

EVALUATION REPORT

WOODLAND COMMUNITY COLLEGE
2300 E. Gibson Road
Woodland, CA 95776

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Woodland Community College from October 22 through October 25, 2012.

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Woodland Community College
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October 22 – 25, 2012

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Summary of Evaluation Report

INSTITUTION: Woodland Community College

DATE OF VISIT: October 22 – 25, 2012

TEAM CHAIR: Sunita V. Cooke, Ph.D.
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An eleven-member team visited Woodland Community College from October 22 – 25, 2012 for the purpose of evaluating the institution's request to reaffirm accreditation. The visit was conducted in conjunction with a visit by a team to Yuba College. Together the two colleges make up the Yuba Community College District.

In preparation for the visit, team members attended an all-day training conducted by ACCJC on September 14, 2012 as well as completing the online course on Accreditation Basics. The team also studied the accreditation materials prepared for the visiting team. Team members read the college's self-evaluation report which included recommendations from the 2008 visiting team and assessed the various forms of evidence provided by the institution electronically.

This evaluation is conducted based on the 2012 Accreditation Standards adopted by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Woodland Community College (WCC) received its accreditation as part of the Yuba Community College District (YCCD) in 2008 from ACCJC. Prior to that time, it operated as an Educational Center approved by the California Postsecondary Education Commission (CPEC) since 1981 and in permanent facilities since 1987. The College currently serves approximately 4,377 students annually on its 120-acre site with 33 degrees and 27 certificates. The College is designated a Hispanic Serving Institution (HSI) and offers no off-site degree programs.

The self-evaluation conducted by WCC involved considerable and appropriate participation by the College community. The document was generally complete and organized by Accreditation Standard. Occasional redundancies or inaccuracies were noted by the visiting team. Prior to the team's visit, there were difficulties accessing information and evidence online and several links from the online self-evaluation were not functional. Despite these initial difficulties, the team was able to obtain, through the self-evaluation, interviews, and on-site review, sufficient information to complete its assessment.

The College has had relatively stable leadership since prior to the ACCJC initial accreditation in 2008. The president and vice president for academic and student services have each been with the College during that transition from Educational Center to a fully accredited college. However, there has been significant middle management leadership change at the College and the chancellor also changed during that time. Dr. Doug Houston

has been chancellor of the YCCD since 2011 and the vast majority of executive leadership across the district has been changed or eliminated.

While many of the elements of the planning process are present, there are still opportunities for integration of those elements into a coherent, well-understood process. The team verified elements of long term planning in existence at the College that had recently been updated (the Educational Master Plan and the Strategic Plan). The College's Strategic Plan and Educational Master Plan both cover the period through 2016 and have commonalities in major strategic areas. The Educational Master Plan drives the long term plan that informs shorter term planning and is updated annually with program review information to remain a dynamic document. The Strategic Plan seems to address more operational sorts of activities. The district's Strategic Plan expired in 2011 and the process to complete the new plan began with the Governing Board's vision statement focusing on student success which was established in October 2011. This serves as the overarching guidance for subsequent strategic goals and actions.

The team found that the program review process has now been conducted in all areas. The cycle of review for academic and student services areas appears to be every four years with an annual update. Maintenance and Operations conducted its first program review in fall 2012. The results of these program reviews are on track to be integrated into a planning and decision-making process and a new committee called the Program Review Validation Committee, has been proposed to assist in this effort. Similarly, progress has been made toward assessing student learning outcomes (SLOs) for most courses and programs. There is less progress on defining the assessments related to these outcomes. The team reviewed the SLO report submitted to the Commission in October 2012 indicating that the College is at the proficiency level of SLOs with 48% of courses and 61% of college programs with ongoing assessment of learning outcomes.

The team found the District/College structures and functions need to be more clearly defined and communicated and an evaluation process for system governance needs to be developed and regularly utilized with feedback used to improve institutional effectiveness. The College submitted a functional map within the Self-Evaluation Report which had been collaboratively generated by college and district representatives. However, the visiting team was also made aware of a separate YCCD functional map recently created that differs from the functional map in the self-evaluation and did not appear to have been developed through a similar collegial process. It is not evident that there has been dialogue or understanding about where these documents differ or how discrepancies would be resolved.

It was noted that especially with such limited resources, the desire for equitable and effective distribution of funds was an important part of the dialogue at the college and district level. Whether the conversations are about Measure J and the sharing of funds between college campuses and centers or about the resource allocation formula, it is evident that more effective long-term planning and clear communication will be critical in moving the district and colleges forward.

Finally, the team notes that District's unrestricted financial reserves have been increasing from 5.2% in FY 2008/09 (\$2.5 million), 10.3% in FY 2009/10 (\$46 million), 21.9% in FY 2010/11 (\$9.8 million) and 16% in FY 2011/12 (\$7.5 million). In FY 2011/12, a one-time money of \$2 million was received as a result of WCC becoming an independent community college in 2008. In January 2012 the District projected a budget deficit of about \$10 million. Various cost-savings measures and spending restrictions imposed resulted in the District ending the fiscal year with a surplus. Board Policy 6300 on financial management and administrative procedure 6305 require a minimum of 8% reserve which includes a 2% set aside for repair and renovation at the colleges. The District built its budget for fall 2012 with the assumption that the California Tax Measure (Prop 30) would be approved by California voters and that the District would receive approximately half of the funds to be redirected from re-development funds. The District prepared for two budget and schedule scenarios for spring 2013 based upon passage or rejection of the measure. If the tax measure passes, the District will meet the board required reserve while if the measure does not pass, the reserve is likely to be about 5%.

Commendations

The team found a group of faculty, staff, and administrators with a deep and abiding commitment to WCC and its students. The recognition and acceptance of the special role that WCC has in providing lifelong educational opportunity and socioeconomic mobility is evident in the mission statement and the actions of the College.

Specifically the College is to be commended for:

- Maintaining this commitment to the mission despite the pressures created by the economic downturn and the extensive leadership turnover across the District.
- Providing a rich array of student support services, especially those targeted toward underrepresented populations, and for working to maintain those services despite the budget reduction pressures.
- Maintaining a beautiful, clean and energy efficient campus despite economic challenges.
- Creating a student-centered environment that encourages involvement in governance through an effective student government and new student trustee to represent the College.

Woodland Community College Recommendations October 2012

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/positions 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.3.c)

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 office 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 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)

District Recommendation #5

In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the college presidents. (IV.B.1, IV.B.1.j)

College Recommendation #1 (Integrated planning)

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

College Recommendation #2 (Student Learning Outcomes)

In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including all service and administrative areas), and progress through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)

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.B, III.C, III.D)

College Recommendation #4 (Professional development and training)

In order to fully meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2)

Accreditation Evaluation Report for Woodland Community College October 22 -25, 2012

Introduction

Woodland Community College (WCC) and its sister Yuba College comprise the Yuba Community College District (YCCD) serving the counties of Glenn, Lake, Colusa, Sutter, Yuba, and Yolo including the cities of Marysville, Yuba City, and Woodland. In 1975, the College was first established in Woodland as an outreach location of Yuba College. The outreach center became an educational center in 1981 and then was relocated to the present-day 120-acre site in Woodland in 1990. WCC received its accreditation as a comprehensive college in 2008 from the Commission making it the 110th community college in the California Community College system.

Students at WCC are predominantly female (62%) and part time (67-70%) with less than 12 units. Approximately 24% of students are pursuing an associate degree at the college while 12% are pursuing a career technical certificate and approximately 53% intend to pursue a bachelor's degree. Enrollment trends show a slight increase in total unduplicated student numbers over a three-year period with over 700 new students each fall.

The College has been designated as a Hispanic Serving Institution (HSI) with approximately 44% Hispanic students during the 2010-11 year representing the largest demographic group followed by white (36.6%) and Asian (9%).

Woodland Community College Self Evaluation Report of Educational Quality and Institutional Effectiveness

The Self-Evaluation Report was generally organized around the Accreditation Standards and complete. There were items noted as inaccuracies or redundancies as well as grammatical errors or omissions that made the team's work a bit more difficult. For example, the table on p. 23 that shows trends in ethnicity of the student body fails to display the trends over a five year period for the largest demographic of the student population, the Hispanic population. In addition, the inability to access information from broken links within the self-evaluation or from *The Portal* also complicated the team's efforts to digest the self-evaluation information prior to the visit.

Once the team arrived, the availability of information and the organization of evidence were very helpful. The individuals and groups identified for interview were open and honest with information and feedback.

**Responses to
Recommendations of Previous Team
March 3-6, 2008**

College Recommendations

Recommendation 1 (Integrated Planning and Assessment)

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, IB.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.2.g, and III.D.3)

The College has accomplished a great deal of work in the past four years implementing the components of an integrated planning system that includes long term planning, short term planning, program review, and student learning outcome assessment.

The relatively young College is still developing its culture of evidence. A new research director was hired in 2009 however a research analyst position remains unfilled. There is evidence that members of the faculty are provided with data connected to the program review process, but evidence of the use of that data does not appear widespread and systematic. The College has also instituted a new committee called the Program Review Validation Committee that should strengthen the process of incorporating program review outcomes and analysis into program and college planning. Additionally the measurement of progress towards college goals using quantitative means is inconsistent at this time even though there does appear to be broad-based dialogue about the College's mission. All components of the process are in place, but the college has not yet had time to undergo an entire cycle and feedback loop. Integration of planning is in place as defined by the use of meaningful assessment data, program review outcomes and student learning outcomes integrated in short term and long term planning resource needs and allocations. As the College goes through this iterative process and assesses the effectiveness of the components and processes, it will develop a mature and streamlined mechanism for integrated planning.

The team concludes that the College has met this recommendation.

Recommendation 2 (Program Review)

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, IIA.2.e, and II.A.2.f)

All areas of the College now undergo regular program review and reflect on annual updates that are incorporated into the educational master plan. The administrative services maintenance and operations area was the last to undergo program review which occurred this FY 2012. The College purchased TracDat in 2011 to electronically facilitate the process and route updates to the appropriate committees. The Institutional Effectiveness Model (IEM) as well as a brand new committee called the Program Review Validation Committee should assist the College in connecting program review and assessment results with strategic resource allocations to programs and services.

The team concludes the College has met this recommendation.

Recommendation 3 (Student Learning Outcomes)

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, I.B.7, II.A.1c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.g, II.A.2.i, II.A.3, II.A.6, II.a.6.a, II.B.1, II.B.4, II.C.1.a, II.C.2, III.A.1.b, III.A.1.c, IV.A.1, IV.A.2.b, and IV.B.1.b)

The College has made a great deal of progress in this area since the last comprehensive visit. The hiring of the research director, implementation of TracDat, and use of *The Portal* for making data accessible to all stakeholders have greatly moved the efforts of SLO development and assessment forward at the college. Dialogue regarding student learning outcomes is occurring on campus through the Student Learning Outcomes (SLO) Committee, Flex week activities, and incorporation of SLOs into the program review process. While most of the courses and programs do have identified SLOs and there are a significant proportion of these courses and programs with ongoing assessment, there remain courses and programs without identified SLOs or ongoing assessment of student learning. The College has developed a four-year cycle for assessment of student learning in all courses and programs which, if followed, would bring the college into proficiency.

The College has structured the course SLOs aligned with program SLOs and institutional SLOs in such a manner as to allow for direct institutional SLO measurement through course assessments. The College is also piloting indirect measurement of institutional SLOs through student surveys. Additionally the College has translated the importance of institutional SLOs to students through several prominently displayed posters on campus that translate the benefit of SLO mastery to the student.

The team concludes the College has met the recommendation.

Recommendation 4 (Shared Decision-making)

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, 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.2.e, 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.b, 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)

Staff development activities aimed at enhancing a college-wide understanding of shared decision-making have taken place including meetings and flex workshops that focus on participatory governance and leadership. The team noted the fact that there were approximately 21 committees and working groups. Given the number of faculty and staff at the College, participation is a challenge, efforts to streamline committee structures are part of the College's planning agendas and discussion. There are also formal and informal processes by which the voice of the classified staff can be heard. The president has a monthly meeting with the staff to let them speak directly about issues that concern them or voice their view on changing issues. There is also some discussion about the possibility of implementing a classified senate at the college to strengthen the role of staff in governance matters. The College continues to work through a Communication Resource Committee to ensure effective methods for college wide communication.

The team concludes that the College has met this recommendation.

Recommendation 5 (Human Resources)

In order to meet the Standard 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.4.a, and III.A.4.b)

The College and District have worked together since 2008 to develop and implement strategies that lead to increasing the diversity of the faculty. These actions have included completion of an EEO plan, EEO training sessions, application of written recruiting and hiring practices, and recruitment workshops and fairs. Additionally, an Ethnic Studies Instructor was hired and a college Diversity Project Team at each college replaced a district team. Since hiring has been significantly curtailed at the College, it is difficult to assess the impact of these efforts at this time.

The team concludes the College has met this recommendation.

Eligibility Requirements

1. Authority

The College meets this requirement. Woodland Community College is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office. The College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. Mission

The College meets this requirement. The mission of Woodland Community College is clearly defined and published in its catalog, in the student handbook and the college's website. The educational mission statement is in alignment with the Board's vision of student success. The Board of Trustees approved the most recent revision to the mission statement in spring 2012.

3. Governing Board

The College meets this requirement. Woodland Community College is one of two colleges in the Yuba Community College District. The District is governed by a publicly elected seven member Board of Trustees, joined by a non-voting student trustee from each college. The Board of Trustees functions as an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions, and is sufficient in size to fulfill its responsibilities. Board members have no employment, family, or personal financial interest in the institution.

4. Chief Executive Officer

The College meets this requirement. Woodland Community College has a chief executive officer whose full-time responsibility is to the institution. The president is appointed by the Board of Trustees and reports to the chancellor.

5. Administrative Capacity

The College meets this requirement. There are a number of positions filled in an interim capacity and potentially two dean positions that have been left vacant due to budget constraints. These responsibilities have fallen to one administrator that also serves as the vice president of academic and student services which has been quite challenging for him as well as for the College. The current decision to hold vacant the Dean of Student Services position for the third year is an area of concern and the college and district need to ensure that adequate administrative oversight and leadership is available at the college to ensure student success.

6. Operational Status

The College meets this requirement. Approximately 4800 students are currently enrolled in the degree programs and courses offered by the College.

7. Degrees

The College meets this requirement. Woodland Community College offers 33 degrees resulting in either an Associate in Arts degree or Associate in Science degree.

8. Educational Programs

The College meets this requirement. All degree programs are congruent with its mission.

9. Academic Credit

The College meets this requirement. Credits are awarded based on standard practices and regulations for California Community Colleges and in accordance with normal practice in higher education. Detailed information on the academic credits associated with courses is published in the catalog and the Curriculum Committee Handbook.

10. Student Learning and Achievement

The College meets this requirement. Student learning outcomes are defined for most programs and courses. There are courses and programs reported within TracDat and also to the Commission in the fall 2012 SLO report that indicate assessment of student learning is happening within courses. The College is in the early stages of robust incorporation of student outcome and achievement data into the program review and integrated planning processes.

11. General Education

The College meets this requirement. General education requirements are defined for all degree programs and published in the catalog. The requirements are of sufficient breadth to meet the Standards under Standard IIA., and are governed by California Law and Board Policy 4100. General education courses have student learning outcomes identified.

12. Academic Freedom

The College meets this requirement. Policies related to academic freedom have been adopted and are published in the catalog, in board policy, and in the student handbook.

13. Faculty

Woodland Community College has a full-time faculty of 32 and an adjunct faculty of 80. While sufficient to meet this requirement, the number of full-time faculty is relatively small. Consequently, the active participation and leadership of the faculty in planning, program review, assessment, and development of student learning outcomes falls on the shoulders of a small number of people.

14. Student Services

The College meets this requirement. A rich array of student support services is available and special services exist to meet the needs of selected target populations.

15. Admissions

The College meets this requirement. Admissions policies are appropriate for a public community college and clearly articulated in the catalog and the College's website.

16. Information and Learning Resources

The College meets this requirement. Appropriate learning support is available to all students. While Woodland Community College currently does not have a large array of online classes, the College has indicated its intention to move in this direction. Doing so would also require the development of equitable support systems under the leadership of the college or district and possible enhancement of online or other support mechanisms for these distance education students.

17. Financial Resources

The College meets this requirement. As a result of the recession and State budget reductions, the college district faced a structural deficit in FY 2011/12. The District working with the colleges has resolved that deficit and significantly increased its reserves through cost reductions and one-time state allocations.

18. Financial Accountability

The College meets this requirement. The District Audit reports for 2009, 2010, and 2011 were unqualified and had no adverse opinion. There were, however, nine compliance findings recommending the District improve internal control mechanisms and the segregation of duties. The District reports that most of these findings have or will be resolved and the subsequent audit will document these corrections.

19. Institutional Planning and Evaluation

The College meets this requirement. The elements of planning and evaluation are being used, the College does continue to work through its planning processes to integrate planning with measurable outcomes tied to short term and long term goals as well as resource allocation.

20. Public Information

The College meets this requirement. All required information is published in the catalog and is available to students and the general public on the college website.

21. Relations with the Accrediting Commission

The College meets this requirement. The status of accreditation is accurately presented on the college website and in the college catalog. All reports and subsequent commission actions are made publicly available.

Evaluation of Woodland Community College

STANDARD I Institutional Mission and Effectiveness

STANDARD IA- Institutional Mission

General Comments

Woodland Community College's newly revised mission statement adopted by the Board in June 2012 is to:

“...provide high quality education that fosters student success and lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.”

Many of the College's support services and special programs are targeted at providing equitable educational and student services particularly for underrepresented students.

Findings and Evidence

The College has developed a clear mission statement that describes the institution's purpose and the focus of its commitments to its constituents. The College has instituted policies and procedures that ensure that this mission statement is considered during the planning process (i.e., program reviews). The college mission statement infers an intended student population that extends “open access” to most everyone in the community, age 16 or older. The self-evaluation states that this includes but is not limited to junior and senior high school students who want to take courses upon approval from their school principal; high school graduates as well as older students working on transfer and degree programs; employed and unemployed students enrolled in career and technical education programs designed to enhance employment and career skills; non-traditional students enrolled in basic skills and English as a Second Language (ESL) courses; and life-long learning students of all ages enrolled in personal interest courses.

The College also identifies its status as a Hispanic Serving Institution (HSI). Community demographic information as well as labor market information in the service area has been incorporated into the Educational Master Plan 2011-16. This information is used in the development of program reviews and to ensure that an appropriately broad range of educational opportunity is available to the community. (I.A)

The College has established instructional programs for associate degrees and transfer to four-year colleges, career education, remedial basic skills education, and adult education as well as student development programs and services, which directly link to the College's mission statement. The Educational Master Plan (EMP) and Program Review processes require

program decision-makers to connect program outcomes and plans to the College mission statement. The College monitors progress on how effectively strategic planning activities are moving the College towards achieving its goals. Surveys of students have been regularly conducted to help the College to align programs and services with student needs. (I.A.1)

The Board of Trustees approved the second iteration of the College's mission statement on June 13, 2012. The statement is published in the College Catalog (although the older version is published in the online catalog as of October 18, 2012), posted on the College website, provided in the Educational Master Plan 2011-16, and included in other major College publications. (I.A.2)

The WCC College Council minutes indicate the Council adopted a process whereby the mission statement will be reviewed during the spring term every five years. WCC has incorporated a review of its mission statement into its strategic planning process, which allows for incorporating the interests of all stakeholders of the College. The self-evaluation states that there is a broad acknowledgement among College employees and students that the College is fulfilling its mission. About two-thirds of the campus community agreed with this statement. (I.A.3)

The College also states that the mission statement is central to College decision-making and planning. While the mission statement is clearly the basis upon which the Educational Master Plan was developed, as well as setting goals for the Strategic Plan, it is unclear how the mission statement is linked to unit or program level objectives and resource allocation. Based on survey data, it appears that many employees are also uncertain how the college's planning is related to the mission statement. Slightly more than half of the faculty and staff (56%) agreed that "...WCC's planning process is aligned with the mission statement." The structure to engage all stakeholder groups in discussions about the relevance of the mission to student learning includes the Academic Senate and its various faculty committees as well as the College Council. (I.A.4)

Conclusion

The College meets this Standard. Moving forward, the College will need to strengthen ties between the mission statement and planning, and/or at least increase awareness of the importance that the mission statement plays in the planning process campus wide.

STANDARD IB - Improving Institutional Effectiveness

General Comments

The accreditation self-evaluation presents thoughtful plans for self-improvement that primarily focus on minor revisions to ongoing self-evaluation of college governance structures; however, the Standard I self-evaluation provides evidence of strong movement in the direction of institutional effectiveness. The Self-Evaluation Report does not explicitly state whether or not the institution meets any given standard; however, the Self-Evaluation Report does identify seven separate planning agendas for four out of the seven sub-sections of the Standards for institutional effectiveness.

WCC has done a tremendous amount of work toward creating a viable, effective college governance structure, which includes the following: (1) clearly-defined participatory governance duties for representatives from every constituency; and (2) clearly defined roles of academic senate and college president vis-à-vis administrative and academic decision-making. A commendable number of documents/processes have been produced within the past four years; therefore, evidence of ongoing evaluation of institutional decision-making structures is present.

Findings and Evidence

Evaluation of institutional effectiveness is measured by (1) how well the institution uses regular and systematic evaluations of its key planning and resource allocation processes so that the processes support student learning; (2) how well the institution encourages broad-based participation in and communication of processes designed to improve student learning; and (3) the extent to which the institution demonstrates a concerted effort to measure and evaluate student learning.

A cycle of assessment has been established as shown by the YCCD Long-Range Planning Model, the Institutional Effectiveness Model, the Continuous Improvement Cycle, and the WCC Budget Process Timeline (WCC 2011-2012 College Handbook, also called WCC, College Council and Employee Handbook). The College's planning, implementation, and evaluation processes align with the YCCD processes, along with Board of Trustees policies and regulations. Since 2008, WCC has either instituted or reworked many college planning processes during a time of considerable budgetary constraints. College Council minutes, Strategic Planning Forums in spring 2012, SLO Committee minutes, and WCC Educational Master Plan are evidence of open and inclusive communication to show continuous dialogue about both student learning and institutional processes. (I.B.1)

The self-evaluation primarily notes the Institutional Effectiveness Model (i.e., academic program reviews, administrative services reviews, student services review, and decision-making/planning process review) as the engine for dialogue about continuous improvement.

All minutes and agendas from college committees are posted on an internal website entitled, *The Portal*. The self-evaluation also mentions the importance of the Academic Senate in fostering dialogue between the faculty, college administrators, and members of the College committees, particularly the College Council. Established in 2009, the Office of Planning,

Research, and Student Success also plays a role in fostering dialogue by executing student and employee surveys, providing data for program reviews, conducting validation studies of assessments tests, and providing assistance for student learning outcomes and administrative unit outcomes. In addition, the self-evaluation notes regular flex week presentations, campus planning sessions, and development of the Educational Master Plan. (I.B.1)

The WCC College Handbook details the shared decision making philosophy, process, and committee structures. In addition, the handbook illustrates widespread representative participation from all college constituency groups in addition to the objectives, responsibilities, and purpose of each committee. Interviews with WCC faculty, classified staff, and administrators corroborate investment into the decision-making process by faculty and staff. The self-evaluation, College Council minutes and interviews document the agreement that the committee structure has become too burdensome and discussions are underway to streamline and consolidate the decision-making process. (I.B.1)

Furthermore, the College has spent considerable time and energy developing a central repository of information on the college website, *The Portal*, as well as implementing a new software program (TracDat) to handle information on program reviews and SLOs college wide. Interviews with members of the Academic Senate and the SLO Committee demonstrate that the College has embraced and utilized TracDat for SLO tracking as well as program reviews. Future plans involve using TracDat to track progress toward achieving College goals. The identification of assessment and dialogue about SLOs must be further refined for meaningful data on outcomes to improve student learning.

The self-evaluation also mentions that all requests for resources and program recommendations will be reviewed by the Program Review Validation Committee. In order to foster a more reflective and robust self-evaluation, the committee will review the following components:

- all program procedures are followed;
- program recommendations meet the College mission; and
- resource requests are prioritized using criteria developed by the Budget and Planning Committee.

The committee will validate and give feedback on the use of program review and student learning outcomes data. Since this committee has just been formed and has not yet met, it remains to be seen whether its work will provide effective dialogue and feedback on information emanating from program reviews. (I.B.1)

The self-evaluation mentions that the Office of Planning, Research, and Student Success "...oversees several activities to assess the College's progress towards achieving its stated goals through data gathered from **Key Performance Indicators Report**..." However, while the team was unable to find one specific Key Performance Indicators Report, college wide research metrics are provided in several different forms. Student success metrics and degree completions are provided in all program review data provided annually to all programs across campus. Performance metrics are discussed and updated in the Educational Master

Plan. The College also provides information regarding “Quick Facts” on its website. Interviews with the Academic Senate indicate that discussion of key performance indicators is a weak point of the institution which needs to be addressed in the future. (I.B.1)

Examining the 2009 survey on campus communication, 61 percent of WCC employees rate communication regarding day-to-day operations as “Fair,” “Poor,” or “Very Poor.” Even higher percentages rated communication regarding changes in the organization (75%) and strategic planning (71%) as fair or poor. A follow-up to this survey is necessary to ascertain whether progress has been made regarding the College’s communication about shared decision-making process. Interviews indicate that a Communication Resource Committee was deployed to ensure effective means for college wide communication. Members of the college community also shared several new mechanisms the college president employed for formal and informal communication. Follow-up surveys in 2010 and 2011 indicate positive changes being made which reflect in more positive survey results. (I.B.1)

Lastly, results from the Woodland Community College Continuous Quality Improvement Survey (fall 2010) indicate that only 50 percent of students, staff, and faculty agreed with the statement, “Does the planning process allow for input by appropriate constituencies?” Only 37 percent believed that there is “...an ongoing dialogue about SLOs.” A follow-up survey in fall 2011 showed moderate increases in these measures and point toward a demonstrative effort by the College to improve dialogue (and employ means to measure this improvement). (I.B.1)

Development of the College’s institutional goals and first Strategic Plan began with a campus wide planning session in June 2008. In early 2012, WCC revisited its strategic goals in light of environmental scans and other research gathered for the Educational Master Plan. The self-evaluation reports that the planning sessions contained “vibrant discussions” among faculty, classified staff, and managers and resulted in the development of a tentative three-year plan to achieve the themes discussed in the sessions. (I.B.2)

The self-evaluation also specifies eight overarching goals or strategic directions for the College, which were identified by the YCCD Board of Trustees. These include:

- student retention and success, student learning outcomes and institutional accountability;
- basic skills initiative;
- transformative change;
- resource development and alignment;
- student access and response to changing needs;
- community engagement and institutional heritage;
- accreditation; and
- safety and security.

At the time of this visit, a new District wide plan had not yet been developed. It is unclear how the District wide strategic directions are or will be developed and whether or not the College will have input in the development. Nevertheless, past processes specified that the

College president reports progress in meeting the District wide strategic directions after review by the College Council. (I.B.2)

Goal setting is a critical part of institutional planning. In the process outlined by the self-evaluation, the broad-based or thematic district wide goals contain objectives designed to achieve them. Some of the objectives require measurable outcomes that are not reported in the update referenced by the self-evaluation. For example, objective 1.3 states, “Increase student awareness of support program & services.” The team found no reference to data that measures whether or not student awareness has increased over the five years of the district wide plan. Additionally, the current 2012-2017 WCC Strategic Plan has not identified S.M.A.R.T. objectives or outcome measurements. If there is a strategic goal to increase communication and collegiality, then baseline survey measurements and subsequent reassessment of those measurements will be crucial for the College to document progress toward meeting this goal. (I.B.2)

On the other hand, the Educational Master Plan appears more closely aligned with how most strategic plans are developed, implemented, and evaluated. This report begins with planning assumptions and the college mission statement and discussions regarding the external and internal planning environments based on quantitative data. Based on this information, ten goals are generated with specific objectives (“Activity”) defined, multiple strategies with target dates, and responsible parties identified, and most importantly, methods of assessing success in achieving the objective. In addition, all program recommendations originating from the program review process inform the Educational Master Plan and are included in subsequent updates. (I.B.2)

As the College has started settling into its identity as a full-fledged campus, older plans, district plans, and new plans all co-exist and college employees report it is not easy to make connections between their work at the unit level and the overall goals of the College or District. Recent survey data presented previously tend to reflect this confusion. Interviews with the Academic Senate confirm that “macro-planning” and overall College (and District wide) direction is an area of needed improvement. (I.B.2)

The self-evaluation provides the following evidence of goal assessment: the Institutional Effectiveness Model (i.e., program review process) including reviews of SLO assessments; and the Educational Master Plan. All programs, services departments, and administrative units are reviewed on a four-year cycle; however, reviews are evaluated and updated annually, if necessary. College decision-making processes and committees are evaluated as well. For example, in 2010 the College revised the program review process to include how the program mission relates to the College mission, includes SLO assessment data in the program plan, and illustrates how the review addresses YCCD strategic directions and institutional SLOs. Augmentations to existing budgets are tied to the program reviews and are prioritized at the divisional level by the dean. Data provided by the Office of Planning, Research, and Student Success are incorporated with each program/unit review. In addition, SLOs (and progress in relation to the SLO cycle) are required, binding program evaluations to student learning. There is no evidence that there is ongoing assessment of district services,

district decision-making processes, or district wide strategic planning and budgeting processes. (I.B.3)

It is unclear how assessment data from SLOs will lead to *institution wide* prioritized decision-making as well as impact the medium- and long-term plans of the College. Furthermore, an examination of data in TracDat revealed many gaps in program SLO assessment. Many disciplines (26%) do not have any course SLOs defined fully. These results suggest that systematic assessment of SLOs is not occurring broadly across the institution, which implies that assessment of student learning is not solidly informing the planning or resource allocation processes well enough to meet the Standard. (I.B.3)

Review of all program and unit evaluations will be conducted by the Program Review Validation Committee, which will begin work in fall 2012. It is unclear how discussions regarding program reviews and the corresponding resource requests will inform medium- and long-term plans of the College (e.g., the Educational Master Plan and/or Strategic Plan). Further, many program reviews within TracDat do not show reflective analyses based on data (either enrollment data provided by the Office of Planning, Research, and Student Success or SLO assessment data). (I.B.3)

Quantitative data provided by the Office of Planning, Research, and Student Success contain longitudinal enrollment data on five measures success and retention rates broken down by course as well as of degree/certificate completion within the program. Future plans should consider the inclusion of more disaggregated measures as well (e.g., student success measures by ethnicity, method of instruction, etc.). (I.B.3)

The WCC College Handbook provides evidence that the planning process is broad-based and offers opportunity for input by all appropriate constituencies, and most planning occurs via the participatory governance committees. However, College surveys described in the self-evaluation indicate that communication about this information remains a challenge. The percentage of staff and students that felt that communication and sharing of information is clear, current, and widely available at the college increased by nearly 20 points from fall 2010 to fall 2011 (50% to 69%). Efforts to improve communication are reportedly making a difference. The myriad of committees and task forces (21) have had an impact on the workload and have made it challenging for the campus community to participate (particularly classified staff). (I.B.4)

Despite what may appear to be issues with disseminating information, interviews at the College have confirmed that planning is inclusive. All constituents have avenues where they can contribute their ideas through processes at the College, and there is an effective and collegial environment for students, faculty and staff. Constituent member-led committees take responsibility for planning documents of the College by reviewing, amending, and drafting final documents for acceptance by the College Council. Chairing the College Council, the committee that oversees the planning process, has rotated among faculty members, classified staff members, and administrators. Through this process, all members of the College are included and ideas are valued. The willingness to take on additional work for the betterment of the College and student learning constitutes an important component of the

campus culture at WCC and appears to be a considerable strength of the institution. While team interviews have provided evidence that communication at the district level has improved recently, the College will need to assist in clearly delineating district wide responsibilities and functions, decision-making planning processes, and finalize an effective resource allocation model. (I.B.4)

The Office of Planning, Research, and Student Success has led the process to compile and disseminate research results at WCC since 2009. Data produced by the WCC's Office of Planning, Research, and Student Success include course, program, and college-level data for program reviews and other requests (i.e., requests from faculty). WCC Quick Facts are updated annually; program review data includes detailed enrollment information and student demographics, and the campus environmental scan contained in the Educational Master Plan shares occupational outlooks for local communities served via distributive education, the Woodland campus, and Colusa County Outreach Facility (CCOF). The College also presents and tracks performance indicators contained in the annual Accountability Report for Community Colleges (ARCC). (I.B.5)

The Matriculation Plan guides the activities and assessment of the matriculation components, and is reviewed and updated annually. The Student Equity Plan identifies and tracks key indicators of student achievement among all student groups on campus. (I.B.5)

The current internal website, *The Portal*, contains a large number of sources for documents and data for college staff and faculty to use for planning and analysis (e.g., campus wide surveys). The College also uses TracDat to house all program reviews and SLO assessment information. Reports are easy to generate and can be made available to the campus community. Dashboards and automated reports are currently in development to make data more readily available from the district's data warehouse, and concerted efforts to publicize the location of these important resources should continue. (I.B.5)

Since the last comprehensive accreditation site visit in spring 2008, the College has created or reviewed and updated many parts of its planning cycle. The following components have been newly created or reviewed/revised:

- Educational Master Plan 2011-2016;
- Student Equity Plan 2010;
- Matriculation Plan;
- WCC Strategic Goals 2007-2011;
- Woodland Community College - Institutional Self Study Report, 2012;
- WCC Program Review Process, 2010;
- College budget process timeline, spring 2011; and
- Educational resources planning and allocation process, spring 2011. (I.B.6)

The following parts of the cycle are reviewed cyclically:

- Annual review of 2008 Accreditation Self Study planning items, ongoing review since 2008;
- budget and educational resources planning process, 2011;

- “Planned, Shared Decision Making” reviews; and
- revised College Vision, Mission and Vision Statements, 2011. (I.B.6)

The WCC College Handbook indicates all committees undergo review on a cyclical basis, similar to academic programs and student services departments. The Planning and Budget Committee “Monitor(s) the budget process...and review benchmarks and outcomes to ensure continuous improvement in the overall planning and budget process.” In addition, each college committee submits a report each semester to the College Council that details major accomplishments or activities towards meeting college goals, future plans, and possible support needed from the Council to implement these plans. A timeline for all planning and evaluation activities would be helpful to clearly document when key college planning processes are scheduled to be reviewed and evaluated. (I.B.6)

The College, through its participatory governance structure and Institutional Effectiveness Model, engages in ongoing dialogue regarding its instructional programs, student support services, and learning support services. The College may need more time to fully realize the value of its recently developed evaluation tools (e.g., use of TracDat, creation of the Program Review Validation Committee, etc.). A wide variety of mechanisms are used to gather information about the effectiveness of programs and services, including committee reports, survey results from various stakeholder groups, minutes of groups such as the Academic Senate and the College Council, and annual program review. Evaluation of planning and services by the District offices, however, does not appear to be rigorous, cyclical, or integrated at the same levels exhibited by the College. (I.B.7)

Conclusion

In conclusion, WCC, as a new College, has accomplished a great deal in aligning with the Accreditation Standards for the college mission and institutional effectiveness. The faculty, administrators, and students of the College have had the distinct privilege and challenge of trying to shape something new in a difficult budget environment. WCC as a newly accredited institution is to be commended for its responsiveness to the needs of its diverse community. The College has been designed an HSI College and is seeking to bring in additional grant resources to fulfill its mission. The College engages its students in diverse educational and occupational programs as well as activities and learning experiences. There are programs for career development, career advancement and leadership development in a community that has limited resources. The leaders of this institution are to be commended to be for their work in this era of fiscal difficulty. The College mostly meets this Standard; however the team recommends improvements mentioned below to fully meet the Standard of institutional mission and effectiveness.

College wide dialogue constitutes an important part of any campus culture. Creating better awareness of the WCC College Handbook and how decision-making occurs on campus and district wide might create open dialogue and trust among all key stakeholders in the institution. To continue its progress in fostering open dialogue and trust, the team recommends that WCC provide more concrete evidence in order to show that all constituent groups value the WCC College Handbook and believe that the planning and budget process is effective. Future assessments should be conducted to ascertain both the knowledge and

effectiveness of the Handbook in promoting collegial, self-reflective dialogue. To more clearly elucidate the decision-making process, a visual flow-chart that illustrates how college committees are interrelated and how members can engage the planning process will be important to develop.

The College has inherited many solid planning processes and has put into place tools to accomplish its evaluative functions. The challenge still ahead is to continue to forge its own identity within this framework. In this vein, the College will need to work with the District to assess the district wide decision-making, budgeting and planning, and allocation processes.

Based on the evidence there remains more consistent work to be done in assessing student learning outcomes and using this data for continuous quality improvement of all programs. All courses and programs must have identified SLOs and follow the developed four year plan for assessment. This must be a primary focus in all areas of the College in order to achieve the solid Proficiency status.

There is evidence that members of the faculty are provided with data connected to the program review process, but use of that data does not appear evident, widespread and systematic. Furthermore, it does not appear that the College measures progress toward college goals and objectives using quantitative data. There does not appear to be widespread knowledge nor use of key performance indicators that measure progress in meeting college goals. So, while progress has been made on this recommendation, the College is in the nascent stage of creating "...a culture of research and evidence..."

The College partially meets this Standard.

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/positions 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.I, 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.3.c)

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.3.c)

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 office 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)

College Recommendation #1 (Integrated planning)

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

STANDARD II

Student Learning Programs and Services

Standard IIA Instructional Programs

General Comments

Consistent with the mission of the College, WCC offers of a wide variety of instructional programs in recognized fields of study. As documented in their catalog, these include English composition, math, science, agriculture, humanities, and social sciences. Recently designated as an HSI, WCC offers 33 Associate in Arts and Science degrees, and 27 certificates in various fields, such as Agriculture, Digital Media, and Early Childhood Education. WCC offers lower division courses that prepare students to transfer to institutions to colleges and universities. The College has established student learning outcomes for most courses and programs, and also identified eight institutional student learning outcomes, (ISLOs). Some of the course and ISLOs are assessed, according to the TracDat report, in order to document student learning and to provide data for curricular updates and various other types of improvements. Through a wide variety of activities (including professional development trainings, committee and faculty meetings), and strong administrative support for data analysis and online support, a culture of evidence has begun to be cultivated throughout the campus environment. (II.A)

Findings and Evidence

WCC received its initial accreditation from the ACCJC four years ago. Since the last site visit, the College has made great progress towards creating a culture of evidence. SLOs have been developed for the institution, programs, and most courses. They have been assessed directly in many courses and two institutional SLOs have been assessed indirectly. Academic programs have completed one full cycle of program review and the College is now set to evaluate that review process. To further organize and systematically prioritize program review and integration of SLOs data into an integrated planning process, the College has recently developed the Program Review Validation Committee. This committee is scheduled to meet for the first time in fall 2012. Per the ACCJC rubric for SLOs assessment the College is at the final part of the development stage and entering proficiency.

The College has developed a clear mission statement with a strong focus on providing high quality education for its students. Most, but not all courses have identified SLOs. The College upholds its mission through ongoing assessment of many course SLOs and also through program review. In *The Portal* and TracDat systems, it is evident that all instructional programs have completed at least one cycle of program review, and many are on their second cycle. Through program review, the individual departments have the means to evaluate instructional programs regardless of location or means of delivery. To meet this Standard, all courses must have identified SLOs. (II.A.1)

WCC serves a very diverse student population, and planning for the varied educational needs of these students relies heavily upon input from various college committees, the College Council, advisory boards for Career and Technical Education (CTE) programs, and Environmental Scans of the surrounding communities. The College hired a director of

planning, research, and student success in 2009 to facilitate systematic analysis of data. (II.A.1.a)

The College offers different modes of delivery in order to meet student needs. These include online, TV and face-to-face classes. The Curriculum Committee has created a Distributive Education (DE) Subcommittee to establish policies and procedures to guide the implementation of their distributive education philosophy. According to interviews with DE faculty and the dean of DE, this committee used student success data to document that their basic skills math courses should not be conducted online. Evidence was lacking, however, to show that the College systematically evaluates modes of instruction regarding student success.

The College has identified three levels of SLOs: course, program, and institutional. The program SLOs link the course SLOs with the ISLOs by directly describing program/department specific learning outcomes in language that describes one of the eight ISLOs. Through professional development activities, full time and some adjunct faculty are involved in identifying, administering, and evaluating SLOs. All programs/departments have been asked to identify two SLOs per course. Thus, a rich SLO database is being developed in TracDat that is used for program review and that will also be used to assess ISLOs using aligned program learning outcomes. In some cases, however, especially where there are no full-time faculty to support the discipline, course level SLOs have not been developed or assessed. (II.A.1.c)

One example of the use of SLOs to make improvements to a program comes from the English department. After completing a full program review cycle, faculty used their SLO results to make a case for a new academic reading center, which has been very well received. In interviews, the team noted that the dean of instruction/learning resources stated SLOs were used as supporting evidence for requests for new curriculum, changing pre-requisites, staffing, and facilities. The dean further commented that program reviews are being used as the document of record for SLO assessment. Currently, program level SLOs are assessed by summarizing course level outcomes through the TracDat system. iSLOs are currently being assessed indirectly through student surveys. (II.A.1.c)

There appears to be broad department and College dialogue about SLOs as part of the culture of WCC. As shown in various committee meeting minutes, program review reports, and as explained by faculty leaders and administrators, there is much dialogue and awareness of the processes for assessing and evaluating SLOs in academic programs. The SLOs are listed in the College Catalogue, on syllabi, and posters can be seen throughout campus of their ISLOs. An enthusiastic faculty member serves as SLO coordinator and he has been highly praised, especially for guiding adjunct faculty through the process of defining and assessing course SLOs. As of fall 2012, 90 percent of the courses (138/154) have defined SLOs (ACCJC College Status Report on Student Learning Outcomes Implementation, October 2012). Of these, however, only 48 percent (73/138) have ongoing assessment. The College has identified 28 programs, all of which have identified SLOs, but only 61 percent have been assessed. The College is transitioning from the developmental to proficiency level of SLO development and assessment. (II.A.1.c)

All courses and programs are approved by the Curriculum Committee, which has defined procedures for approval. All courses are reviewed every five years through an established process involving the Curriculum Committee. Departments are provided with pertinent course level data from the office of the Director of Research and Student Success for the review of their courses. Since DE is not centralized at WCC, review of DE courses for student learning and other measures of student success appears inconsistent. (II.A.2)

Through the SLO and Curriculum Committees, the College has established procedures for designing and improving instructional courses and programs. The SLO coordinator also sits on the Curriculum Committee to help ensure that SLOs are inherently part of curriculum changes. Both committees are faculty driven and they must ensure that all courses have SLOs identified. (II.A.2.a)

According to minutes, the CTE Advisory Committee meets twice a year to make recommendations that are based on industry information and employment changes in the community. They also provide information regarding upcoming local events. (II.A.2b)

WCC has established a Scheduling Committee that oversees the creation of semester/annual schedules. Information and guidance from each program is provided so the committee can be sure that the sequencing, time, and class taking behavior of students are optimized. The committee uses criteria that involve the mission of the College and the State's mandates for a focused mission to guide its work.

According to interviews with faculty leaders, faculty must undergo a rigorous four-year tenure track process before being granted tenure. Once tenure has been granted, faculty members are evaluated every three years by peers and administration. (II.A.2.c)

In response to the diverse needs of its students, the College offers courses in various delivery modes, including face-to-face, online (supported by an unlimited license for BlackBoard), and ITV. Additionally, the Disabled Students Program and Services department offers support services for students with disabilities to promote equal access to courses offered. (II.A.2.d)

As shown on the College's web portal planning page, planning processes are informed by the annual program review that all programs conduct to assess their relevance, appropriateness, SLOs, and currency to predict future needs. (II.A.2.e) In order to improve programs and course offerings, the College:

- has a policy of updating courses every five years;
- uses data from annual program reviews;
- uses program review which includes learning outcomes, retention rates and other measures;
- uses data such as local demographics, reports from advisory boards for CTE programs; and
- utilizes data collected for the Basic Skills Initiative and the Student Equity Project.

These various sources of information are mapped onto the elements of the Educational Master Plan. (II.A.2.f)

WCC utilizes common exit examinations for English and math courses. These examinations are used by faculty collaboratively to assess the validity and fairness of the assessments, as well as student learning. Some CTE programs require external certifications or licensing exams that are required by program-specific accreditation. (II.A.2.g)

Each course outline of record (COR) includes SLOs and methods of assessment used for grading and awarding credit. According to the SLO coordinator, this process includes adjunct faculty in assessing course level SLOs. The Curriculum Committee reviews new and updated courses for academic standards, policies regarding prerequisites, etc. In addition, transfer courses are typically articulated with colleges and universities. (II.A.2.h)

WCC awards degrees and certificates to students who have completed the stated requirements of a given program. These requirements are detailed in the college catalog, assessed through Curriculum Committee update reviews, annual program reviews, various committees such as the Basic Skills Committee, SLO Committee, Student Success Committee, and the College Council. While all of these requirements are in place, the College does not directly link awards of degree and certificates to SLOs. This Standard is not met. (II.A.2.i)

WCC's academic and CTE programs all require a general education component. These courses are vetted by the Curriculum Committee for alignment with the College's General Education Philosophy, and articulation with other colleges and universities. (II.A3) Students are required to successfully complete a total of 18 credits of general education, including three elective credits from natural sciences courses, three from the social sciences, and three from humanities. Additional electives are offered in health education, physical education (only one course), and ethnic studies. (II.A3.a)

WCC, through the general education package offers courses that require students to gain skills in oral and written communication, information literacy, scientific and quantitative reasoning. According to the library calendar, students are also offered training through various information literacy events, such as learning how to navigate the University of California at Davis library database, workshops designed to help students understand how the library can help them succeed, and Modern Language Association Frequently Asked Questions workshops.

WCC states in its self-evaluation that computer literacy courses are provided through the Business and Computer Sciences programs. Though they have not offered any computer science courses at WCC in the last two semesters, they do offer two digital media courses. The College has also started a Math Engineering Science Achievement (MESA) program which has allowed for the creation of a computer lab on campus. This lab is also part of California Connects, a program designed to increase digital literacy and expand broadband Internet access to underserved populations throughout the State. (II.A.3b)

Additionally, ethics and citizenship are guided by the College's General Education Philosophy Statement and further supported through the two ISLOs that address social responsibility and multicultural awareness. A course dedicated to multicultural awareness and various campus programs support cultural awareness. (II.A.3c)

The College's degree programs are aligned with the California State Chancellor's office and comply with Title 5 and SB 1440 regulations. WCC's Curriculum Committee has approved AA-T/AS-T degrees in focused areas of study that support transfer pathways with CSUs. (II.A.4)

WCC offers eight CTE programs, many of which are accountable to external accrediting agencies. The College also strives to be in compliance with the requirements of Title 5 regulations, the North Far North Regional Consortium, and Perkins funding. A CTE Advisory Board was created as a means to provide the necessary programs/courses that are viable for the Woodland area. The group meets bi-annually to make recommendations to WCC as to the career needs of the community. There is no evidence that WCC has conducted a post-completion student employment tracking survey. (II.A.5)

Students and prospective students receive clear information from the College Catalog regarding courses and program requirements. According to the Faculty Handbook, all courses must have a syllabus. The College requires that each syllabus list course SLOs, but a review of the evidence indicated that not all syllabi meet this requirement at this time. It is important for all syllabi meet this requirement. (II.A.6)

The College has created five transfer degrees (AA-T in psychology, sociology, math, geology, and communication) to support students who want to transfer to CSU; and articulation agreements exist with UC Davis. Through websites such as ASSIST and Intersegmental General Education Transfer Curriculum (IGETC), students have access to articulation information. (II.A.6.a) Board Policy 4021 and Administrative Procedure 4021 identify the process for program elimination and arrangement for students' timely completion of programs when programs are eliminated. Criteria for program elimination are stated in AP 4021. (II.A.6b.) The College Catalog and website are updated regularly, according to the College Catalog Review Schedule. (II.A.6.c.)

Board Policy 4030 addresses academic freedom in the teaching and learning process and the Academic Employee Handbook clearly states the responsibilities associated with the role of faculty. Tenured faculty members are evaluated every three years by students, peers, and the dean through an established process. (II.A.7.a)

The Student Handbook includes the Academic Honor Code, many course syllabi include expectations of integrity for students, and the College Catalog and Student Handbook include the Student Code of Conduct. (II.A.7.) Course outlines of record communicate the content of each course while the College Catalog provides procedures for a grievance. Additionally, the Student Handbook includes student conduct and discipline rules and regulations, along with procedures for grievance. The College Catalog contains the Student Code of Conduct, which includes consequences for violations. (II.A.7.b.)

WCC is a public institution. College policies and codes of conduct are published in various printed and online college publications that reflect the mission, vision, and philosophy statements of the College. (II.A.7.c)

WCC does not offer curricula in foreign locations. (II.A.8)

Conclusion

The College has a clearly defined mission that guides the College in its offerings. The College offers a variety of courses and programs to meet community needs and uses various modes of instructional delivery. The College has identified SLOs for most courses and programs as well as institutional SLOs and uses assessment information for continuous improvement. However, not all courses and programs have identified SLOs or have been assessed. The College must identify SLOs for all courses and programs and follow its plan for assessment to ensure it solidly meets the proficiency level for SLOs. Additionally, the College must systematically evaluate all delivery modes related to its student success efforts. The College communicates clearly with faculty and students regarding student learning, and its assessment, academic freedom and integrity and policies exist to ensure program integrity.

The College partially meets this Standard.

Recommendations

College Recommendation #2 (Student Learning Outcomes)

In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including all service and administrative areas), and progress through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)

College Recommendation #3 (Distance Education)

In order to 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 needs to be regularly and systematically assessed and that information needs to be used for continuous quality improvement. (I.B, II.A, II.A.1, II.A.1.b, II.A.2, II.A.2.d, II.B, II.C, III.A, III.B, III.C, III.D)

STANDARD IIB

Student Support Services

General Comments

WCC has an extensive offering of student services. The institution provides appropriate student services programs consistent with its student characteristics and college mission. The chief student services officer is also the chief instructional officer which has resulted in a collaborative effort toward student success. The various Student Services areas work collaboratively to remove barriers to enrollment and provide expansive support for enrolled students. However, according to many meeting minutes, interviews, and planning documents the equity of human resource allocation is a large concern for all Student Services programs.

The institution continues to progress in particular areas such as program review, Student Learning Outcomes (SLOs), and campus communication. Most areas have SLOs identified and have gone through a process to assess and identify opportunities to improve their programs and services. There is a genuine effort to continue to build upon existing planning procedures and create a meaningful program review and evaluation structure.

Findings and Evidence

WCC is committed to meeting the needs of a broad service area and a genuine effort has been made to ensure access and equity within its diverse student population. Evidence suggests that although not all services are replicated at the Colusa County Outreach Facility, faculty and staff have a set schedule to travel to the Colusa site to provide onsite support. There is evidence that the College is meeting its mission to “provide high quality, student-centered education and lifelong learning opportunities for the communities we serve.” Although not wide-ranging, the College has committed to providing student support regardless of location. In order to improve the effectiveness of this support, the institution should continue to broadly communicate the services they provide for online and remote students and utilize the SLO assessment process to help develop strategies to assist those students. (II.B.3.a, II.B.3.c) WCC’s commitment to providing comprehensive services has remained consistent during the difficult economic climate while categorical funding for Educational Opportunities Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Matriculation, and CalWORKs was significantly reduced. This reduction in fiscal support from the State resulted in a greater dependence on technology and distance education to close the gap created from a reduction in faculty and staff. (II.B.3.a)

WCC has developed an accurate and comprehensive College Catalog that includes all required language regarding academic offerings, student code of conduct, students’ rights and responsibilities, student complaints and grievances and the Academic Freedom Policy. The College Catalog is available to all new students who complete an orientation and is available online. (II.B.2, II.B.2.a, II.B.2.d)

Evidence showed that the Counseling Department has a large student to counselor ratio (900:1) but they continue to offer well rounded services with expertise in various counseling areas. Counseling and advising services are available on an appointment or walk-in basis. Services include career counseling, educational planning, navigating the college

environment, transfer information and referrals to appropriate services. The College has several counseling and academic programs including federal grant programs such as Student Support Services. Counselors designed an outreach program called Jump Start to College to encourage high school students to participate in an on-site visit. Moreover, counselors are also involved with the development of a MESA program. The student services programs are regularly evaluated through the program review process, governance committees, and counseling meetings. Counselors meet the minimum qualifications for professional service and are greatly involved in campus dialogue and training. Evidence also suggests that the College is dedicated to supporting students through an evaluation process and student satisfaction surveys. Comprehensive data collection and evaluation of student support needs are in its beginning stage and should continue to be expanded, ongoing, and valued in future planning. (II.B.3, II.B.3.c, II.B.3.d)

The College provides an opportunity for students to engage in many student clubs and organizations. The College demonstrated its commitment to holistic student development by hiring an ethnic studies professor to connect with the surrounding communities and assist students to engage in intellectual, aesthetic and personal development activities with a focus on diversity. (II.B.3b, II.B.3d)

The College has conducted validity studies to establish cut scores and link success rates to accurate placement on its reading, English and math placement tests. The Office of Research and Assessment conducted validation studies in 2006, and results were used to determine cut scores and to make adjustments to student placement. The Assessment Center is accessible and students can schedule appointments four days a week to take the tests. Additionally, testing is available at the Colusa County Outreach Facility. The tests are Chancellor's Office approved, and a disproportionate impact study was conducted in fall 2010. The assessment cut scores and validation are conducted as a District function and jointly reported for both colleges. (II.B.3.e)

The institution is transitioning from paper documents to electronic files to record all student transactions. The College has recently implemented scanning software (Image Now) that securely provides electronic files and backup of all student records. Additionally, the institution follows all FEPRRA guidelines regarding the release of student records (II.B.3.f).

WCC evaluates student support services through a systematic and regular program review process. The College is making a genuine effort to get a program review cycle established that is driven by the mission and informed by data to make decisions to improve the programs. Most areas have generated SLOs that have gone through a full cycle of assessment and they have used that information to guide future planning. Counselors and other staff participate in monthly meetings of the Student Services Division and monthly meeting with the vice president to discuss issues related to meeting student learning needs. These are also communicated through committees and participatory governance councils. Since its inception, the program review process at the institution has developed appropriately. As it continues to improve, the Student Services Division is encouraged to utilize other types of data in addition to survey data such as transcript analysis (course-taking patterns); retention and completion rates; assessment of learning strategies courses; tracking the utilization of

counseling, and transfer; analyzing alert plans; studying outcomes of students identified or referred who utilized services; focus groups and exit interviews with students; and SLO assessment analysis from orientation and workshop sessions to more comprehensively inform future planning agendas and resource allocation requests. (II.B.1, II.B.3, II.B.4)

Conclusion

The Student Services Division at WCC is broad and employees are dedicated to serving its student population. Each area in Student Services has developed SLOs and participates in program reviews. Moreover, the data that is collected, analyzed, and is integrated into future planning agendas. Student Services programs seem to rely heavily on student survey data but there may be an opportunity to also include success rates in relation to program participation as a guide to improve student support. Setting quantitative benchmarks for goal attainment and completing a full assessment cycle for all areas of Student Services is a suggested next step. Additionally, as a qualifying Hispanic Serving Institution, the College might consider offering the Spanish Application of CCCapply or develop a Spanish language paper application for students who do not have access to technology. Nevertheless, with the multitude of bilingual counselors and staff, they are able to appropriately offer many services in multiple languages.

WCC Student Services programs are thorough, inclusive and student centered. They continue to serve the diverse needs of their community despite the complex economic climate.

The College meets this Standard.

Recommendations

None.

STANDARD IIC

Library and Learning Support Services

General Comments

WCC provides students and faculty with library and learning support services in an attractive and well-planned Learning Resources Building. Learning resource programs and services include the Library, Media Support Services, Open Media Lab (OML), Tutoring Center (TC), Writing and Math Center (WAM), and Reading Assistance Center (RAC). Learning support services are offered at the Colusa County Outreach Facility (CCOF) and online. The Dean of Instruction and Learning Resources oversees the day-to-day operation of Library and Learning Resources at WCC.

Findings and Evidence

The College provides a large variety of learning resources to support instruction. This support is provided through the Library as well as multiple centers offering face-to-face assistance, including the Writing and Math Center, Open Media Lab, Tutoring Center, and Reading Assistance Center, all conveniently housed in the Learning Resources Building. Other learning centers at the College (separate from Learning Resources Building) include face-to-face tutoring services in specific student populations, namely Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS) and Upward Bound (TRiO). (II.C.1.a)

Based on the team's observations during this visit, the Library is appreciated and well used by students. The facility is attractively designed, spacious, comfortable, and supportive of both individual and group learning processes. Selection of materials for ongoing Library collection development is based on faculty input, student requests and course SLOs as well as budgetary considerations. Faculty is encouraged to contact the Librarian to request specific books for the courses they teach. (II.C.1.a) As an outcome of an agreement between the College and Colusa County Libraries, additional library resources are available to remote users at the Williams Library Branch. (II.C.1.e)

Other types of face-to-face student learning assistance are provided by centers with specific needs. For example, peer tutoring is provided in the TC, assistance with reading is provided by the RAC, writing and mathematics help is offered in the WAM.

The peer tutoring program at the College is staffed by a full-time classified employee, the Tutoring Center Specialist. Most tutors are required to complete and pass an online, tutor-training course (Learn 20). Some tutors are upper division students with content expertise and are not necessarily required to complete Learn 20. Tutors can serve students by appointment or on a drop-in basis. Volunteer peer tutors are also available in the TC and these individuals are screened for content knowledge and skills necessary to be effective peer tutors. Online tutoring for DE students has been attempted but to date has not been fully implemented due to scheduling conflicts. Students may work with a tutor in small groups or in pairs. Computers are available for students requiring course-specific software. (II.C.1.a, II.C.1.b)

The WAM is staffed by full-time faculty on a reassigned time basis. Currently there is one part-time English instructional assistant and two part-time instructional assistants for Mathematics. Computers are available in the center as well as small rooms for group study. The center is used across disciplines following the “Writing Across the Curriculum” model. It is also used by students for access to Blackboard, Turnitin, printing and general study. Students are encouraged to enroll in English Writing Lab (English 1LR) to earn credit while they complete their reading and writing assignments in the WAM. (II.C.1.a, II.C.1.b)

The Library offers a variety of workshops each semester and this calendar is shared with the entire campus via the Library’s website. The College Library offers numerous orientations to specific groups (e.g. EOPS) as well as class-specific orientations as requested by the instructor. The Library also houses a classroom used for various instructional sessions including LIBSC11 and/or information competency workshops. Further opportunities for students to develop skills in information competency occur upon enrollment in Library Science I (LIBSC1). However, the Library as a program of the College does not have identifiable SLOs. (II.C.1.b)

Electronic learning resources are available to all students online through the Library’s website. Resources include access to the catalog, numerous databases and communication with the reference desk. Limited learning resources have been provided to students at the CCOF but there is need of additional resources. (II.C.1.c) However, nearly all other learning support services are provided only to students on the campus and are not available to DE students. (II.C.1.c)

The Library maintains adequate security of its in-house collection. A Media Services Specialist maintains a variety of media and instructional equipment in a secure environment. Inventories of all equipment occur twice yearly. (II.C.1.d)

The Library demonstrates ongoing commitment to assessing student needs regarding overall improvement of library services. Student focus groups are conducted periodically and online surveys are frequently available to anyone visiting the campus portal. Other ways the Library receives feedback for improvement is through the Library Advisory Committee. (II.C.2)

Usage of the WAM is tracked using SurveyMonkey when students arrive at the center, although some inconsistencies exist. Currently little other data are being captured. WAM has developed SLOs which are part of its Program Reviews as of fall 2011. These SLOs and their results are included in TracDat for both fall 2011 and spring 2012. (II.C.2)

Tutor Center usage is tracked (AccuTrack) when students check in at the front desk. Usage data is collected systematically. Student Learning Outcomes have been developed for the Tutor Center, are included in the College Catalog and are evaluated systematically. (II.C.2)

Conclusion

Budget and staff reductions in recent years appear to have presented a significant challenge to the Library, learning resource services, and the newly established College. These

challenges have impacted the core academic functions. However, the College appears to prioritize needs although there is insufficient evidence to be able to pinpoint the exact the impact. The College needs to better integrate the Library and learning resource planning, assessment, and resource allocation into the larger college planning context.

As the College expands its online education efforts, it needs to ensure that online students have appropriate access not only to Library and other resource materials but to Library instruction, tutoring, and other learning support. Additionally, technology training for faculty, staff and students should be reviewed, expanded and enhanced based on program review data, student, faculty and staff surveys and SLO assessment.

The College partially meets this Standard.

Recommendations

College Recommendations #4 (Professional development and training)

In order to meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2)

STANDARD III Resources

Standard IIIA - Human Resources

General Comments

The College has an organized system of human resource policies, procedures and practices in place that guides efforts to achieve its broad educational purposes and to improve institutional effectiveness. The Self-Evaluation Report cites policies, procedures, practices, and documents that ensure qualified individuals are recruited and hired, employees conduct themselves professionally and ethically with the College having an apparent culture of professionalism. Policies and procedures are cited for faculty and staff evaluations and professional development opportunities and efforts are being made to address diversity objectives. Human resources planning is starting to be a part of institutional planning through program reviews and other institutional plans, such as but not limited to, a Staffing Plan, Educational Master Plan, Resource Allocation Model, Diversity Plan, and an Academic Hiring Manual.

Findings and Evidence

The College has a Staffing Plan to guide staffing decisions and an Academic Hiring Manual and a Hiring Process Checklist to guide the hiring process and procedure for full-time faculty. There is also a foreign degree equivalency application procedure available on the District Human Resources website. Minimum qualifications for faculty are determined by the Board of Trustees with consideration of the California Community College faculty minimum qualifications requirement. Minimum qualifications for classified staff are part of the collective bargaining process and oversight of advertising and hiring for all employees are the responsibility of the District Human Resources Office. (IIIA.1, III.A.1.a)

The self-evaluation states that the criteria, qualifications and procedures for the selection of personnel are clearly and publicly posted with reference to the College's website. Qualifications and position descriptions for classified staff and adjunct faculty are posted while faculty and management qualifications and job descriptions are posted only as positions are being advertised for filling. The procedures for selection of faculty are clearly outlined in the Hiring Process Checklist (http://php.yccd.edu/hr/Hiring_Process_checklist-Acad.pdf) and faculty play a significant role in the hiring process. (III.A.1.a)

Faculty, classified staff, and adjunct faculty evaluation criteria and frequency requirements are part of Board policy, collective bargaining agreements, and for managers, the Yuba Community College District Management Handbook. Evaluations of classified staff have not been conducted on a regular basis and the college's goal through a planning agenda is to adopt processes to ensure all classified staff evaluations are timely and the College will work towards 100% compliance within a two year period. (III.A.1.b)

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have not, as a component of their evaluation, had their effectiveness in producing those learning outcomes evaluated. It is stated matters relating to faculty

evaluation are subject to collective bargaining process, but, “The District has chosen to not include this in its bargaining agreements.” to date. The College has established a planning agenda to address this issue. (III.A.1.c)

Faculty are evaluated on a set of six criteria and students also evaluate the teaching and learning process. While the criteria and student evaluation have merit, neither assesses effectiveness in progress toward achieving student learning outcomes. The six defined set of criteria in the Full-Time Faculty Member Evaluation are:

1. acceptance of responsibility;
2. effectiveness of communications;
3. effectiveness of instruction;
4. expertise in subject matter or skill in non-teaching assignment;
5. techniques of instruction/skill in accomplishing non-instructional responsibilities; and
6. participation in other internal and external professional activities that further the image and growth of the college; i.e., participation on college committees.

It is stated in the self-evaluation that instructional and non-teaching faculty have primary responsibility for ensuring that they meet the criteria documented in their evaluation process, and they do so through activities inside and outside the classroom. The student evaluation form used to evaluate faculty covers instructional method, style, level of assistance students perceive they can receive, grading system, and relation of course material to outside experiences and knowledge of students. (III.A.1.c)

Professional behavior and ethics expectations and codes are communicated in the cited Administrative Policy 3050, Board Policy 2715 and 2710, and District Management Handbook. The Academic Employee Handbook alludes to ethical behavior as does the Academic Employee Handbook (also called WCC, College Council and Employee Handbook) (MAYBE THIS CLARIFICATION SHOULD BE MADE WHEN FIRST IDENTIFIED ON PAGE 18?). Nevertheless, the board policies and handbooks sufficiently cover behavioral and ethical expectations of employees. (III.A.1.d)

The Self-Evaluation Report states staffing levels are determined by an integrated planning process. Staffing levels are considered by a Faculty Staffing Committee that establishes priorities for full-time faculty and forwards recommendations to the president for discussion at the District by an executive team. Through interviews, the visiting team learned the College is moving towards one committee that will consider all faculty, staff and administrator needs. This newly formed committee is called the Faculty, Staff, Administrator Planning Council (FSAPC). (III.A.2)

There is the Staffing Plan and an automatic refill process by which priorities may also be determined. The self-evaluation states the College has a sufficient number of qualified staff and administrators to support the College’s mission and purpose; however, it is also stated in the self-evaluation that personnel have been laid off and a hiring freeze has resulted in reorganization and existing staff members having to assume some responsibilities of those who were released, or to assume multiple roles. The self-evaluation also stated a need for

additional full-time faculty and other staff to fill key positions. Given the budget constraints, measures taken to address the retirement of two English and one Art faculty were to hire additional adjunct faculty and to reduce Art class offerings. (III.A.2) There are currently about 32 full-time faculty, 38 classified staff and 80 adjunct faculty at the College. (III.A.2)

There are various college and district policies, procedures, and legal considerations that ensure a fair and systematic development and implementation of personnel policies and procedures. Referenced evidentiary documents include the Diversity Plan; College and District websites; California Education Code; Title 5; and Board policies 3410 on non-discrimination, 3420 on equal employment opportunity, 7100 on commitment to diversity, and 7310 on nepotism. All employee personnel records are kept in a secured room at the District and on the District's Colleague/Datatel System which can only be accessed by authorized District personnel. There are policies and procedures in accordance to law that enable employees to have access to his/her personnel records. (III.A.3, III.A.3.a, III.A.3.b)

The College tracks full-time and part-time faculty ethnicity to enable assessment and evaluation of its progress towards achieving goals contained in its Diversity Plan. While it is stated the College's workforce has not grown in diversity due to hiring freezes, layoffs and retirement, periodic reviews of the Diversity Plan will help ensure its effectiveness. The College has made some progress in increasing ethnic diversity of full-time and adjunct faculty. While the number of ethnic minorities has generally increased over the years, the percentage of each ethnic group in relation to the total number of full-time and adjunct faculty has not changed significantly. (III.A.4, III.A.4.a, III.A.4.b)

The College tracks the ethnicity of full-time and part-time faculty, but there is no evidence of any analysis or assessment of the data to determine progress in relation to the Diversity Plan or consistency with the institution's mission. And there is no information or evidence about ethnic diversity of the College's classified staff or gender equity among its full-time and part-time faculty and classified staff. (III.A.4, III.A.4.b)

The Self-Evaluation Report descriptive summary for this Standard referred to the mission statement of the College in relation to students pursuing educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas. It is not known how this specifically addresses the treatment of employees and students with integrity. There are college and district policies, procedures and guidelines related to mutual respect as well as expected professional and ethical behavior (addressed in Standard III.A.1.d, III.A.4.c).

The self-evaluation for this Standard states, "An environment of integrity and mutual respect has been a guiding tenet of WCC." Campus morale and communication were topic highlights of a campus wide meeting in spring 2011 and communication is one of four areas of emphasis in the new strategic plan. There was an indication in the self-evaluation that there may be concerns about the need for improved communication and treatment of individuals that affect morale. During the team visit, thirty-three faculty and staff attended an open forum with team members in which an open and positive culture were perceived to

exist at the College. There is evidence that the College has been addressing communication and morale issues. (III.A.4.c)

There are numerous professional development opportunities covering a variety of areas through numerous avenues for every individual and area of the College. An annual survey, program review and participant evaluations at the end of workshops of professional development programs and activities are conducted to help determine needs and effectiveness of professional/staff development programming. The team found no evidence about how the data collected are to be used. (III.A.5, III.A.5.a, III.A.5.b)

While there are many opportunities for professional development, classified staff responded by a significant margin to a survey indicating they did not feel there were sufficient professional development opportunities for their area. The majority of classified staff responding to the survey felt the College needed to do more to make development opportunities available and relevant. It was stated during team member interviews with faculty and staff that there has been a significant lack of technology related professional development opportunities. (III.A.5, III.A.5.a, III.A.5.b)

In July 2011 a new chancellor of the District was hired. By early summer 2012, a three phase plan to address some of the budgetary and personnel issues facing the District was unveiled by the chancellor. Some of the observations and perceptions leading to plans for change included the need to reduce the number of working managers but provide electronic tools to increase efficiency, reduce duplicative operations and oversight and replace with shared service agreements and District oversight, and reduce expansiveness of college missions. Phase I focused on operations, personnel, and activities that provided indirect services to students such as administrative services, purchasing, and maintenance and operations. Some elements of Phase I have been implemented and others are in the process of being implemented. Phase II will focus on student services, consolidation of managerial and other duplicative services and activities. Phase III will focus on academic programs and possible consolidation based upon a revised mission which may distinguish programs and focus at each college. (III.A.6)

Other than references to difficult economic conditions and budget and hiring constraints, there was no evidence of how data was assessed or used to develop the reorganization plan or that there was widespread participation in the development of the plan.

Conclusion

While the College has worked with the District in efforts to improve the diversity among employees of the College, the efforts need to continue. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes must have as a portion of their evaluation, the effectiveness of achieving student learning outcomes.

Overall, the College may be finding it difficult to achieve staffing goals despite utilizing its human resources effectively under somewhat difficult circumstances resulting from a hiring freeze, inability to add faculty and staff due to the downturn in the state's economy.

However, the College has made efforts to address staffing issues and concerns by reorganizing and with individuals assuming multiple roles and/or taking on additional duties and responsibilities.

The College needs to continue to ensure staffing plans are integrated with institutional planning to support student learning needs, programs and services at all locations and means through which courses are conducted and delivered. Additionally, adequate and stable administrative leadership will be required to guide the college during the economic challenges in structure and possibly mission. All efforts, plans and actions taken must be assessed for effectiveness with adjustments made as appropriate or necessary.

The College partially meets this Standard.

Recommendations

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.3.c)

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 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)

College Recommendation #1 (Integrated planning)

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

College Recommendation #2 (Student Learning Outcomes)

In order to fully meet the Standards, the College should identify Student Learning Outcomes (SLOs) in all courses, programs (including all service and administrative areas), and progress

through an entire cycle of assessment. The College should reflect on results to focus on improving student learning. This must become an integral and iterative part of continuous improvement plans. Additionally, the College and District must work together to include effectiveness in producing learning outcomes in the evaluations of faculty and others directly responsible for student progress towards achieving student learning outcomes. (II.A.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.i, II.A.6, II.C, III.A.1.c)

College Recommendations #4 (Professional development and training)

In order to meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C; III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2)

STANDARD IIIB

Physical Resources

General Comments

The physical resources of the College appear to be more than satisfactory with recent renovations and construction projects. Physical resource planning is integrated with institutional planning through various means such as the Facilities Master Plan, Facilities Condition Index and Educational Master Plan.

The physical resources support institutional programs and services and contribute to student learning and success by assuring access to a safe, healthy and environmentally friendly working and learning environment. This support and actions taken must include the Woodland campus, Colusa County Outreach Facility and any other outreach site that may be established in the future.

The campus is well maintained with the buildings and grounds very neat and clean. The maintenance and operations staff appear to take great pride in their work and ownership of the College as evidenced by the appearance of the College buildings and grounds.

Evidence and Findings

Physical resource planning is integrated with institutional planning and driven by the Educational Master Plan. Other plans cited in the self-evaluation in which physical resource planning is integrated include a Facilities Master Plan, Facilities Conditioning Index, Technology Plan, Instructional Equipment Matrix, program reviews, and a Five Year Staffing Plan. (III.B)

Measure J provided fiscal resources to construct, renovate, and upgrade safety systems in buildings on the campus. The team determined through interviews that the District has its own police department with officers stationed at the College, and an agreement with the Sheriff's department provides services that may be required at the Colusa County Outreach Facility. The self-evaluation also cites the installation of security cameras and other measures taken to ensure the health and safety of students. There is a Safety Committee and health care arrangements with Communicare to provide students with on-campus primary health care and behavioral health services. (III.B.1)

The self-evaluation cites the use of program reviews, the District's Sustainability Policy, Educational Master Plan, Facilities Master Plan, and Institutional Effectiveness Model to plan. The condition of buildings is regularly assessed by the Maintenance and Operations Department and use of the Facilities Conditioning Index: an annual inspection of facilities is conducted by risk management consultants. In addition to other safety measures taken, emergency supply kits with food, water, first aid kits, bullhorns, and flashlights were added to all buildings on campus. An AED was added to the campus Police Department in spring 2012. (III.B.1.a, III.B.1.b, III.B.2, III.B.2.a, III.B.2.b)

Conclusion

Interviews with District and College personnel indicate there will be a centralization of facilities leadership reporting to the vice chancellor of educational services and planning. A widespread concern expressed in the open forum indicated a lack of planning and prioritization of needs in the implementation of Measure J funds. As resources become increasingly scarce and to meet the Standard, assessment of effectiveness of resource allocation related to facilities must be utilized to maintain and develop the campus to support student learning.

The maintenance and operations staff are to be commended for their dedication and efforts to keep the College's facilities and grounds clean, attractive and safe. The College needs to ensure physical resources planning is integrated with institutional planning through program reviews to support student learning needs, programs and services at all locations in which programs, services and classes are housed and conducted. Additionally, assessment of all efforts, plans and actions taken must be conducted to determine effectiveness with adjustments made as appropriate or necessary. The planning process and results of assessments must be clearly shared and communicated with the College community.

The College partially meets this Standard.

Recommendations

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/positions 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.I, 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.3.c)

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 office 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)

STANDARD III C

Technology

General Comments

The technology infrastructure is wholly managed, maintained, and evaluated by the district Information Technology (IT) office located at Yuba College. Currently, only one full-time district IT staff member on site and responsible for all technology services at the College, including technical support and hardware/software maintenance. A facility bond measure (Measure J) has funded numerous technology-based enhancements, including supported version of Blackboard Live for online students, expanded wireless access points, “Business Objects” software for research reporting, technology upgrades in remodeled buildings, conversion to SQL database software, installation of an intranet site for all campus constituents, *The Portal*, and the implementation of voice over IP (VOIP).

Technology requests emanating from program reviews are reviewed, evaluated, and prioritized by the District Technology Committee. The District Technology Committee is also responsible for researching, planning, and recommending implementation and maintenance of technology needs for the Yuba Community College District.

In particular, this district committee serves to:

- manage the District’s Four Year Technology Plan;
- provide a district wide ‘think tank’ to discuss new and emerging technologies and to assess the feasibility of obtaining those technologies, and how those technologies might be used within the District;
- monitor Section 508 compliance and assist with its implementation;
- provide a complete cost analysis, total cost of ownership, for the implementation/use of new technologies; and
- create a plan for the implementation of any new technology.

Systematic technology planning is guided by the Four Year Technology Plan that identifies a mission statement and goals informed by each college’s Education Master Plan and Facilities Master Plan. Accomplishments towards technology goals are updated annually. There appears to be a limited set of training offerings for staff, faculty, administrators, and students. Through documentation and interviews, the visiting team found that IT staffing levels at the College appear to be minimally able to handle service requests and hardware maintenance.

Findings and Evidence

The College has a solid technology infrastructure for administrative and instructional applications and hardware. The District IT office provides all technology services including: design, implementation, operation and support of the networks, security, the learning management system, data storage and backup, telephone and video conferencing, website and intranet site development and maintenance, and the maintenance and replacement of all local computer hardware and technology equipment, including SMART classrooms and A/V systems. (III.C.1.a)

Located in the Library, the Open Media Lab (OML) offers students 40 computer stations, including two ADA computer stations, and three additional VCR/DVD viewing stations. The OML is open 50.5 hours per week, and the fall 2011 CQI Survey regarding Library and Open Media Lab shows that students are generally satisfied with services provided by Library and Open Media Lab. (III.C.1.a)

Most technology needs are identified through program review processes across the campus and prioritized first at the college level and then by the District Technology Committee. Evidence of on-site evaluation of specific technologies implemented for teaching, learning, and communication (regardless of modality), is neither consistent nor formalized. The team observed no mechanisms in place to assess whether acquired technologies have been effective in enhancing and/or supporting student learning outcomes. (III.C.1.a)

Under the current operational structure, one district Information Technology (IT) staff is dedicated to WCC providing day-to-day support for the IT network, software applications used in administrative as well as instructional settings, including web-imaging in computer labs. Campus IT users are able to access a District IT helpline via (1) completion of an online request form, or (2) a telephoned request to the helpdesk. Once received, the District helpdesk staff contacts WCC IT staff via email to communicate the need for service on the WCC campus. Interviews with College personnel revealed that campus IT users frequently call or email the IT support staff on campus directly, (rather than go through the district helpdesk site) resulting in quicker response to the IT issue at hand. Service is provided within a 24 hour period. The self-evaluation states that “many staff, students, and faculty are unaware of current technology that is in place, or they become easily frustrated with computer programs due to usability issues.” The fall 2011 CQI Survey, however, indicated that two-thirds of students felt that “Technology and IT support meet the needs of learning, teaching, college-wide communications and operations.” The College and District will need to continually assess the effectiveness of IT support to ensure that the College is serving student, faculty, and staff needs adequately. (III.C.1.a)

The College Media Specialist provides technology support in instructional and non-instructional settings, including setting up and dismantling conference room technology (projection, audio and computer capabilities), ongoing SMART classroom equipment maintenance and instruction, occasional student assistance with Blackboard for student users in the Open Media Lab, and ITV (campus-to-campus videoconferencing). (III.C.1.a) The self-evaluation states that administrators and staff rely heavily upon *Colleague* software by Datatel for data gathering, storage, categorization and analysis. Membership in the California Community Colleges Datatel Users Group (DUG) training handles administrator IT training needs. The DUG has workshops at least three times a year to share information, concerns, and problem resolutions. The visiting team could not discern how many college employees utilize these workshops or if the workshops provide effective training and support. (III.C.1.a)

College faculty and staff IT training needs are determined by the district office of Information Technologies. Occasional training sessions on Datatel and *The Portal* have been held on campus as Flex activities. The most recent Blackboard training was provided by an

outside professional paid for by Yuba College Distributive Education. Funds for continued training no longer exist and future training sessions are not scheduled at this time. Therefore, training will be provided through online modules and archived workshops. There is no evidence of any mechanism in place for DE faculty to evaluate/assess the usability and efficacy of Blackboard for teaching and learning. (III.C.1.b)

Formalized technical training for students using Blackboard does not exist at the College. Students receive some assistance with technology via the district helpdesk, by library and media staff in the Open Media Lab, and by instructional assistants and faculty in the Writing and Math Center (WAM). Interviews with faculty who teach DE courses revealed that students are strongly encouraged to complete a short “preparatory” course before they begin an online course; however, many students choose not to complete this course. Blackboard “training” modules are available on the College’s website. Evidence that assessment of student usability and/or efficacy of Blackboard as a learning modality does not exist. (IIC.1.b)

The visiting team found that the College previously planned and constructed a Technology Training Room for the LRC with the intent to provide small group and individualized training for faculty and staff. The room was furnished and some of the equipment was purchased but not installed. However, due to staffing constraints and a higher priority need for the other spaces to be equipped and functional, the computers were installed elsewhere in the project and the room was soon repurposed as swing space for the Upward Bound program. Rather than have a dedicated room of equipment that sits empty much of the time, technology trainings are conducted in classrooms and computer labs as needed. (III.C.1.b)

Technology replacement has been planned using a four-year cycle and is based on the minimum standards set by the California Community Colleges Chancellor’s Office (CCCCO) Technology Plans II & III. Computer systems related to instruction have been prioritized over systems used by staff and administrators; money has been allocated toward replacement of computers used for instruction. Budget cuts, however, have restricted the number of computer replacements possible and replacement of administrator and staff computer systems have fallen behind recommended standards. Ongoing maintenance is the responsibility of the district IT support staff and the WCC Media Specialist. The District Technology Committee makes decisions on which specific computers should be replaced each year, given the budget allowed for replacements. Through documentation and interviews, the team concluded institutional technology needs are not being consistently met, resulting in outdated equipment in some campus labs and learning centers. (III.C.1.c.)

The self-evaluation states that Measure J funds have greatly augmented the improvement and development of the technology infrastructure. With these funds, the District and College have benefitted from the following upgrades:

- Installation of a new storage area network (SAN) with several layers of hardware redundancy to ensure system reliability and availability;
- Upgraded the WCC network and all of the components to a 10/100-gigabit backbone;
- Added a new wireless network which will eventually encompass the entire campus (the

- CCOF has complete coverage);
- Converted both colleges to Voice-Over –IP (VOIP) allowing the district to provide and maintain the telecommunications infrastructure and voicemail at a substantial cost savings; and,
- Purchased servers that support SharePoint Portal, WebAdvisor, YCCD Windows domain controller, Business Objects server, WCC web server, and local file servers.

These upgrades have led to greater access, reliability, and security to the technology infrastructure. (III.C.1.c)

The technology infrastructure provides all students, faculty, and staff with access to appropriate technology to implement the instructional and service goals of the College. The self-evaluation details that electronic access to services used regularly by students, staff, and faculty has been greatly expanded, thereby making these services easier and faster to use:

- access to *The Portal* system by all students (e.g. instant access to course information) and staff (e.g., access to all committee minutes and agendas);
- TurnItIn.com in support of course instruction;
- WebAdvisor which provides students online access for registration, grades, Financial Aid, account information, schedules, purchasing of textbooks, and 1098T forms;
- implementation of Business Objects which allows faculty and staff to access, analyze, and understand reliable research data and information.

Expansion of the wireless access points on campus also has increased the ability of students to study and research information conveniently. Concerns still remain regarding the ability of on-site IT staff to adequately support these new upgrades and software solutions. (III.C.1.d)

WCC primarily relies on the program review process for input to the technology decision making process. All requests for technology are funneled to the Technology Committee where they are prioritized for implementation based on a variety of information including cost, funding, need, who is impacted, and any adjustments to the information. Approved technology requests are then tracked in the Technology Plan as well as in the Education Master Plan (in support of college wide goals). For example, the Education Master Plan identifies technology as a major goal of the College in that, “WCC will increase its online class offerings, student/staff/faculty communications capabilities, and interconnectivity of its networks and hardware. As a result, the ability of students to learn and grow using technology on campus and off will be enhanced.” All “Activities” and “Strategies/Actions” in support of this goal have identifiable timelines, responsible parties, methods of assessment, and outcomes. Further, the visiting team found the outcomes from the Technology Committee are reported to the WCC Planning and Budget Committee. (III.C.2)

While there is clear evidence that technology planning is integrated with institutional planning, there is no evidence that the institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. Further, there is repeated evidence in the self-evaluation and in numerous interviews that WCC has no

administrative control over the Distributive Education planning, development, or implementation. (III.C.2)

Conclusion

In conclusion, the visiting team believes the College has a solid technology infrastructure for administrative and instructional applications and hardware. Appropriate plans are in place and program review information identifies technology needs that are then reviewed and prioritized by College and District committees. On campus IT staffing, technology training for faculty, staff and students as well as resources for and administrative leadership for Distance Education need to be consistently assessed, and that information should be used to ensure the College and District prioritize needs and make modifications to enhance student learning and effectiveness.

The College partially meets this Standard.

Recommendations

College Recommendation #1 (Integrated planning)

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

College Recommendation #3 (Distance Education)

In order to meet the Standards, the College should develop mechanisms that ensure participation in ongoing dialog about the continuous improvement of student learning for distance education 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.1.b, II.A.2, II.A.2.d, II.B, II.C, III.A, III.B, III.C, III.D)

College Recommendations #4 (Professional development and training)

In order to meet the Standards, the College must develop and implement comprehensive technology training for faculty, staff and students in order to increase effectiveness, as well as student learning and success. Additionally, the effectiveness of current professional development offerings for faculty, staff and administrators on campus should be assessed to support continuous improvement. (II.A.1.b, II.A.2.a, II.A.2.c, II.A.2.d, II.C, III.A.5, III.A.5.a, III.A.5.b, III.A.6, III.C.1.a, III.C.1.b, III.C.1.d, III.C.2)

STANDARD IIID

Financial Resources

General Comments

The College and the District have been addressing the exigencies of the state's reduced financial funding of community colleges since 2007-08. In this time period of reduced funding the District also experienced significant turnover in senior administrative staff who played key roles in the College and the District meeting the conditions of Standard III. Additionally since 2008, YCCD has been engaged in discussion of a new resource allocation model between the District and two colleges. These discussions resulted in recommendations that were not implemented and the discussion will resume under the new district leadership.

Findings and Evidence

A significant measure of the level of financial resources providing a reasonable expectation of both short-term and long-term financial solvency is the sufficiency of the unrestricted budget's ending balance. As with all California Community Colleges, WCC and the YCCD have been severely challenged due to the global economic situation. Board policy and administrative procedures require a minimum 8% reserve (end balance) in the District's unrestricted general fund. The Annual Financial and Budget Reports submitted to the State Chancellor's office for the years 2008-09 through 2012-13 show the following (CCFS 311).

District's General Fund Unrestricted Ending Balance

2008-09	5.2%	\$2,507,005*
2009-10	10.3%	\$4,589,310
2010-11	21.8%	\$9,813,939**
2011-12	16%	\$7,474,670*

* deficit years

** \$2 million one-time appropriation for establishment of Woodland Community College.

The current year projection is 5% if Proposition 30 fails and 7.7% if Proposition 30 passes. In addition, the visiting team reviewed evidence that the percentage of the general fund budget expended on employee salaries and benefits for 2011-12 was 77.3 percent. The average for previous years was near 80 percent. The College provides retiree health benefits to qualified employees and those benefits have been reduced in scope over the past several years.

The unfunded liability for eligible employees and retirees is \$34,723,912. The District is paying insurance premium costs ("pay as you go"), not the Annual Required Contribution (ARC) needed to fully fund the retirees' health benefit program in 30 years. Funding in 30 years would require an ARC of \$2,753,539. In 2011 the District contributed \$1,869,227. (III.D.1.c, III.D.3.d)

The District Audit reports for 2009, 2010, and 2011 were unqualified and had no adverse opinion. There were, however, nine compliance findings recommending the District improve internal control mechanisms and the segregation of duties. (III.D.2, III.D.2.e)

District administrators interviewed indicated the citations related to internal control and segregation of duties have been satisfactorily responded to and would not be in the 2012 audit. A finding related to equipment inventory will be in the 2012 audit for the third year. The District has contracted for equipment inventory services to address this issue by 2013.

The visiting team reviewed three closed purchase orders for College equipment and traced evidence back to their inclusion in three separate program reviews, thereby indicating a link between program review, budget planning, and resource allocation.

Program review for the Administrative Services unit was completed in fall 2012 prior to the team's visit indicating that all areas of the College now participate in program review.

Conclusion

The College and District are making a significant effort to maintain financial stability by reducing costs, restructuring, and maintaining sufficient reserves.

The College engages in integrated planning in resource allocation by units identifying needs consistent with the College's mission and goals in their program reviews and carrying them through the planning process to also include resource allocation and purchasing necessary items (2008 team recommendation I).

The District has not fully complied with Standard III.D.3.c.d requiring allocations of appropriate resources to fund retiree health benefits. Based on evidence presented in District Audit recommendations, the District also needs to evaluate the effectiveness of its internal control systems and segregation of duties and address the need for improvement. (III.D.2.e)

The College partially meets this Standard.

Recommendations

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.I, 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.3.c)

STANDARD IV Leadership and Governance

Standard IVA Decision Making Roles and Processes

General Observations:

The College is committed to ongoing review of its processes, but with mixed results. The self-evaluation report indicates completion of the recommendations of the 2008 visiting team, though the evidence listed was initially hard to locate online. Since attaining accreditation, the College has moved quickly to create leadership and governance structures to help move the college core agenda forward. A College Council was created and through this body all constituents are represented in the shared governance process, although filling a student seat has been problematic. The College will seek to evaluate the effectiveness of communication and streamline the number of committees. The College has designated a group to focus on strategies to enhance communication and the district portal was also developed for this purpose. Filling committees is a problem commonly reported due to the limited number of faculty and administrators and the limited availability of staff and students. The College integrates program review with the planning process as well as the prioritization and utilization of resources. The College is also moving towards one committee that will evaluate the need for all three types of positions (faculty, staff and administrators) and will need to incorporate this into its planning as well. The College needs to continue to integrate program review into the process.

Findings and Evidence

The WCC College Handbook details the shared decision making philosophy, process, and committee structures. In addition, the Handbook illustrates widespread, representative participation from all college constituency groups in addition to the objectives, responsibilities, and purpose of the each committee. The College incorporates constituent group roles in governance. The College Council and Academic Senate, along with at least 20 other committees and councils, ensure that faculty, staff, administrators and students all have an opportunity to improve the practices, programs and services offered by the College. Interviews with campus employees reiterated the point made in the self-evaluation that due to the numerous committees and councils and the limited number of employees available, staffing committees is problematic. The College has identified a planning agenda to streamline its committee structure. Effective use of *The Portal* may also help make information available to a broader audience and increase awareness and participation. (IV.A.1, IV.A.2)

The College's mission statement clearly articulates the commitment to high quality education that fosters student success and lifelong learning as well as an environment that values the free exchange of ideas. College employees have an opportunity for dialogue regarding unit and institutional improvement. This is primarily done within the program review process and through the committee and council structures. Interviews with employees indicate constituents understand how and when to bring ideas forward and where they should begin in terms of offering possible ideas to help improve the institution. (IV.A.1)

The roles of the faculty and administrators are clearly delineated in the WCC College Handbook and more often than not, the committees are headed by either of these two groups. The College relies exclusively on its faculty for all matters relating to student learning. In addition to teaching and instructing in the classrooms and laboratories, the faculty are also well represented on all college standing committees through the Academic Senate which is led by an elected faculty member. The Senate is comprised of members from all five divisions of the college. The Academic Senate makes recommendations to the administration of the College and to the Governing Board of the District, via the president and chancellor, on all matters relating to academic and other professional matters. A much needed program review process to help guide this process is in progress. (IV.A.2.a)

There is a defined committee structure at WCC in which faculty and academic administrators are relied upon to make recommendations to the president and Board regarding student learning programs and student services. However the College lacks adequate representation of Student Services as evidenced by the vacant dean of student services position. The one vice president oversees both academic affairs and student services and is now also taking on the duties of student services dean. The vice president and his direct report, the dean of instruction and learning resources, lack adequate clerical support. The large number of committees makes it challenging for the small numbers of faculty, staff, administrators, and students to serve. The College and District will need to regularly assess the effectiveness of the structures and processes and make appropriate modifications. (IV.A.2.b)

Interviews and meeting minutes indicate that groups and individuals know their role in the decision-making process from the Governing Board, to the chancellor, to the campus president, to the faculty senate, to the classified staff and to the classroom where the students are situated. Project teams are used by the College to address *ad hoc* issues and are disbanded once issues are addressed or problems are solved. The College also suggests that if after a project team accomplishes its goal and such undertaking requires a periodic or on-going attention, a project team may evolve into a committee. Although the governance reporting structure has been somewhat addressed, there still seem to be gaps in communication. Through the College Council, recommendations are forwarded to administration and/or the District via the Chancellor's Executive Committee (CHEX). Involvement of managers is high. All managers are members of the President's Group, which serves as the primary venue for collaboration, and coordination of planning by managers. The recommendations of the managers are forwarded through their representatives to the College Council to the President and/or the CHEX. Three managers sit on the College Council. It is anticipated that *The Portal* will be leveraged to make reporting more efficient and more consistent across the various committees and that improved methods of communication will be developed and utilized. (IV.A.3)

Like any organization, communication remains a challenge. The 2009 survey of campus communication indicated that 61% of WCC employees regard communication regarding day-to-day operations as an area needing improvement. Since then, the College has instituted a Communications Resource Committee to ensure that effective means of college wide communication can be enhanced. Additionally, members of the college community shared

formal and informal avenues of communication that the college president has implemented to augment the classified staff voice at the College. (IV.A.3)

The College understands its mission and makes every effort to work with local and civic groups to promote the needs of the community. The College has worked swiftly to address recommendations and meet or exceed accreditation standards brought forth by the initial accreditation in 2008. The College values its relationship with the Commission as demonstrated by the significant progress made to meet ACCJC Standards since first being accredited. To further understand and learn from the accreditation process, college leaders served on visiting teams in order to learn from their own peers. The Board is committed to the accreditation process and spent much time reviewing the self-evaluation before adopting it. Since its initial accreditation, the College has worked hard to secure outside sources of funding to support programs so it can further meet the needs of its community. Due to the nature of the rural community that WCC serves, the College is very focused on demonstrating honesty and integrity in its relationships with external agencies. An important sign of this is the president's involvement in various civic groups. In an interview, it became evident that WCC also has been working to secure grants from external agencies to support programs and services. The grant process needs to include input from various constituent groups and be integrated with the planning and budget process. (IV.A.4)

The College indicated that processes in place are “living and dynamic,” evaluated regularly, and improved as needed. Each body, starting with the Board of Trustees, conducts self-evaluation to ascertain its effectiveness. The results of this Board evaluation were not found by the visiting team. Truly reflective evaluation must, indeed, take place and results must be disseminated to those who need to make decisions to change processes in order to achieve the mission and, in the process, meet the Standard. Survey results are said to be posted on *The Portal*, however, there does not seem to be widespread understanding about what data are available there. (IV.A.5)

Conclusion

Although there is a well-defined committee structure, the large number of committees prevents effective participation of faculty, staff, students, and administrators, all of whom work very hard to serve—many on multiple committees. As a result, it is a challenge to meet all of the objectives of the committees and communicate to the campus community. Stability of student participation as well as increased staffing for administrators and staff are areas for improvement. The College appears committed to eliminating committees with duplicated functions or responsibilities and combining and streamlining the governance structure. The College has been able to secure grants but needs to integrate the grant process with planning. Also program review needs to be fully integrated with planning in a more systematic way.

The transition from being a center to a fully accredited college is a long process. The self-evaluation report indicates that the College is well on its way to operating as a separately accredited College within the District, but the web presence is less clear about the distinction.

The College mostly meets this Standard.

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 office 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)

College Recommendation #1 (Integrated planning)

In order to fully meet the Standards, the College needs to complete a full cycle of planning, assess the effectiveness of the planning processes, and modify the process, timing and committee structures as needed. The planning process at the College and the District should integrate technology planning and assessment as well as human resource planning and grant planning. These processes and information about how the college mission is central to all decision-making should be communicated broadly to all college constituencies. The College should identify and broadly communicate measurable college wide goals and use data to analyze progress towards achievement of these goals. (I.A, I.B, II.A, II.B, II.C, III.A.6, III.C.2, IV.A.4)

STANDARD IVB

Board and Administrative Organization

General Comments

YCCD is governed by a seven-member Board of Trustees. Beginning in the fall of 2012, two non-voting student trustees, one from Yuba and one from Woodland, were elected to represent students. The Board members understand their policy-making role and delegate to the chief district administrator, the chancellor, all duties and responsibilities of operating the institutions through the presidents of each college within this District. This Board is responsible for all policies leading to the fulfillment of the mission of each College in the District. The Board has set procedures for selecting the chief administrator and recently followed this policy and its processes to search, identify, and select the current chancellor. Established procedures for hiring a president and evaluating the president were not found and there appeared to be confusion regarding delineation of functions across the District.

Findings and Evidence

The process of evaluating the chief administrator is clearly defined and is posted prominently on the website for all to view. This is the same page where all board minutes and all activities are posted for members of the public. However, no such policy or procedure for hiring and evaluating the college president was found. (IV.B.1)

A review of the documents and interviews with three of the seven Board members indicates the Board of Trustees is an independent policy-making board that is elected by the people of the District. They are engaged in a formative evaluation of their role as trustees as indicated by a special review by a consultant that guided their professional development. (IV.B.1.a)

At the expiration of a strategic plan in mid-2011, the Board of Trustees in October of 2011 adopted a new vision statement that each college was to utilize to create their own planning documents. This vision statement ensures student success through an innovative learning environment maintaining programs and facilities, stewarding resources strategically, and providing transparent education and civic leadership. The College used this vision statement to develop a Woodland Community College Educational Master Plan 2011-2016 and at the same time guide the 2012 – 2017 Strategic Plan. (IV.B.1.b)

Based upon the self-evaluation documents and interviews, it is evident that the Board of Trustees is a recognized entity with the responsibility for the academic, financial, and legal integrity of the college. All operational bylaws of the Board of Trustees are published and made available for review. At the same time, they are posted on the website and are periodically updated. In addition to its own unique bylaws and policies, the District has also adopted the Community College League of California (CCLC) Board Policy update service to supplement its own processes. Agendas and minutes of the board meetings are made public. (IV.B.1.c.d)

The Board acts in a manner consistent with its policies and bylaws and regularly evaluates its policies and practices and revises them as necessary. Documents and interviews with trustees as well as student trustees indicate there is a systematic training program for new

trustees. This includes information about the operations of the various units of the colleges, meetings with chancellor and key staff at the District as well as scheduled tours of each campus. All trustees also receive training through their attendance at the CCLC- sponsored activities held in January of each year. The Board has a formal written method of providing for continuing membership and staggered terms of office. (IV.B.1.e.f)

Board evaluation processes are clearly defined. The Board conducts a self-evaluation annually as stipulated in the Board Policy (BP2745). Most recently the Board conducted its self-evaluation using an adopted ACCT instrument and a facilitator. In an interview with board members it was verified that as a result of evaluations, changes were instituted to help improve their processes, although specific examples or evidence of the self-evaluation were not available to the visiting team. The Board of Trustees has a Code of Ethics that is clearly detailed in the Board Policy Manual. This policy delineates the processes including how to deal with violations of this code. The Board is informed about and involved in the accreditation process. Prior to the completion of the self-evaluation for this year, the Board received monthly updates of the progress of the colleges' self-evaluations in preparation for accreditation. (IV.B.1.g.h.i)

The Board has in place a process by which it fills a vacancy for the chief administrator of the district. Most recently this process was used to hire the current chancellor. The Board, after hiring this chief administrator, has delegated all authority for administering the affairs of the District to the chief administrator which includes the processes of hiring a campus leader, the president. This process for hiring and evaluating the college president needs to be developed, broadly communicated, and implemented. (IV.B.1.j)

The Board of Trustees, through the chancellor, clearly understands the proper role of the president. The president has primary responsibility for leading the planning, organizing, budgeting, selection of personnel, and assessment of institutional effectiveness. (IV.B.2)

The president oversees and has a primary responsibility for the quality of the programs and services offered by the College. This includes planning, organizational structure, budget selection and development of personnel, and assessment of the overall effectiveness of the institution. Evidence shows that the president assures the implementation of all statutes, regulations, and all policies adopted and approved by the Board of Trustees. The president is well versed with Board Policies and the district processes and brings to the table an immense knowledge-base that is an added bonus to the many committees and special project groups at the college level. Evidence shows that the president assures the implementation of all statutes, regulations and all policies adopted and approved by the Board of Trustees. (IV.B.2.a.b.c)

The president effectively controls budget and expenditures. The president is involved in all aspects of the planning and implementation of the College's budget and expenditures. The establishment of the Planning and Budget Committee and the budget process flow chart is in response to a planning agenda from 2008. The Planning and Budget Committee monitors the budget process and then informs the president if such a process is in accordance with the recommended allocation of resources. The membership is inclusive of all stakeholders. The

president therefore is involved in all aspects of budget and expenditures. The president participates in many civic and community organizations and as such fosters a positive image of the College to the local community. (IV .B.2.d.e)

The District Office provides primary leadership in setting and communicating expectations of educational excellence from its colleges. When the college Strategic Plan expired in 2011, a new Strategic Plan 2012 - 2017 was developed which now places a greater emphasis on student learning and student success. The mission contains the expectations of the Board of Trustees and the CHEX serve as a liaison between the District and the Colleges. (IV.B.3)

CHEX serves as a liaison between the colleges within the system and the Board of Trustees, and has facilitated several transitions of roles between the District and its colleges. The District Consultation and Communication Council (DC3) has been created and has given WCC a greater voice than before in terms of communication and district decision making. While a functional map delineating the roles of the College and District was submitted within the self-evaluation, the visiting team was made aware of a separate YCCD functional map recently created that differs from the map in the self-evaluation. It is not evident that there has been dialogue or understanding about where these documents differ or how discrepancies would be resolved. One example observed by the visiting team is the oversight and allocation of resources related to WCC DE programming. DE for WCC is overseen by a dean at Yuba College and there appears to be difference in philosophy between the colleges related to these offerings. The oversight and resources for Distance Education need to be carefully considered to ensure student learning. And the division of function, oversight and resources allocation should be clearly understood. This clarification should be a part of the District/College functional map and should be regularly assessed for effectiveness. (IV.B.3.a)

The District Office provides regular and predictable services to support the colleges in the fulfillment of their missions. They accomplish this through the Educational Planning and Services and Administrative Services Offices. The Educational Planning Services Office is overseen by a vice chancellor and assists the colleges with academic services inclusive of Articulation and Matriculation, relationships with high schools, career and technical education, and foundations. Administrative services is overseen by a chief business officer who supports fiscal services, budget development, and monitoring. (IV.B.3.b)

The District distributes funds based on full-time equivalent students (FTES). The Colleges prepare their budget at the local level and then it is submitted to the Chancellor's Office, which then forwards the budget to the Budget Summit. It appears from evidence that there is a call for a fair distribution of resources. An *ad hoc* committee was created in 2008 to create a new Resource Allocation Model. Though it was presented to the Board for consideration in June of 2011, the District made the decision to roll over the budget from 2011-2012. Given the circumstances, it appears that the District will continue to work on the resource allocation model. (IV.B.3.c)

The District controls its expenditures by utilizing a Datatel system which has a protocol that periodically monitors expenditures vis-a-vis approved budget level. The Board of Trustees

receives from the District a monthly report for compliance review. The District also maintains a reserve account. (IV.B.3.d)

The chancellor delegates full responsibility along with authority for those duties and functions that are deemed to be a function of the colleges. This process has a basis in the Laws of the State of California [70902]. WCC adheres to the 2005 Multi-College District Plan. Evidence indicates that the chancellor delegates responsibilities to the president without interference. (IV.B.3.e)

The District, through the chancellor, provides a liaison between the Colleges and Board of Trustees. Since the chancellor was hired, the Board has made it clear that trust and transparency must be the order of business. The chancellor has convened a regular meeting of CHEX of which the presidents of both colleges are members. Through this meeting information is shared with campus leaders. Information from various meetings is shared with colleges and from there to communities for general consumption. The District and the colleges use effective methods of communication and they exchange information in a timely manner. (IV.B.3.f)

The District uses an Institutional Effectiveness Model to regularly review the delineation and governance as well decision-making structures in order to assist the colleges in meeting their goals. The five areas that are assessed are: Academic, Student Services, Administrative Services, District Image and Marketing, and Shared Decision Making. Once the evaluation is completed, results are discussed and then presented to the Board for their review and possible recommendation for changes; role delineations are acted upon at this level. As decisions about reorganization, centralization or decentralization of functions are made, this analysis will be crucial to ensure support to the colleges in achieving their missions. (IV.B.3.g)

Conclusion

Although the District and Board met most of these Standards, there were some issues of concern including documenting and broadly communicating the Board's self-evaluation which need attention. Additionally developing procedures for hiring and evaluating the college president, regularly assessing the district's functions and using that information for delineating functions between colleges and district, ensuring equitable and transparent governance, and resource allocation need to be addressed.

The College partially meets this Standard.

Recommendations

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.I, 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.3.c)

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 office 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 #5

In order to fully meet the Standard, the teams recommend the District develop policies and procedures that clearly define and follow the process for hiring and evaluating the college presidents. (IV.B.1, IV.B.1.j)