



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 7, 2014

Dr. Judy Walters, Interim President
Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

Dear President Walters:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 8-10, 2014, reviewed the Follow-Up Report submitted by Woodland Community College and the report of the evaluation team that visited November 6, 2013. The Commission took action to **continue Warning** and require the College to submit a **Follow-Up Report by October 15, 2014**.¹ The report will be followed by a visit of Commission representatives. The report should demonstrate full resolution of College Recommendation 3 and District Recommendations 1, 2, 3, and 4 noted below.

Warning is issued when the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission. The institution is expected to correct its deficiencies in a time specified by the Commission. The accredited status of the institution continues during the warning period.

Need to Correct Deficiencies

The Accreditation Standards, as an integrated whole, represent indicators of academic quality and institutional effectiveness. Deficiencies in any Standard will impact quality at an institution, and ultimately the educational environment and experiences of students. The Commission found Woodland Community College remains deficient in meeting the following Accreditation Standards: I.A.1, I.A.4, I.B, I.B.1, I.B.2, I.B.5, II.A, II.A.1, II.A.1b, II.A.2, II.A.2d, II.B, II.C, III.A, III.A.1.a-b, III.A.6, III.B, III.B.2.b, III.C, III.C.2, III.D, III.D.1, III.D.1.a, III.D.1.b, III.D.1.d, III.D.2.b, III.D.3, III.D.4, IV.A, IV.B, IV.B.3 from college and district recommendations.

Please note that under U.S. Department of Education regulations, when an institution is out of compliance with Standards, the Commission "must immediately initiate adverse action against the institution or require the institution to take appropriate action to bring itself into compliance with the agency's standards within a time period that must not exceed...two years." Woodland Community College must fully resolve the noted deficiency by October 2014.

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College Recommendation #3 (Distance Education):

In order to fully meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education (DE) students. All DE courses and programs, ongoing learning support, and services required by DE students, appropriate staffing levels, and oversight through the college, resource allocation, and technology training should be regularly and systematically assessed and that information should be used for continuous quality improvement. (I.B, II.A, II.A.1, II.A.1b, II.A.2, II.A.2d, II.B, II.C, III.A, III.A.6, III.B, III.C, III.D)

District Recommendation 1:

To meet the Standards, the teams recommend that the chancellor develop and implement short term and long term data driven strategic plans. These should be developed in an inclusive manner, be transparent, clearly communicated and inclusive of the planning at the colleges. Particular focus should be in the development, implementation, assessment, and evaluation of the following: (I.A.4, I.B.2, I.B.5, II.A.2, II.C, III.B)

- A strategic plan guiding the District in integrating its planning processes that result in the district meeting its goals set forth and in line with their vision and mission;
- A planning structure driving allocation of district resources for the District, the colleges, and the off-campus centers; and
- A planning calendar including timelines that are delineated with parties/position responsible.

District Recommendation 2:

To meet the Standards, the teams recommend that the District, in conjunction with the colleges, develop and implement a resource allocation model that is driven by planning and student success. The model should be developed in an inclusive manner, be transparent and clearly communicated and evaluated periodically for effectiveness in supporting the district's and colleges' missions. (I.A.1, I.B, III.A.6, III.B.2.b, III.C.2, III.D.4, III.D.1.a, III.D.1.b, III.D.1.C, III.D.1.d, III.D.2.b, III.D.3, IV.B)

District Recommendation 3:

To meet the Standards, the teams recommend that the District provide the following:

- Delineation of its functional responsibilities;
- Determination of whether current functions provided by the District offices should be centralized or decentralized to better serve the needs of the students; and
- Clarification of the district level process for decision-making and the role of the district in college planning and decision-making.

The District should clearly identify district committees, perform a regular review of their work, conduct review of the overall effectiveness of district services to the colleges, and widely disseminate the results of those reviews. (I.A.4, I.B.1, III.B, IV.A, IV.B.3)

District Recommendation 4:

To meet the Standard, the teams recommend human resources planning be integrated with institutional planning and the District and colleges should systematically assess the effective use of human resources and use the results of the evaluation as a basis for improvement and identify needed

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staff in faculty, classified and management positions. Further, the teams recommend the systematic evaluation of all personnel at stated intervals with appropriate documentation. For all employee groups, the District should also follow clearly defined appropriate written evaluative processes that are in written terms. (III.A.1.a-b, III.A.6)

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. Woodland Community College must demonstrate to the Commission at the time of the next regularly scheduled report that the recent changes implemented to resolve deficiencies and meet Eligibility Requirements and Standards have been sustained.

The Follow-Up Report submitted in October 2013 will become part of the accreditation history of the College. I have previously sent you a copy of the Follow-Up Visit Report. Additional copies may now be duplicated. The Commission requires that you give the reports and this letter appropriate dissemination to your College staff and to those who were signatories of your Follow-Up Report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Visit Report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: <http://www.accjc.org/college-reports-accjc>