional effectiveness that ensure continuous improvement through feedback in the District and at College. As part of this plan, the District Project Team completed a pilot assessment survey of graduates and an assessment of the Communication SLO at the institutional level (see Ref. 3.11 and 3.13).

SLO Dialogue at WCC

The campus-wide SLO dialogue at the College is led by a standing committee, The SLO Committee, which is charged with the responsibility of developing and implementing SLO strategies and processes at the College (see Ref 3.2, “2008-2009 SLO Committee Purpose Statement”). The Committee transitioned from the District SLO Project Team in December, 2008, although it was constituted and began meeting in October. The Committee includes faculty, administrators, and staff members, including an institutional researcher. Three members of the Committee had served on the District SLO Project Team, and two of them currently serve as Committee co-chairs. One of the co-chairs also serves as the chair of the Curriculum Committee. The other co-chair serves on the WCC College Council. These arrangements ensure that dialogue on SLOs is transmitted to all academic, student service and administrative constituencies at the College.

The dialogue on SLOs at the College is reflected in several activities, some of which were effected before SLO activities fully transitioned from the District Project Team. These have been reflected in the following:

- SLO Workshop Flex activities in Fall 2008 included a workshop on SLO presented by the co-chair of the SLO Committee (see Ref 3.15 “Woodland Community College SLO Workshop). Faculty received information on the rudiments of SLOs and the College’s strategic direction in SLO implementation and assessment.

- College Council The College Council is comprised representatives of all constituent groups at the College. The Council is apprised of activities of the Committee, the status of the implementation of the timeline for SLO development and implementation, as well as the strategic directions of SLOs in the overall college planning process. Moreover, each member of the College Council is required to report on activities and discussions at the Council and extend these discussions to their constituencies.
- The Incorporation of SLO in the Strategic Plan SLO is included as one of eight goals in the College's 2007-2011 Strategic Plan (see Ref. 1). This allows for continuous dialogue on SLO at the College Council and other levels of college planning. As reflected in the planning models (Ref 1 thru 3), SLOs, in addition to academic program reviews, student services review, administrative services review, District image marketing review and shared decision-making review processes, are part of a holistic set of variables that lend themselves to outcomes assessment which underlie continuous improvement in a strategic planning process. As such, the College's approach to dialogue, through the governance process and the implementation of its strategic goals allows a seamless coordination among planning and budget priorities.
- Academic Program Review and Student Services Review Process Both academic program review and student services program review, as part of the planning process, also include SLOs. Each department or program is required to prepare a full program review every four (for student services) or five years (for academic programs). The program reviews are a department or program-wide responsibility, and it includes a discussion of SLOs (see Ref. 2.5). Each program also submits annual updates of its program review. This process, then, ensures a series of dialogue that relates to program assessment through SLOs and other measures, budget and resource allocation and continuous improvement.
- Academic Senate As the arbiters of academic programs, the Academic Senate meets bi-monthly and includes representatives of each of the five divisions that constitute academic and student services programs at the College. The Senate is periodically apprised of SLO activities (see Ref 3.6 "Minutes of the Academic Senate"). Each representative of the Academic Senate is encouraged to report on discussions at department or division meetings; and these discussions invariably include a dialogue on SLOs.
- Faculty Meetings – The SLO Committee has made presentations on its plans during at least one of the monthly faculty meetings held in the fall 2008 semester. At these meetings, a representative of the Committee has indicated the availability of committee members to make presentations on SLOs at division or department meetings or assist with technical constructs on an individual basis (Ref. 3.18; 3.17).

- Curriculum Committee The Curriculum Committee (CC) oversees the curriculum process at the College. The CC has adopted a policy to incorporate course level SLOs in all courses beginning the spring 2009 semester, with a goal of having SLOs embedded in all courses by the end of fall 2009 (Ref. 3.13 “Sample Course Outline with SLO”). This has generated dialogue among faculty at all levels.
- SLO Committee Presentations at Division Meetings The SLO Committee has made a presentation to the Student Services Division on strategies for incorporating SLOs in its program; the co-chairs of this committee are available to meet with other divisions when requested.
- SLO Spring Workshops The SLO Committee sponsored two workshops during the spring 2009 flex week. One workshop emphasized strategies for identifying and incorporating SLOs in programs and courses. This workshop was followed by another on strategies for assessing SLOs in the Continuous Improvement Model (Ref 3.
- Bi-Monthly SLO Committee Meetings – The SLO Committee meets bi-monthly and archives the minutes of its discussions. These minutes will be posted on the College website as of the spring 2009 semester (see Ref 3.14).
- Educational Master Plan – The College is currently in the process of developing an Educational Master Plan. The District Educational Master Planning Committee developed a process and methodology for analyzing student outcomes, which will allow the College to assess the effectiveness of the plan relative to student learning. Since the development of the plan involves groups in the forefront of developing and assessing SLOs at the College, i.e. Academic Senate, SLO Committee, Deans, Vice-President, SLOs will feature in dialogue at this level of academic planning.

These activities demonstrate that the College is making strides in effectuating meaningful and timely dialogue in its identification, development and implementation of SLOs in the planning, assessment and budgeting processes. The strategies employed have included an adherence to professional development (human resources), an inclusion of academic programs and student services (e.g., student learning programs, student services, library and learning support programs) shared governance process (Board and administrative organizational oversight) and principles of institutional effectiveness inherent in SLOs as variables of outcomes assessment as well as their inclusions in program and service reviews.

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Recommendation #3: Related Planning Agenda

Planning Agenda IB-1
On-going SLO Dialogue

“Dialogue will continue on an ongoing basis to ensure the continuous improvement of student learning and institutional processes.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College has implemented this planning agenda. As explained in the response to Recommendation #3 above, the SLO Committee is spearheading efforts to continue the dialogue across the college. The dialogue has included workshops, consultation with departments, discussions at faculty meetings and Curriculum Committee meetings.

Planning Agenda IIA-1c
SLO in Program Review

“Continue Academic Program Review at WCC with an increasing look toward the inclusion of the assessment of SLOs.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College has established a Student Learning Outcome Committee which has developed a timeline, based on plans from the District SLO Project Team, for assessment of SLOs. Strategies for including SLO assessment will be part of a campus dialogue that also includes the Academic Senate and a review of the Academic Program Review template.

Planning Agenda IIA-2a
SLO in College Handbooks

“As the handbooks and guides are further edited (this is now an ongoing process at both the District and College levels, a Student Learning Outcomes framework will be introduced.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

College Handbook is currently undergoing revisions. Consideration for SLOs is inherent in the development of an SLO Purpose statement that guides the activities of the WCC SLO Committee. SLOs are also included in Academic Program and Student Services Program Review Handbooks.

Planning Agenda IVA-2b
SLOs in Program Review

“The program review process is going to be critical in both evaluating and providing recommendations relating to programs and services. The College needs to integrate Student Learning Outcomes into this process and continue to be vigilant in observing the established Program Review cycles.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College has made significant progress in meeting this planning agenda. Student Learning Outcomes is a component of the program review template. *The Office of the Vice President of Academic and Student Services, in conjunction with the Vice Chancellor for Educational Planning and Services have been vigilant in monitoring timelines and providing assistance to programs involved in program review cycles.*

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Recommendation 4

In order to meet the standards and strengthen effectiveness, the team recommends the College make a concerted effort to increase the overall knowledge and skills necessary for developing and implementing shared decision-making processes (e.g. planning, resource allocation models, assessment, and institutional effectiveness) through targeted professional development activities, along with increased communication throughout the College community. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.C, II.A.2.a, II.A.2.b, II.A.2.c, II.A.2e, II.A.2.f, II.B.3.d, II.B.4, II.C.2, III.A.1.c, II.A.5, III.A.5.b, III.A.6, III.B.2, III.B.2.b, III.C.1.c, III.C.2, III.D.1.a, III.D.1.c, III.D.1.d, III.D.2.b, IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3, IV.A.5, IV.B.2, IV.B.2.a, IV.B.2.b, and IV.B.3.g)

Standard I. B. Improving Institutional Effectiveness

Standard II.A Instructional Programs

Standard II.B. Student Support Services

Standard II.C. Library and Learning Support Services

Standard III.A. Human Resources

Standard III.B. Physical Resources

Standard III.C. Technology Resources

Standard III.D. Financial Resources

Standard IV.A Decision-Making Roles and Processes

Standard IV.B. Board and Administrative Organizations

The College has implemented several measures to increase the overall skills and knowledge necessary for developing shared decision making process review. These measures have been undertaken through joint activities that have involved stakeholders in the College's governance process, including the Chancellor of the Yuba Community College District. Staff development activities aimed at enhancing a college wide understanding of shared decision making process review has been buttressed by ongoing efforts to institutionalize communications processes at the College. These efforts have included the following:

- Chancellor's Meeting with College Council and WCC Management Team – In early fall, the Chancellor met informally with members of the College Council and senior managers of WCC to discuss their respective roles in the shared decision-making processes at two separate meetings. The meetings, although informal, allowed the Chancellor, a management specialist, to share information on approaches to shared decision-making process and useful literary resources for effective leadership.

- WCC Chancellor's Workshop for WCC Academic Senate, Faculty and Staff - Also in the fall of 2008, the Chancellor facilitated a two hour staff development workshop aimed at explaining shared decision-making processes and their relationship to the institutional effectiveness process. (See Ref 4.8.1, 4.8.2, and 4.10).
- Joint Academic Senate/WCC Administration Shared Governance Workshop – The Academic Senate, in consultation with the WCC President's Office, held a staff development flex workshop in January, 2009 for faculty, staff and stakeholders in the shared decision-making process. This targeted workshop was facilitated by representatives of the Community College League of California and the State Academic Senate (see Ref. 4.4 and 4.7).
- Other Targeted Staff Development Opportunities
 - Support for Academic Senate Participation in Statewide Staff Development Activities – The WCC leadership, through budgetary appropriations, supports the Academic Senate's participation in statewide meetings and staff development activities that also contribute to building capacity in the Senate's membership relative to shared decision-making process. These activities have included participation in the General Plenary Session and Leadership Institutes which have included open communication in their deliberations.
 - WCC Administration at Statewide Conferences WCC has membership in major professional organizations, and its administrators are active participants in meetings across the state. These meetings, where issues of shared decision-making are discussed, include the California Community College Chief Instructional Officers Meeting, Community College League of California, and the Association for California Community College Administrators.
- Communication Processes in Shared Decision-Making Efforts - The College has implemented procedures for ensuring open communication of decision-making process at WCC. Members of The College Council and the Academic Senate periodically report activities of these bodies to their constituencies. Additionally, representatives from each stakeholder group are required to serve on college wide committees and communicate committee issues with their constituents. The College has also instituted several activities and processes to communicate decisions across the college. A Communication Resource Committee has been established, and it is charged with the responsibility of establishing and ensuring effective methods for college wide communication. A Public Information Specialist also issues monthly updates to the college community. (See Ref 4.8). WCC staff also participate on the District Portal Implementation Committee which is charged with developing modalities for electronic communication in the District.

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Recommendation #4 – Related Planning Agenda

Planning Agenda IVA-2
Participation in Shared Decision-Making

“All committees and councils at Woodland Community College will need to complete shared decision-making training as the WCC College Council Handbook, and its attendant guidelines and procedures are implemented.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College implemented this planning agenda in fall of 2008 as explained above. The WCC President plans to work with the WCC Academic Senate leadership to follow-up on shared decision-making process workshops, especially one conducted by the State Academic Senate and the California Community College League at WCC. The President’s Office is also working with the Vice Chancellor for Educational Planning and Services to hold workshops and training sessions on the planning process as they relate to shared decision-making process. Shared decision-making process workshops and training will continue to be held annually, and processes for these will be fully in place by 2011.

Planning Agenda IVA-2a
Students in Shared Decision-Making

“Through continued discussion with student groups, other avenues need to be sought for meaningful student participation (and retention) in the governance process.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College has made efforts to increase student participation in the governance process. Through the Dean of Student Services office and the Associated Students of WCC, students are recruited to serve on several committees in the College’s governance structure. Students currently serve on the College Council, Sustainability Project Team, Perkins IV Local Planning Team (Advisory Committee), and the Basic Skills Committee. The membership of the District Board of Trustee also includes student participation; the student trustee presents student viewpoints in Board deliberations. Most Committees in the College Handbook have provisions for student representatives. However, many committees face challenges in

recruiting students either because of a misalignment between their class schedules and committee meeting times or their enrollment at the College do not span a full academic year.

RECOMMENDATION 5

Standard III: Human Resources

In order to meet the standards and strengthen effectiveness, the team recommends the College and the District work cooperatively to develop and implement strategies that will lead to increasing the diversity of the faculty (Standards III.A.4, III.A.4a, and III.A.4.b)

The College and District have worked cooperatively through a District Diversity Project Team since 2006 to establish and implement plans related to multiple facets of diversity, including the recruitment and retention of faculty, staff, administrators and students of diverse backgrounds. Woodland Community College (WCC) formally transitioned to a separate WCC Diversity Committee as of December, 2008, although this committee has been meeting since October 2008. The Diversity Project Team included faculty and staff representatives from WCC and Yuba College.

The District Diversity Project Team developed a Diversity Framework for Institutional Transformation and Cultural Competency, also referred to as the Diversity Plan (Ref. 5.1), which is aligned to the District's Board of Trustees 2007-2011 Strategic Directions (Ref. 1.4) and the College's Strategic Plan for 2007-2011 (Ref 1). This diversity document, when approved by shared governance groups and adopted by the Board of Trustees, will serve as the District's and WCC plan for implementing a culture of diversity in its operations, including human resources. Goal #4 of this document specifically deals with strategies for recruitment and retention of faculty, staff and administrators. This segment of the report identifies 19 possible action strategies that will enable the District and the College to achieve goals of diversifying its faculty. Among these are:

- Recommendations for the establishment of an employment recruiter position in the District;
- Improvement of recruitment efforts by developing and utilizing expanded databases of print media, recruitment firms, and web sources;
- Contacting other postsecondary institutions and community based organizations;
- Forming partnerships with community-based groups to recruit diverse candidates;
- Reporting, on an annual basis, demographics of qualified applicants and new employees;
- Broadening the faculty internship program for graduate students to allow interns to be placed with a faculty mentor.

To further ensure the accomplishment of these strategies, the document also identifies goals for developing and implementing an Equal Employment Opportunity (EEO) Plan which recommends actions to improve employment participation rates of underrepresented groups in the District, based on local and state demographics.

During the fall 2008 semester, members of the District Diversity Project Team met with stakeholders and constituent groups in the District to gather input and ideas for implementing strategies related to the plan. These meetings included a forum with students (Ref. 3.14.1), where discussions also considered student viewpoints on faculty hiring and diversity. A result of these meetings is the inclusion of activities necessary for achieving goals and timelines inherent in the document. Members of the Diversity Project Team have made presentations on The Diversity Framework for Institutional Transformation and Cultural Competency to the Academic Senate, College Council and the Curriculum Committee.

Human resource functions for the College are managed at the District level. The Human Resource (HR) Department advertises vacancies in major publications and electronic sites, including some diversity publications (See Ref. 5.2). As a result of the recommendation from the ACCJC accreditation team, some members of the WCC staff, including the WCC President, have communicated with HR to recommend media outlets that improves recruitment efforts of diverse applicants (Ref 5.3 – email communication between President and HR).

Since the accreditation site visit in March, the College increased its faculty ranks by seven, from 25 in fall 2007 to 32 in fall 2008. This includes a non-teaching faculty making a lateral transfer from Yuba College. Three of these faculty members represent African-American, Hispanic and Asian ethnicities. The College, which has a 48% Hispanic enrollment, also hired its first full-time Hispanic instructor who teaches in the Ethnic Studies program. (See Table 1)

Table 1

Full-Time Faculty by Ethnicity						
Ethnicity	Fall 2005		Fall2007		Fall 2008	
	Number	Percentage	Number	Percentage	Number	Percentage
African-American	1	5.6%	1	4.0%	2	5.7%
Asian	1	5.6%	2	8.0%	3	8.6%
Caucasian	14	77.8%	20	80.0%	24	75%
Hispanic	2	11.1%	2	8.0%	3	8.6%
Native-American	0	0.0%	0	0.0%	0	0.0%
Other Non-White	0	0.0%	0	0.0%	0	0.0%
Undeclared	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	25	100.0%	32	100.0%

Although there has been an increase in the absolute number of ethnically diverse full-time faculty as a result of the recent faculty hiring for the 2008/2009 academic year, the percentage of faculty representation from various demographic groupings remain stable at WCC. Part-time faculty employment, as a result of the increase in full-time hiring, has decreased; this also affected the representation of various demographics groupings in the part-time faculty ranks (See Table 2).

Table 2
Part-Time Faculty by Ethnicity

Ethnicity	Fall 2007		Fall 2008	
	Number	Percentage	Number	Percentage
African-American	2	2.0%	1	1.2%
Asian	4	4.0%	3	3.6%
Caucasian	74	73.3%	64	76.2%
Hispanic	13	12.9%	10	11.9%
Native-American	1	1.0%	2	2.4%
Other Non-White	3	3.0%	1	1.2%
Undeclared	4	4.0%	3	3.6%
Total	101	100.0%	84	100.0%

Both the District and WCC recognize the need for diversity in its faculty ranks. The District's strategic directions have emphasized multicultural awareness as a major goal, and diversity is salient to this goal. At WCC, a Diversity Committee, which transitioned from the District's Diversity Project Team, has included faculty diversity as a standing agenda item during its meetings. The Committee meets bi-monthly and it has plans to ensure that WCC implements strategies inherent in the District Diversity Plan.

A District-wide EEO standing committee has completed a draft plan that will guide, among others, "job announcements, interview protocols, and other aspects of hiring, retention, and promotion processes that impact the District's ability to attract and retain a diverse faculty and staff." (See Ref 5.4 – 2008-2009 Equal Employment Opportunity Purpose Statement).

Also, the WCC President has established networks among organizations that and individuals with connection to professionals of diverse backgrounds, including the Latina Leadership Network. The President corresponds with them whenever employment opportunities exist at the College.

These cooperative efforts at the District and College levels form the basis of establishing strategies to expand the applicant pool of diverse candidates, which will increase the potential for hiring and retaining qualified individuals from diverse backgrounds.

In addition to District strategies and actions, WCC has developed initiatives designed to encourage diverse applicant pools for faculty positions. Below is a list of the strategies and implementation actions.

WCC Strategy and Action Plan for Diverse Applicant Pools

Strategy	Intended Action	Timeline
Strategy - Introduce a broader community to the College and what it offers.	Annual Open House that invites the community, members of professional associations, UC and CSU graduate advisors, UC and CSU department chairs (targeted toward specific disciplines for which we are recruiting), alumni associations, etc. Refer to attachments (See Ref. 5.5 and 5.6, President's letter and Open House Agenda).	Ongoing
Demystify and simplify the application and interviewing processes so applicants are successful.	Implement Applicant Workshops that explain the application and interviewing processes.	
Portray the College as a good working environment that welcomes and supports diversity.	Develop promotional materials that reflect diversity and invite people to apply for faculty positions.	Ongoing

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Recommendation #5 – Related Planning Agenda

Planning Agenda IIIA4 & IIIA4a
Diversity in Hiring

“The Educational Master Plan adopted a staffing goal for the District to develop appropriate practices, procedures and timelines to ensure opportunities to hire the best available employees from diverse pools of applicants. Programs, practices and services must continue to support appropriately an increasingly diverse staff.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

In August 2008, the College implemented a Diversity Committee, as standing committee, with the charge to build upon the work of the district-wide Diversity Project Team (DPT) at the local level. The District Diversity Project Team began its work in 2005 and was charged with developing a framework, guiding principles and best practices to be included in a Diversity Plan. The Project Team ended its work in December 2008, as planned, and provided a model plan for consideration by each college (Yuba and WCC) and the Board of Trustees in January. The intent is for both colleges to utilize the materials created by the DPT as resources in developing a Diversity Plan that reflects the campus culture, values, priorities, and goals of the respective college and the communities it serves. The model plan addresses strategies for diversifying hiring pools, including expanding advertising efforts to a broader media. The College is committed to actively pursuing strategies that foster a pluralistic environment.

Planning Agenda IIIA-4b
Diversity Assessment

“Woodland Community College recognizes that it has not been as successful as it would like to be in recruiting a diverse pool of faculty applicants. As such, in the Educational Master Plan, a goal/planning agenda was developed to address this concern.”

Current Status at Woodland Community College/Plan for Mid-Term Review 2011

The College Diversity Committee is working to develop strategies consistent with the goal in the *Educational Master Plan*. These strategies will be incorporated in the WCC EMP which is currently under development.

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LIST OF REFERENCES

Reference 1	Strategic Plan
	Long-Range Planning Model
Reference 1.1	Budget Process Timeline
Reference 1.4	Board of Trustees Strategic Direction 2007-2010
Reference 1.5	Colusa County Opinion Survey
Reference 1.6	SLO Pilot Survey January 2008
Reference 1.7	Instructional Equipment Needs
Reference 1.7.1	SLO Pilot Survey July 2008
Reference 1.8	Program Review Tracking Matrix
Reference 1.8.1	Persistence Project
Reference 1.9	Fiscal Plan
Reference 1.11	Basic Skills Analysis 12-06-07
Reference 1.12	Course Performance Analysis
Reference 1.13	UB Evaluation 09-14-08
Reference 1.14	Long-Range Faculty Staffing Plan Revised 08-08
	Long-Range Faculty Staffing Plan Revised 10-08
Reference 1.15	10-31 SLO Committee Minutes
Reference 1.15.1	Basic Skills
Reference 1.16	Rubric for Evaluating Institutional Effectiveness
Reference 3.11	Pilot Assessment for Communication
Reference 1.21	English Final Exam Data

Reference 2	Institutional Effectiveness Model
Reference 2.2	(1) Request for Full-Time Academic Employee Position (2) Request for Full-Time Academic Employee Position (3) Request for Full-Time Academic Employee Position (4) Request for Full-Time Academic Employee Position
Reference 2.3	Criteria Matrix for New and Replacement Faculty Positions
Reference 2.4	Faculty Requests for 2009-2010
Reference 2.5	Academic Program Review Handbook
Reference 2.5.1	Student Services Review Handbook
Reference 2.6	Timeline
Reference 2.7	Program Review Effectiveness Survey
Reference 2.8	SLO Course Syllabi
Reference 3	Continuous Improvement Cycle
Reference 3.1.6	YCCD SLOs and Assessment
Reference 3.1.7	Adjunct Faculty Orientation
Reference 3.2	Purpose Statement for SLO Committee
Reference 3.6	Academic Senate Minutes
Reference 3.11	YCCD Institutional SLO Communication Pilot
Reference 3.13	WCC Course Outline Form
Reference 3.14	SLO Committee Minutes
Reference 3.14.1	ASWCC Student Forum- YCCD Diversity Plan
Reference 3.15	SLO Workshop
Reference 3.18	Faculty Meeting
Reference 4	AP 3255 BP 3250
Reference 4.4	Shared Decision-Making Review
Reference 4.7	Participatory Government Workshop
Reference 4.8	Campus Update Volume 3
Reference 4.8.1	Professional Development Session
Reference 4.8.2	Shared Governance Scenarios
Reference 4.9	10-03 Survey Draft

Reference 4.10	Shared Governance Workshop
Reference 4.11	Strategic Plan Update Report
Reference 4.12	Governance Final Guidelines
Reference 5.1	Diversity Plan Draft
Reference 5.2	Faculty Advertising 2008
Reference 5.3	E-mail correspondence on Diversity Advertising Sources
Reference 5.4	EEO Committee Purpose Statement
Reference 5.4.1	Draft EEO Plan
Reference 5.5	Faculty Recruitment Open House Agenda
Reference 5.6	Open House Agenda