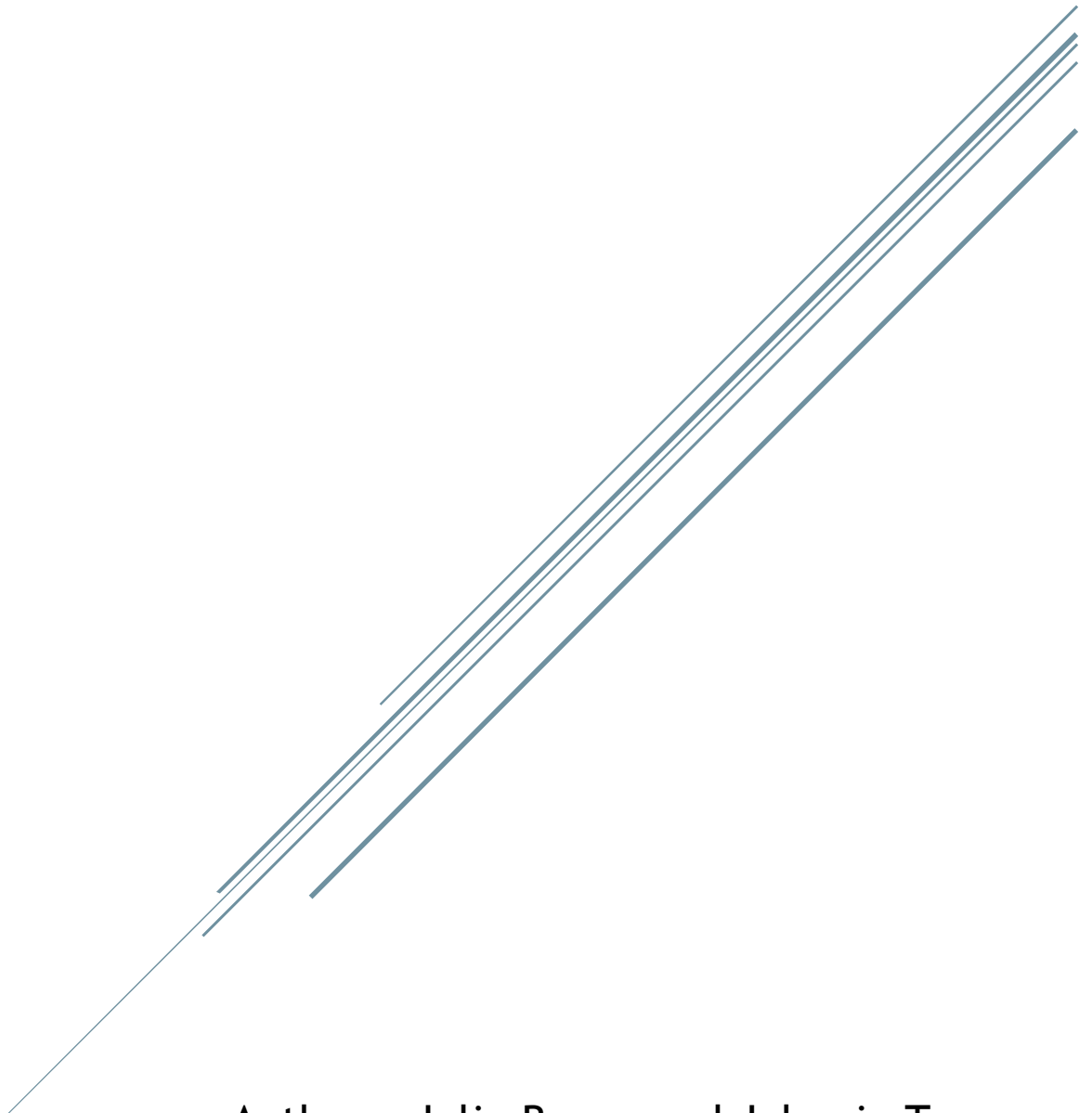# YUBA COMMUNITY COLLEGE DISTRICT OFFICE, COLLEGES, AND COMMUNITY FORUMS

Theme Analysis and Report

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# INTRODUCTION: THE GENERATION OF THIS THEME REPORT

In late January and early February, Yuba Community College District arranged a series of community and college forums to gather information to assist in guiding the district's strategic planning. Three of the 8 forums were flex activities for the YCCD District Office (33 Participants), Yuba College (65 Participants), and Woodland Community College (24 Participants). The remaining five forums were designed to elicit information from community leaders in the five counties the district serves: Yuba-Main (10 Participants), Yuba-Sutter County (13 Participants), Woodland-Yolo County (20 Participants), Colusa County (9 Participants) and Lake County (8 Participants). Four sets of questions, tailored to the audience and location, were selected: one set of questions for the YCCD District Office forum, one set of questions for both the Yuba College and Woodland Community College forum, and similar questions for the Yuba College (Yuba and Sutter Counties) and Woodland Community College (Yolo, Colusa, and Lake Counties) community forums. The authors of this report led participants in a series of break out discussions and brainstorming sessions and collected the responses generated by each forum. The information gathered from each forum is saved as raw data in the appendices of this report. Also included in the appendices are the questions utilized in each forum and the number of participants for each forum.

Following the collection of the raw data, a content analysis was used to code the responses and cluster them into themes. In the analysis, the distinction between the eight forums was maintained as themes were determined. Once the individual forums were analyzed, cluster charts were created with the overarching themes from across multiple forums; dominant themes emerged for Yuba College and Woodland Community College. Some of these themes were common to both colleges, while one or two were specific to the individual college as a dominant theme within the college-focused forums. Finally, the dominant themes for the district were identified as those that were present in a majority of the eight forums.

Within the eight community forums, the distinction between Yuba College and Woodland Community Colleges was maintained. Similarly, the three district forums (District Office, Yuba College, Woodland Community College) were differentiated from the community forums. These distinctions were maintained primarily because of the type of information gathered at the different forums. At the college and district forums, the information gathered came from members of the college community who were familiar with the inner workings of the district while the community forums contained information from individuals with an external perspective.

The organization of this report begins with a discussion of the general district-wide themes and then moves into themes from the individual colleges and counties that the colleges serve. While the narrative about district-wide themes may be shorter, there has always been a guiding value of making this a usable document. In order to avoid redundancy, the specific descriptions of the district-wide themes can be found in the theme analyses for the three college and district forums and the Woodland Community College and Yuba College community forums. One final note: In performing the cluster analyses, we noted that, for example, when participants in a forum were answering the second question, they were still

influenced by the framing provided by the first question. As such, we made the pragmatic decision to not analyze the forums by questions asked in order to better inform the general themes that arose from each unique group of participants. The raw data, however, has been preserved as specific responses to specific questions.

On a personal note, it has been a wonderful journey that we, the authors of this report, were invited to take with you. We found each of the forums to be filled with passionate individuals who cared deeply for the students of the Yuba Community College District. Finally, we are deeply indebted to the leadership, organization, and documentation skills of Sonja Lolland, Renee Hamilton, Carid Servin, and Zulema Zermeno! Thank you!

# YUBA COMMUNITY COLLEGE DISTRICT THEMES

Within the eight forums, several broad themes percolated up from the District and Colleges' faculty, staff, and community leaders. With an eye toward the future, 10 years out and post-Covid, technology was the strongest cord running throughout these conversations. Each of the forums contained participants who recognized that online, on-ground, and hybrid course offerings would be necessary to serve the students of the future. Technology was often described as a tool that could solve some problems for students, the district, and the community. At the same time, some participants noted that the increased reliance upon technology would shape a new kind of student, a student with different skills and both continuing and nascent needs. YCCD would need to change to meet the myriad of student needs. Some of these institutional changes, it was observed, would be to the college's habitual ways of working (e.g., class lengths outside of the traditional semester and the mode of offering student support services). Additionally, it was noted with some of the colleges and centers that existing facilities needed updating with both an eye toward enhancing instruction and improving the campus aesthetics, climate, and culture. Community leaders commented that to change the college culture such that a diverse array of student populations could see their local college as a place where they belonged, recommendations were made for diversifying outreach and marketing efforts. There were passionate suggestions for making the colleges and centers inclusive and welcoming, as places where students could pursue a degree, earn a certificate, transfer, or gain training to enhance their careers and to enrich their lives. The discussions always pointed toward preparing to expertly serve future students. These themes are described in greater detail in three narratives that follow.

# DOMINANT THEMES FROM YUBA, WOODLAND AND DISTRICT OFFICE STRATEGIC PLANNING FORUMS (FLEX WORKSHOPS)

## TWO TYPES OF STRATEGIC PLANNING FORUMS
The Yuba Community College District planned three Strategic Planning Forums: one for the District Offices and one each for Yuba College and Woodland Community College. For each of

the three forums, participants were asked to respond to three questions. The Yuba and Woodland forums utilized the same questions and the forums for the District Office utilized questions that were focused on services provided by the district. Responses from the forums have been preserved in the appendices. The raw data documents have a tremendous amount of good and useful information that has been preserved for diverse audiences. Additionally, the strong unifying similarity between each of these forums is the passion around which YCCD administrators, faculty, and staff serve the students of the district.

Although responses from all three forums have been brought together under the same content analysis to determine dominant themes, the first question elicited responses that were much more about the present then the future. As such, the responses were instructive but vastly different from the responses to the other questions and were therefore not included in the analysis that produced the dominant themes. It is important, however, to review responses to the question since they provide information as to the culture of YCCD.

Question #1: How does Yuba, Woodland, and YCCD transform the lives of its students and impact the communities that it serves?

Clearly, there is no single answer to this question. It is often said that the Mission of the California Community Colleges is too broad, that "we do too much." However, it is obvious from reading the responses to this prompt that YCCD does transform student lives in a myriad of ways, ways that represent the broad and expansive Mission of the California Community College System. One participant noted that, "We help students see themselves in even greater ways and add to the richness of our communities through programs that have remained through time. . . our connections with students. . . is the way we transform lives" (Yuba). Another participant stated that, "[We] provid[e] skills that the community needs by training the workforce" (District Office). Finally, a participant noted that YCCD transforms student lives by "creating an identity of belonging to an academic and/or professional world" (Woodland).

Below is a list of responses from this first question, but the raw data documents in the appendices truly reveal the passion and conviction embedded in the listing of the ways that YCCD transforms the lives of its students.

YCCD Transforms the Lives of Students and Impacts the Community by providing:

- Academic Opportunities, Degrees, and Successful Transfers
- Adult Education
- Affordable Higher Education
- Art, Athletics, and Entertainment
- Broadened Horizons
- Civic Development and Social Responsibility, Local, Regional, National and Global Citizenship
- Community Enrichment through Graduates, Employees, Events
- Economic Vitality to the Areas Served

- An Expanded Vision of Self and Potential
- Family and Child Development Education
- Guidance through Higher Education
- Language Skills for Native English Speakers, Second Language Speakers, and Multi-language Speakers
- A More Equitable Society
- Partnerships with K-12 and 4-year Universities
- Soft and Hard Skills for Employment

## THE FIVE DOMINANT THEMES IN THE COLLEGE AND DISTRICT FORUMS

Five dominant themes were identified across the Yuba and Woodland Community Colleges and District Office forums. These themes were 1) Tension with technology, 2) Enhancing the traditional "ways" of college, teaching, and learning, 3) The needs of future students, 4) District and college operational support for future students, and 5) Focus on equity.

Of these five themes, technology and its prevalence seem to be the lynchpin theme for the other four. Across the three sessions, there was a recognition that, descriptively, technology will play a greater role in education, serve as a strong influence on the shape of education, and create the future students who arrive at YCCD for education. Participants predicted an increase in career pathways in technology as well as the need for more classes on technology and professional development for faculty and staff in the use of technology. Additionally, participants described enhanced student needs due to lives dominated by greater use of technology.

# A CLOSER LOOK AT THE FIVE THEMES

## THEME #1: A TENSION WITH TECHNOLOGY

Technology was woven through all three forums. Indeed, within break out discussions, participants described technology simultaneously as a necessity experiencing growing demand and, conversely, as a modality to be minimized, to some extent, after the pandemic. Students are described as wanting or demanding flexible online classes and as "taking gap years" (District) during this time of distance learning. When describing higher education post-Covid, participants replied, both descriptively and prescriptively, "Synchronous," "Asynchronous," "Online," "In-person," "Hybrid," "Flexible," and "Mixed Modality" (Yuba). One participant predicted that the "[College] would be a virtual environment beyond Covid-19" (Woodland). There was a strong sense that distance learning would take on a larger role at YCCD due to student demand and need, but that on-ground, face-to-face learning served a vital purpose as well. "Some of our students are DONE with online instruction and services," stated one participant who clarified that by "DONE," they meant that some students will not want more online instruction (Yuba). "We will still need face-to-face. . . students don't feel connected and engaged online (Woodland)". While one participant described technology as the solution for "working moms looking for flexibility and getting back into careers" (Woodland), another stated that the district would need to increase "[e]quity efforts both on-

ground and online post-Covid" (Yuba). Another participant summed up all of these comments by stating, "modalities for teaching and learning will have to be diverse" (Woodland). Moreover, several participants pointed out that students in 10 years will have a wider array of careers in technological fields when they exit the college. Others noted that the students would be showing up at YCCD far more tech-savvy, as well (Yuba). The district would need more CTE classes on technology (Yuba). Faculty teaching classes would utilize more technology and therefore faculty and staff development would need to be robust with regards to technology (Woodland). Education would need to be delivered flexibly in multiple modes (Yuba). In sum, technology will change students, faculty, staff, and YCCD.

## THEME #2: ENHANCING THE TRADITIONAL "WAYS" OF COLLEGE, TEACHING AND LEARNING

In the college forums, several participants noted that the greater integration of technology into higher education would inevitably challenge some of the traditional "ways" that colleges have habitually functioned. These challenges would surface in multiple aspects including students coming to college already possessing units, a demand for course durations outside of the traditional semester, a blending of CTE/Transfer functions and/or goals, and a more interdisciplinary focus instead of disciplinary silos. A few participants noted that students would be arriving "with more accumulated units from dual enrollment" (Woodland). Additionally, participants noted that once here "Students will want a 9-week class instead of an 18-week course" (Yuba) and that YCCD would need to "[d]o short term classes" (District Office). One participant noted that the academic semester would need to be adjusted to work for seasonal employee schedules. Another participant observed that, "We'll need to better blend the vocational and the academic, [consider] how. . . both types of skills be applied to the new academy and the new workforce" (Woodland). "[We need the] ability for open entry and open exit," stated another participant (District). Finally, one participant stated that the college would "leverage [its] size and relationships to have interdisciplinary conversations to become more integrated and knowledgeable about student opportunities as a whole. . . allow[ing] for contextualization across the campus" (Woodland).

## THEME #3: THE NEEDS OF FUTURE STUDENTS

Participants spent quite a bit of time in all three forums describing both the continuing and nascent needs of future students. Across the forums, participants pointed out students continuing need for connection to faculty, establishing a clear purpose for attending college, and increasing counseling support including both mental health and guidance, transfer advising and career support. Additionally, with discussions about greater reliance upon technology and distance learning, participants identified student nascent needs that focused on making connections, learning social skills, and engaging with support services in online modalities. In all forums, participants described multiple and diverse student needs. What follows is a representative sample, but readers are encouraged to consult the raw data found in the appendices:

- "[We] need to focus on providing services to ensure students can complete their goal." (District)
- "They will still need academic guidance." (Yuba)

- "Student support services could become more important." (Yuba)
- "They will need better broadband in their communities." (Woodland)
- ". . . our students need the in-person connection." (Yuba)
- We need to "[g]et to students earlier-some student's family environment do not encourage higher ed. . . we need to educate families about the benefits of higher ed." (District)
- "Will need new ways to assess learning—to connect learning." (District)
- "A Greater Focus on workforce skills." (Woodland)
- "Need Social Skills." (Yuba)
- "Need a sense of purpose of why college?" (Yuba)
- "Need guidance in discernment, what is real on the internet." (Yuba)
- "[A] sense of community and interaction with others in the "real world setting." (Woodland)
- "Relearning interpersonal skills." (Woodland)
- Other needs mentioned were job placement, mental health support, creative outlets in the Arts, connection to the community, social services and a transfer center. (Yuba)

## THEME #4: DISTRICT AND COLLEGE OPERATIONAL SUPPORT FOR FUTURE STUDENTS

In the forums, participants observed that technology would necessitate changes, enhancements, and shifts on the part of the district and colleges to meet the needs of future students. Technology, it was noted, would change the way that YCCD employees work, the way that services and instruction are delivered to students, and the way the students maneuvered through the college. A representative sample of technology driven changes in district and college operations include:

- "We need to get better at distance Education." (Yuba)
- "Do short term classes." (District)
- "Expand how outreach is done to empower more/all employees to engage in outreach efforts." (District)
- "Security and access will be critical to the success of online learning platforms." (Woodland)
- ". . . [U]pdating of [a]n environment for assessing processes, resource allocation, communication strategies." (District)
- "Expanded use of virtual reality and augmented reality as a teaching/simulation tool, lessening the need for face-to-face labs." (District)
- "Flexibility expanding services availability, hours, modes." (Woodland)
- "More automated processes less by hand processes." (District)
- "Learning Resources more technologically based and less physical resources (books and supplies)." (District)
- "Online training for both faculty and staff as well as students." (Woodland)
- "Increase student life, bringing them back to campus and getting them engaged." (Woodland)

- "Need to improve online marketing." (District)

## THEME #5: FOCUS ON EQUITY

The need to focus on equity concerns were expressed across the three forums. Particularly salient for participants was the intersection of equity and technology. Participants express the hope that technology and the flexibility of distance learning instruction would make it possible for mothers to rejoin their career plans while caring for families during the pandemic (Woodland). Conversely, a participant observed that YCCD would need to work to reduce inequities online as well as on-ground (District). Another participant noted, "[Woodland Community College students of 2030 will have been] raised during a time of national conversations on racial/ethnic inequalities as a national focus" (Woodland). These students will be "more diverse, Latino, East Indian, more rural students, working class students" (Woodland) – "[m]ore comfortable with diversity" (Yuba). They deserve "a safe environment no matter who [they] are" (Woodland) and "[a]n environment of caring" (Yuba). These statements describe the future students who will arrive at YCCD as well as the obligation felt on the part of YCCD employees for these students. In order to meet these equity issues, YCCD will need to "clos[e] equity gaps—for physical and online resources" and create "more resources in the areas of diversity, equity and inclusion" (Woodland). Finally, in terms of outreach, "Representation matters: Students need to be able to see themselves-when we limit outreach to a few individuals we limit who students see in higher education" (District).

# DOMINANT THEMES FROM SUTTER AND YUBA-MAIN COMMUNITY FORUMS

Six dominant themes were identified across the Sutter and Yuba-Main Community Forums: 1) Community-focused CTE programs, job certification and training, and skill certificates leading to employment with sustainable incomes, 2) Emphasis on community and college partnerships, 3) Enhancements in marketing, community outreach, and communication 4) Diversity of instructional modality, 5) Equity outreach to targeted populations, and 6) Improvements to facilities and campus climate.

## THEME #1: MORE COMMUNITY-FOCUSED CTE PROGRAMS, JOB CERTIFICATION AND TRAINING, AND SKILL CERTIFICATES LEADING TO EMPLOYMENT WITH SUSTAINABLE INCOMES

Community members in both the Sutter and Yuba-Main sessions suggested programs and curriculum focused on community needs, from dual enrollment programs through capstone career internships. One participant stated that, "[the] [i]dea of scaffolding is key. . . [d]ual enrollment is a good gateway and connection" (Yuba-Main). Others stressed the importance of key skills required by area employment such as "robust ESL...for language support for employees," (Yuba-Main), and ". . . strong reading, writing, language comprehension, skills of being a good team player and work ethic" (Sutter).

Specific training programs and curriculum mentioned in the forums were:

- Agriculture and Agri-Business (Sutter, Yuba-Main)
- Business (Sutter, Yuba-Main)
- A Course in Community Building (Yuba-Main)
- Construction (Yuba-Main)
- Electrical (Yuba-Main)
- ESL/Vocational ESL (Yuba-Main)
- Financial Literacy (Yuba-Main)
- Health Professions: Nursing (Sutter, Yuba-Main)
- HVAC (Yuba-Main)
- Hospitality, Recreation, and Entertainment (Yuba-Main)
- Law Enforcement (Sutter)
- Logistics (Yuba-Main)
- Manufacturing (Sutter, Yuba-Main)
- Mechanics (Sutter, Yuba-Main)
- Plumbing (Yuba-Main)
- Science (Yuba-Main)
- Science Skills but not a degree (Sutter, Yuba-Main)
- Soft Skills (Sutter)
- Teaching Credential (Yuba-Main)
- Volunteerism—Contributing to the community (Sutter)
- Warehousing, Storage and Transportation (Sutter)

## THEME #2: EMPHASIS ON COMMUNITY AND COLLEGE PARTNERSHIPS

Community members in both the Sutter and Yuba-Main forums suggested enhancing the leveraging of community partnerships for the benefit of both students and facilities. One participant suggested ". . . partnering with local businesses to help fund facility improvements" (Yuba Main) while another described experiences with college and community partnerships in North Carolina in which "[they] partnered with local businesses on apprenticeship[s]" . . . which "included their contributing funds to build and supply facilities for the apprenticeship programs" (Yuba-Main).

Some participants suggested entities or specialty services with whom the college could partner such as Yuba Water Agency (Yuba-Main), Hard Rock (Yuba-Main), CSUS's 4-year program in Hospitality (Yuba-Main), Public Transit Entities for reduced fees for student transportation (Sutter), the Sheriff's Department to create programs for incarcerated individuals (Yuba-Main), Allied Health (Sutter), and Hispanic Advancement partnerships (Sutter).

## THEME #3: ENHANCEMENTS IN MARKETING, COMMUNITY OUTREACH, AND COMMUNICATION

Several suggestions were made for marketing, community outreach, and communication from each of the Sutter and Yuba-Main forums. These suggestions were to target efforts to high

school students and their parents, the general community population, and specific community groups as well. One participant suggested a "[c]ampaign on cost, affordability and savings [is] important for this community [as there is a need] to communicate the value to students/parents" (Yuba-Main). Participants in both forums emphasized the importance of dual and concurrent enrollment programs to build the bridge from high school to the community college. Another participant urged that the college "[n]eed[s] a campaign now . . . [to] push the message that 'Now is the time to retrain'" (Sutter). Yet another participant stated that "Advertising is a big thing. I did not know Yuba College still had an auto tech and welding program" (Sutter). The suggestion was made that reaching out to Human Resources groups would be a good place to advertise programs and services (Sutter).

## THEME #4: DIVERSITY OF INSTRUCTIONAL MODALITY

Community members in both of the community forums expressed both a description of and prescription for the post-Covid world of the necessity of greater flexibility in the mode of delivery of instruction.  A participant called for "Expanded DE for full programs" (Yuba-Main). Another stated a need for diverse instructional modalities for reasons of access: "Utilization of technology to improve access to content and instruction" (Sutter). One participant suggested that "[p]rograms that are fast tracked with a hybrid structure is an opportunity. . .[and] accelerated programs with an innovative modality" (Sutter).

## THEME #5: EQUITY OUTREACH TO TARGETED POPULATIONS

There was a robust discussion in both the Yuba-Main and Sutter forums regarding equity outreach and the targeting of specific populations for services. The following populations were described as underserved or unrepresented:

- "The East Indian Heritage Groups" (Sutter)
- "The Homeless" (Sutter)
- "The Latinx population is underserved" (Yuba-Main)
- Both the Learning and Physical Disability Communities (Sutter)
- "[The] second language population is an opportunity" (Yuba-Main)
- "Students of Color [and] complet[ion]. They start but don't finish" (Sutter)

One participant suggested outreach to the Hmong and Spanish Communities and stated "You have a diverse staff at YC, set up evening sessions when the presenter will speak in Spanish and another in Hmong, etc. Go to their community centers. Strategically reach out to the different demographics. You go to them instead of waiting for them to come to you" (Yuba-Main).

Another participant stated: "I have a physical and learning disability. There is always interest of having people of color and disabilities to be part of a focus group. One thing is that we get tired of being the one to represent people. My question is what's in it for them? Why would a person of color want to come to Yuba? Why would a person with a disability want to come? Well, because Yuba will address my disability or provide gluten free options at a dinner, interpreters for ESL, sign language. Have it in advance rather than say if you need you have to go here to get assistance" (Sutter).

## THEME #6: FACILITIES AND CAMPUS CLIMATE

Community members in the Yuba-Main and Sutter community forums expressed a need for the college to enhance, upgrade, or improve both facilities and campus climate (culture). Some of these comments were directed at the upgrading of facilities for the purpose of instruction. For example, "Butte has an outstanding automotive program. . . the program needs additional facility improvements to be competitive" (Yuba-Main). Likewise, "The Administration of Justice and Fire Science side are state of the art but, based on the things I hear and see, would need modernization" (Sutter). One participant identified an opportunity for facilities development for future needs: "[there is an] opportunity to invest into towers for Wi-Fi to improve access and reach more people" (Sutter). Another participant asked, "If Google wanted to set up a center, does Yuba-Sutter have the infrastructure?" (Sutter).

In addition to upgrading facilities for instructional enhancements, the aesthetic quality of the facilities was also mentioned. One participant pointed out that "the buildings are tired and impact student perceptions" (Yuba-Main). Another stated that "Facilities need to reflect the vision of an improved future. The buildings do not support that vision" (Yuba-Main). Referring to student perception, other participants stated, "It looks like a high school," (Yuba-Main) and "it is a dump. When you are a high school student and visit other campuses, Yuba does not compare" (Yuba-Main). Regarding Sutter, one participant stated that "[t]he Marysville campus needs some attention. The buildings are not in the best condition and it is not visually appealing" (Sutter). Another noted that "[t]he looks of the campus—a lot of people ask why we haven't improved the rest of the campus" (Sutter). One participant noted, "I know it's very costly" (Sutter).

# DOMINANT THEMES FROM WCC COLUSA, LAKE AND YOLO COMMUNITY FORUMS

Four dominant themes were identified across the Woodland Community College Colusa County, Lake County and Yolo County community forums: 1) More community-focused CTE programs, job certification and training, and skill certificates that lead to sustainable income, 2) Requests for more dual enrollment programs to connect high school students to the community college, 3) Recognition of, and call for, greater flexibility in instructional modality, and 4) Enhancements to college outreach, marketing and communication.

## THEME #1: MORE COMMUNITY-FOCUSED CTE PROGRAMS, JOB CERTIFICATION AND TRAINING

Community members in each of the community forums emphasized the need for more community focused CTE Programs. While some responses included calls for higher level courses like Calculus and emphasized that transfer to a 4-year university is critical, some worried that attendance at a university meant a loss to the community since the universities were out of the area.

One participant expressed a desire for "More offerings that tie to employment. . . internships. . . job placement; Anything that leads to employment is key in our area" (Lake). Another participant noted that "Athletic programs keep students in the area" (Yolo).

Community members identified the areas of need for skilled employees, both training degrees and certificates, and continuing education for certification, including:

- Accounting (Lake)
- Administration of Justice/ Law Enforcement (Lake, Yolo)
- Adult Ed/GED (Colusa, Lake)
- Agriculture, both grapes and cannabis. With Cannabis both Agriculture and Processing. (Colusa, Lake, Yolo), California Family Foods (Colusa)
- Athletic Programs (Yolo)
- Automotive (Yolo)
- Business (Lake)
- Child Care Providers (Yolo)
- Construction/ Precision Construction (Lake, Colusa and Yolo)
- CTE Training in general (Colusa)
- Diesel Mechanics (Yolo)
- Disaster service workers: fire-fighters and incident command centers (Lake)
- Social Workers (Lake, Yolo)
- Drones (Colusa)
- Early Childhood Education (Colusa)
- EKG and X-ray Tech (Yolo)
- Entrepreneurship (Yolo)

- First Responders (Yolo)
- Electrical (Colusa, Yolo)
- Forklift Certification Training (Yolo)
- Healthcare (Lake, Yolo)
- HVAC Training (Yolo)
- I.T./Computer Science (Yolo)
- Transcript readers (Colusa)
- Plumbing (Colusa, Yolo)
- Professional Driving (Yolo)
- Public Service and Teaching (Lake)
- Technology automation (Colusa)
- Urban Planners (Lake)
- Vehicles of Mass Transit (Trains, etc.) (Yolo)
- Welding (Colusa, Yolo)

## THEME #2: REQUESTS FOR MORE DUAL ENROLLMENT PROGRAMS TO CONNECT HIGH SCHOOL STUDENTS TO THE COMMUNITY COLLEGE

A request for more dual enrollment classes was a common thread through the Yolo, Colusa, and Lake Counties forums. One participant stated, "I have a 14-year-old at Woodland High School who met with a guidance counselor this week and learned for the first time about options for earning college credit this summer with dual enrollment. . . it's a great opportunity and a strength, but the message needs to get out" (Yolo). Some participants stressed the connection and bridge that is formed between high school students and attendance at the community college. This was also suggested as a means for progress toward better alignment between college student demographics and the community demographics. Another participant stated, "There is tremendous room for growth in dual enrollment" (Lake).

One participant observed that dual enrollment also improved alliances between high school faculty and community college faculty: "Increasing opportunities for dual enrollment—working with HS staff to develop those relationships and using those to expand the program. . . providing HS staff professional development opportunities" (Colusa). Another participant noted that, "I wonder about opportunities for high school instructional staff…[t]he English and math instructors could work together to strengthen both side[s] of the house" (Yolo).

## THEME #3: RECOGNITION OF, AND CALL FOR, GREATER FLEXIBILITY IN INSTRUCTIONAL MODALITY

- Community members expressed both a description of and prescription for the Post-Covid world of the necessity of greater flexibility in the mode of delivery of instruction. One participant noted that "about 75% of the county staff is currently working remotely and it is working" (Lake). Another noted that "37 percent of respondents want online…Align modality decisions to data" (Colusa). Finally, another participant noted that, "High School students would like to take more

courses at WCC but are limited due to times. . . I'd like to have flexibility for students to fit their course needs into their schedule" (Yolo).

## THEME #4: ENHANCEMENTS TO COLLEGE OUTREACH, MARKETING, AND COMMUNICATION

Each of the community forums generated some requests for targeted outreach and enhanced or amplified marketing and communication. One participant described a growing "influx of people from the Bay Area and Sacramento. . . an older population that would like programming for lifelong learning, more hobby-oriented programs" and an easier pathway from marketing to registration for this population (Lake). Another participant described that the "need [for] improved communication of programs and offerings to other educators and the community" (Colusa). The request for enhanced or amplified communication included several targeted audiences. For example, "Maybe an increase in community outreach to help the high school students and parents . . . understand the opportunities at WCC. . . [t]here needs to be more intentional communication with them" (Yolo). Additionally, "[c]ollege outreach to community businesses, trying to place graduates could be expanded to become a major partner with the students" (Yolo).

# ADDITIONAL THEMES FROM COMMUNITY FORUMS BY COUNTY

## THEMES FROM YUBA AND SUTTER COUNTIES

### YUBA-MAIN

Yuba-Main community members suggested that other community groups should be invited to participate in similar forums so that they could provide a more specific and salient response to the question regarding who, currently, is not being served by Yuba-Main. "Survey the counselors or teachers who either do or do not send students to Yuba College," said one participant, "they are the ones directing them to Butte or Sierra." "[S]urvey educators at the secondary level. What do they really feel? What institutions are they recommending to their students and why?" In that same vein, some suggested reaching out to the high school students themselves, "The young people are the ones who speak candidly about what they do not like--culture, climate." As for demographic populations, "Strategically reach out to the different demographics. . . the Latino Community, Hmong Community. . . You go to them instead of waiting for them to come to you." One participant added, the "[s]econd language population is an opportunity. . . [w]ork with family and connect them to the campus." Finally, a participant stated, you "[r]eally need to look at culture and climate of Yuba College. . . [h]ow do we get kids of color to see themselves at the institution? help them envision how they see themselves at the institution. . . not just color, but LGBTQ."

### YUBA SUTTER COUNTY

A dominant theme within the Yuba-Sutter County forum was a greater focus on students who are returning to college to pursue a certificate, take some courses for skill development, career enhancement or life enrichment rather than the student who has a goal of earning a degree or to transfer to a four-year university. One participant raised "[t]he whole issue of

technical education and certificate education—today is a dynamic world and you don't need a degree." Another participant asked, "How do we encourage people to pursue random courses that don't lead to a degree?" When asked if YCCD should pursue offering 4-year degrees, another participant contributed the following: "But one caution about [a] BA would be, why do people go to a community college—they want it to be fast—one year, two year? The BA is daunting. . ." An interest was expressed for courses to enable career enhancements, acquire skills and enrich lives in addition to the pursuit of degrees and transfer.

## THEMES FROM COLUSA, LAKE, AND YOLO COUNTIES

### WCC - COLUSA COUNTY
Facilities and campus environment received greater stress from the Colusa County campus than from the other two communities. "Turn the campus into a real college," one participant stated. "Make the campus less like a satellite location, make the campus more robust," and "[give it] the feeling that a full set of services are offered." There was an expressed need for the campus to have a "feeling of excitement" and for students to have access to services at the location.

### WCC - LAKE COUNTY
A main theme running through each the responses from the Lake County community forum was the call for one community college district that served the needs of all of Lake County. Lake County is split into two community college districts, one-half in Yuba CCD and the other half in Mendocino CCD. While participants pointed out that this divide did provide some benefits to Lake County, i.e., "access to different programs," some community members stated that Lake County is underserved, on both sides, by the district that includes them. Regarding the community forum itself, one participant stated that "The WCC main campus is very different than LCC students/demographics [being considered]." It was expressed that "[a] long term goal could be to look at the overall effectiveness of how community college educational services are delivered in Lake County. . . Is there a better long-term model? A better way to organize?" In terms of broader implications, the Lake County Community Forum expressed a strong desire to have CTE training in Agriculture Cannabis for both production and processing. Participants from Lake County also noted the need to serve older adults, "We need to make it easy for this population (older adults) to access ongoing/lifelong learning.  30 percent of Lakes population are seniors.  Need to support this population.  This is an underserved population."

### WCC - YOLO COUNTY
In the Yolo County community forum, community members described outreach opportunities for targeted populations of students. Several motivations for such outreach were described. For example, one participant expressed a need to "mak[e] sure that the college is working hard on diversity within faculty." Several other participants described the community benefit of such outreach. For example, one participant described the community and individual benefit of the "potential opportunity to serve individuals who are incarcerated. . . [and] those who are being released from prison/jail looking for preacclimation to society."

Additionally, one participant noted that "right now, given what is happening with women in the workforce with [the] pandemic, I think this would be an opportunity to look at the growing proportion of women who have walked back whatever professional opportunities they had to take care of children and family during the pandemic." Another participant noted that "in the social services sector, there is an increasing interest in understanding that we need to do some work around trauma or adverse childhood experiences. The more the workforce has an understanding of that, the better they will be in the job market. This is about really looking with that lens at the trauma informed workforce." Several of the community groups as well emphasized the need for accommodations to work with groups of different abilities.

# APPENDICES

**District Office**
- What does the higher education environment look like post Covid-19?
- How does YCCD transform the lives of its students and impact the communities that it serves?
- What is the most important experience that we need to deliver to students and/or members of the community?
- How can we operate on a scale that yields productivity gains to cover our rising costs? How does district services support the colleges in the future?

**Yuba and Woodland Community College**
- How does Yuba College/WCC transform the lives of its students and impact the communities that it serves?
- Who are the Yuba College/WCC students of 2030? What are their needs?
- What does the higher education environment look like at Yuba College/WCC post Covid-19? What is the future of teaching and learning at Yuba College/WCC?

*COMMUNITY FORUMS QUESTIONS*

**Yuba Main and Sutter**

*Question 1: What are the present weaknesses?*
- What could Yuba College do to improve the way it serves its students?
- Who, in terms of community demographics, is Yuba College not serving?
- In terms of reputation, what do other higher education institutions do better than Yuba College?
- What business, industry, or community needs are not being met?

*Question 2: What are the future opportunities?*
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Yuba College?
- What trends or issues are being experienced by Yuba and Sutter Counties that Yuba/WC College should address?

*Question 3: What are the future opportunities? continued*
- What industries do you expect to attract or grow in the Yuba and Sutter counties?
  - For context, our labor market research suggests:
    - Invest in new programs in construction, transportation/warehousing, and trade industries as well as teacher prep and teaching assistants.
    - Expanding programs in healthcare/social services (e.g., LPN/LVN, nursing assistants), and Ag/Forestry/Fishing/Hunting (e.g., Ag machinery operation, maintenance, repair and sales)
- Should Yuba College consider expansion into offering 4-year degrees?
  - For consideration:

- Community members in Yuba and Sutter are less likely to hold degrees when compared to California residents overall. In particular, 17% of service area residents hold a bachelor's degree or higher, compared to 33% of Californians.

**Woodland Community College – Colusa, Lake, and Yolo**

*Question 1: What are the present weaknesses?*
- What could Woodland Community College do to improve the way it serves its students?
- Who, in terms of community demographics, is Woodland Community College not serving?
- In terms of reputation, what do other higher education institutions do better than Woodland Community College?
- What business, industry, or community needs are not being met?

*Question 2: What are the future opportunities?*
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Woodland Community College?
- What trends or issues are being experienced by Colusa/Lake/Yolo County that Woodland Community College should address?

*Question 3: What are the future opportunities?*
- What industries do you expect to attract or grow in the Colusa/Lake/Yolo County?
  - **Some** labor market research suggests for the WCC service area:
    - Investing in new programs in construction, engineering, architecture, transportation/warehousing, and allied health.
    - Expanding programs in agriculture and information and communication technologies.
- What types of academic or educational programs should Woodland Community College offer in Colusa/Lake/Yolo County in the future?

## APPENDIX #2: DISTRICT OFFICE FORUM

Note: Items intended to receive emphasis from the breakout groups appear below in bold font. Clarifications inserted from discussions for items that appear below in brackets.

*QUESTION #1: WHAT DOES THE HIGHER EDUCATION ENVIRONMENT LOOK LIKE POST COVID-19?*

**Responses**
- More course offerings will remain online-ensuring students can complete programs online
- Employees will continue to work away from the office/work remotely
- We might have to increase outreach because people may feel that they need to get back to work to earn a check
- Need to focus on providing services to ensure students can complete their goal
- Expand how outreach is done to empower more/all employees to engage in outreach efforts
- Representation matters: Students need to be able to see themselves-when we limit outreach to a few individuals we limit who student see in higher education
- Get to students earlier-some students family environment do not encourage higher ed, we need to educate families about the benefits of higher ed.
- Need to leverage multiple languages to assist students
- Post COVID – YCCD and colleges need to work on our brand-ID our brand. More intentional with marketing and remember that marketing is storytelling-we must engage students and encourage them to engage with us.
- Capture high school drop outs and market to them for trade programs
- Market to local employers so students can do internships
- Different from what we consider the norm
- Challenging for future generations
- Remote learning in the deep end Remote learners would be tossed into the deep end—learning as you go.
- Learning resources more technologically based and less physical resources (books, supplies)
- There is a need for and there needs to be updating of: An environment for assessing processes, resource allocation, communication strategies
- A lot more Distance Ed going forward
- More working from home
- More competition because there will be a lot more DE
- The swirl issue we're seeing in the district will be magnified across the state (Swirl means students taking classes at each of the colleges in the district.)
- Need to specialize in programs that the community needs
- Competition will be more intense
- The student experience as soon as they connect with us will be more important
- Growth will be in?
- **Partner with HS online education systems like K-12**
- **Our partners will not be constrained by geography**

- Courses will need to be fully online and not require students to go to a physical location
- **Will need new ways to assess learning - to connect learning**
- The online programs could be the main curriculum offering
- **Need to support more life-long learning**
- **Lot of students are taking gap year. How do we target those students?**
- Average age of students will go up and we'll see more working adult
- Average age of students will go up and we'll see more working adults because we will be able to service them with online programs. [Repeated by two groups]
- We have to market to be a place of choice.
- **Need to improve online marketing**
- **Smaller foot**
- Continue to offer online classes and/or hybrid classes for the future.
- Expanded use of virtual reality and augmented reality as a teaching/simulation tool, lessening the need for f-2-f labs
- Potential expansion of federal financial aid for non-traditional learning formats such as coding boot camps, new collaboration formats with non-traditional partners (not higher education institutions), etc.

*QUESTION #2: HOW DOES YCCD TRANSFORM THE LIVES OF ITS STUDENTS AND IMPACT THE COMMUNITIES THAT IT SERVES?*

**Responses**
- **Opportunity to improve their quality of life.**
- Help students obtain a higher education / degree.
- Formal education with degrees/certificates opens doors professionally.
- Ability to learn new skills in a trade/profession they don't currently know.
- Students build a local network of other individuals who will be entering the workforce.
- Access to the skills/training needed to advance within existing profession
- Provide lifelong learning opportunities across many disciplines.
- Providing ongoing professional development for professionals (Real Estate, Accountants, Police, Fire, etc.)
- **Providing skills that the community needs by training the workforce.**
- Host events and community activities
- Help students understand and be more involved in the local government of our communities.
- Facilitate bringing new industry to the area?
- **We serve rural communities with high unemployment rates and higher rates of poverty; we provide opportunities for students to achieve economic mobility through higher education and training.**
- Our CTE programs provide pathways to high earing careers.
- **YCCD itself provides employment opportunities for our communities' members**
- We are an affordable option of education and training for students
- YCCD provides the education our community needs to become valued and contributing members of our community workforce
- YCCD engages multiple generations of learners and provides the education they are seeking

- Provides a path to 4 year universities
- Develops critical thinking skills
- **Exposes students to diversity and other ways of thinking about things and broadens prospective**
- **Allows HS students to engage in college courses and letting them know that college is an option for them.**
- Prioritize our Diversity Equity and Inclusion activities and prioritize it from top down; make it a strategic and intentional priority.
- Connect with communities, community leadership,
- Be very specific about the brand of the District and the distinction between the District and the colleges
- Show the communities that we are multi-cultural and inclusive of all community members/students
- Need to be more effective with the students and communities.  Need new and innovative ways to communicate and connect with students to encourage participation.  Ex. Student Town Halls
- Students need to see value in participating.  There has to be value.
- We need to create a stronger sense of community.  We need to build the community to change from being a commuter college.
- Be more impactful to the students we are not reaching.  Post Covid, we need to increase outreach resources.  Possibly make it a district outreach focus.  Create connections via student having a point of contact with someone they can connect to.  Connect to their family.
- Better communication about the programs to our community.  Create a community focus.  Connect the YCCD family to their family.  Look for native language connections, other ways to support.
- Leverage partners to communicate our programs more—it is happening, but we could increase this.
- Communicate to parents/families. Communicate in multiple languages. Many students need support.
- How does YCCD transform the lives of its students and impact the communities that it serves?
- Programs like Dusty's Pantry that are designed to help students in areas where they struggle
- **Look at grants to help with the cost of technology**
- Have focus groups with students and continue the effort to help with personal needs
- **Make it a fast, easy experience to get started and then survey the students who went through the process to find out where they struggled**
- After they graduate connect them will partner employers to get a job
- **Internships/job opportunities in the last part of their education so they can quickly transition to employment**
- Partner with local unions
- We have gaps in our programs - we don't offer LVN but do offer a LVN to RN program.
- Work closely local employers to offer programs that feed into their jobs
- Our competitors are adapting and changing; we could survey what they are doing so we can adjust so we're not left behind
- More flexibility on the part of faculty to become current with industry needs
- Continually benchmark with our competitors - look at the higher ed institutions that are pulling our students out of California

- Need resources to provide the means to do this work or a group of local volunteers to help us reach out to students in the district, look at options - alumni, local employers
- **We need a face in the local high schools - someone who goes once a week and becomes a familiar face.**
- Average age of students will go up and we'll see more working adults because we will be able to service them with online programs.
- We have to market to be a place of choice.
- **Need to improve online marketing**
- **Smaller foot**

## QUESTION #3: WHAT IS THE MOST IMPORTANT EXPERIENCE THAT WE NEED TO DELIVER TO STUDENTS AND/OR MEMBERS OF THE COMMUNITY?

**Responses:**
- Allow for diversity of thought that lets students grow and broadens their understanding.
- Transparency, make sure to deal with our students as people and members of our community. Consider if looking at them this way change how we deliver our service
- Provide a transparent experience that is the students' to own. They can share with us how we can deliver an academic experience that they want.
- Offer a learning community.
- Simplify the process so students can get on the path and complete their goals.
- Look for opportunities to bridge gaps and programs in how we deliver our services. Flexibility to allow students to take courses and complete programs.
- Ability for open entry and open exit
- Ability for students to participate in online courses with a combination of synchronous and non-synchronous offerings. We need to build strong online programs.
- Determine how to serve non-traditional students.
- Provide a welcoming environment on our campuses-people feel like we are happy to see them
- Provide clear way to enroll in classes and verity in the length of courses offerings to accommodate different student needs short term classes, self-paced.
- Provide a clear understandable website and resources.
- **We want our students to feel like they are part of our college community, and employees feel like they are part of this college community- not job a placed they work or take classes.**
- Make students feel like students come first-Students first, always.
- I want us to become a place where our local communities want to host events or participate in our events like theater activities or athletic events.
- **We need to become a better partner with our communities and community groups. We have tremendous resources that have made our facilities at our locations, these things were purchased by our communities and belong to them as well, they should be able to benefit from them as well even if they do not take classes.**
- Students are opting to take classes other colleges rather than at Yuba because of the was our facilities appear.
- **We want students to have the experience of meeting and making friends with diverse people that they may not have talked or befriended before**

- **Have things that entice students to stay on campus after classes -activities, affordable food options.**
- What is the most important experience that we need to deliver to students and/or members of the community?
- Prepare the students to have multi-skills. That way if their job goes away they will have transferable skills
- Prepare them to be successful
- **Develop an immediate connection to help students know who to contact and make registration easy. If it's easy to begin, the rest follows. Otherwise they may give up**
- **Seamless experience.**
- **Be as flexible as possible to include every type of student - traditional, parent, working, not able to do f2f**
- **Excellent customer service - we are service driven and need to do it efficiently**
- **Single point of contact for each student - other online universities have a point of contact who student works with for registration, billing, course selection, and offer encouragement to help student continue**
- There are contract and budget constraints to doing this. Maybe hire student workers to be the single point of contact (student ambassador/mentor)
- The phone needs to be answered and every call returned
- Refine our processes to make it easy for students; support them holistically to reach their goals
- Connections to our community to find a job or transfer through networking and development of strong partnerships with business community and other educational institutions.
- Mentorship with faculty and staff.
- The phone needs to be answered and every call returned

*QUESTION #4: HOW CAN WE OPERATE ON A SCALE THAT YIELDS PRODUCTIVITY GAINS TO COVER OUR RISING COSTS? HOW DOES DISTRICT SERVICES SUPPORT THE COLLEGES IN THE FUTURE?*

**Responses**
- Working remotely and in-office work part time to decrease required office space.
- Negotiating with associations on specific items when possible
- Repurposing buildings at Yuba College or space at the Sutter center for District Office space
- Being a partner in the college's purpose of supporting students
- Continuing to improve communication both ways
- Continuing to improve district level processes
- Reduce our footprint by assigning some jobs to work remotely.
- Shift important services to compete with the online market.
- Increase online student services offerings
- Do short term classes
- Open entry/open exit
- Streamline process/software/tech so the colleges use the same ones
- Provide trainings on District Service processes other than purchasing

- **Improve IT tools for remote support**
- **Have an information telephone staffed by a live person - Ex. Butte's call center**
- Have everyone answer their phone
- Provide a ticketing service so departments at the colleges so they can respond to every student
- Leverage technology to increase class size.
- Online, hybrid, etc…
- Reduce assignable square feet at locations
- Driven by program need
- More Efficient scheduling of existing facilities
- Broader scheduling using online courses to maximize prime 8-1 time slots
- Streamline administrative procedures by eliminating bottlenecks and improving processes.
- Eliminate unnecessary processes
- Reduce in-use facilities to allow proper level of support across campus locations.
- Eliminate bottlenecks
- Survey students and faculty, understand their needs, support their needs.
- Look at other successful Districts
- Market student success derived from surveys and changes
- Avoid 'this is how we've done it before'
- Clearly and transparently communicate with colleges.
- Make sure that we live the mantra of 'all about students'
- There is an opportunity to save money on facilities by working more from how when possible.
- We need to control the way we build course schedules; we are very wasteful in the way we build classes schedules.
- **With the ease to scheduling Zooms that can interrupt the day and decrease our productivity, maybe we need to block out days and times we do not schedule meetings so people have an opportunity to "work on work" during work time. To avoid back to back to back meetings.**
- Zooms free up staff from having to drive between campuses for meeting, so it does allow us to be more productive that way.
- **DO needs to provide more support during on-boarding of new employees**
- **If we are an institution that values learning-why can't we set aside X number of hours for employees (not faculty) to engage in training or PD.**
- More automated processes less by hand processes. i.e. leave forms why do we do all the back and forth.
- Reassess the work distribution, and staff needs. We are spread thin and it makes it difficult to do as good a job as we can.
- **If we can make more processes automated, we would free up staff to focus on work and doing a good job with the work we are meant to be doing.**

Note: Items intended to receive emphasis from the breakout groups appear below in bold font. Clarifications inserted from discussions for items that appear below in brackets.

*QUESTION #1: HOW DOES YUBA COLLEGE TRANSFORM THE LIVES OF ITS STUDENTS AND IMPACT THE COMMUNITIES THAT IT SERVES?*

**Responses**
- **Yuba is a major source of educational opportunity locally. It enables students from all backgrounds and socioeconomic conditions to attend college.**
- **This is an accessible, affordable option for students to change lives.**
- People in this area may have no other education options outside of Yuba.
- Education provides an opportunity to enrich the lives of our community.
- Education opens the world to people.
- **We have an opportunity to impact the community in a more far-reaching role. We need to do a better job involving the community in our programs.**
- How can we improve the connection of the Sutter Center to the overall community? We are not utilizing the potential of the Sutter Center to its full potential.
- The Marsyville campus needs to change its image as a "safer" college.
- We help students see themselves in even greater ways and add to the richness of our communities through programs that have remained through time. Our connections with students and how we see them is the way we transform their lives.
- Yuba College helps students by guiding them through our programs, meeting their educational goals. We save people time and money. For example, Math 58 is for students who just need a certificate or AA degree. – older students / single mom – people in the community so they can get better jobs.  In Applied academics – state certifications, police officers, fire fighters, EMTs, welders, auto body – local institution – people can stay home while improving their lives and improving their community. – a unique role in that.
- We save money and time to the students.  Openness, connection, partnership, shared training with community partners.
- How well are we serving those who are interested in life-long learning? – we don't know how well we do in that. Do we promote ourselves as a community college that improves the wellbeing of the community?
- VET program – benefits for the community, such as pets can be immunized
- Child Development Center – a benefit to the students and the community.
- Nursing department- 19-20 nursing students last semester were hired by a local hospital; during the Oroville dam crisis – cadets assisted local law enforcement (examples of joint-partnership and training), community service hours are required from the students.
- We connect we local high schools and guide students before they get lost. The outreach program is valuable. 8th grade fair at the county fairgrounds – 800 students participated (culinary, auto, etc)
- Students gain soft skills, become better rounded citizens and parents, then it enhances the community.

Is the library and other resources/services (health, PE, Theater) available to the community to complement the county library? How inviting are we?

- Athletics – a source of entertainment for the community, an opportunity for students to be part of the team.
- Some in our group worried whether Yuba College may lead to brain drain, but others in our group says Yuba College maximizes students' ability to achieve their dreams, including high income. [Brain drain—students from outside of Yuba CCD take their skills away with them and/or YCCD Students move away.}
- How does YC change lives:  Allow students to slowly get their education (working parents), limit the # of degrees, make courses dual...can work right when completed or transfer...more specialization.    Community: Who are we?  Do we prepare students to stay or go, how does the community see us?
- Expands students' worldview, may be first time they experience diversity.
- Education is an equalizer, changes lives, increases social responsibility, raise their kids as more responsible and pass along the experience that education is hope. -It's a fresh start, for many.
- Builds pride
- they build skills for additional ed (transfer)
- they go into our community changed (economy benefit)
- they identify ways to help community. -Chance to explore who they are

## QUESTION #2: WHO ARE THE YUBA COLLEGE STUDENTS OF 2030? WHAT ARE THEIR NEEDS?

**Responses:**
- Life Skills:
  o Teamwork
  o Expanding knowledge of other cultures
  o Allow them to be less narrow minded
  o Take part in driving their community
  o Accountability
  o Critical thinking
  o Communication skills
  o Group skills
  o Working hard
  o Practical skills
  o Job Skills
- Community Impact:
  o Many former YC return to YC to work for college
  o Allows them to give back to community
  o Opportunities that the community members would not have otherwise
- Our group thought our college is transforming lives by preparing our students for employment, degrees and transfer to 4 year colleges. We foresee more need for ESL classes that can truly prepare students for the workforce. Graphic arts is an area we have not tapped and is needed. Need more public safety and ECE growth.
- It provides Arts, athletics and other events for community connections
- Allows students to access college.  Some of our students do not think college is for them (for an other social-economic group). YC helps students realize their potential and provides access to higher education.

- Many of our students do not think about transfer. We help them understand their options and allow them to view themselves as a college student.
- We give our students hope for a different future and to see options.
- Our faculty are the guide on the side to help our students.
- YC is the only educational opportunity in our region for higher education.
- In our current Covid environment we see our students need the in person connection (many of our students have stopped attending).
- Our data shows transformation change. For example significant growth in earning potential (CTE earnings).
- Given our demographics of our students we serve, YC has a huge impact on their lives, family and community.
- In the rural community, the options are limited.  We must provide high quality services.
- Some or our students are DONE with online instruction and services. ["DONE" means that they don't want it any longer.]
- Educating our students impacts our community by creating more knowledgeable and skilled students.
- Our students can critically think and apply their skills in our communities. We impact the quality and civic orientation of our students.
  YC is a beacon to our students.  A positive improvement to the community that our community members look to. Services include providing basic needs…food, knowledge, safety.
- Out student share what they learn in class with their family. They are a positive ripple effect in their family.
- We could make a more significant impact on our students. Potential for broader partnerships with business and non-profits to have a stronger impact on our communities.
  We want to expand this [Partnerships] to improve our reputation.
-  Offer services for our entire communities…ex. Enrichment activities, workshops, community outreach etc. We need to do more.
- Our focus should be on our students and community.
- Could we expand our services
- Community Impact:
  - Many former YC return to YC to work for college
  - Allows them to give back to community
  - Opportunities that the community members would not have otherwise
- Our group thought our college is transforming lives by preparing our students for employment, degrees and transfer to 4 year colleges.
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- We want to expand this to improve our reputation. Offer services for our entire communities…ex. Enrichment activities, workshops, community outreach etc.  We need to do more. Our focus should be on our students and community.
- 2030 students
- High school students – don't forget them – their enrollment/interest continues to grow – an important part of our customer base
- Students expect a shorter experience – programs and courses. Dual enrollment interest will continue.
- Students will want 9 week class instead of 18 week course, for example.
- Students will continue to expect borderless experience, will shop around country-wide, state-wide for classes. – adding competitive pressure on YC.
- English learners – some will still need face to face instruction
- Community partnerships will continue for CTE, such as culinary, welding, nursing, public safety, etc.
- Fluent in technology, have had google their whole lives.
- Online library's their whole life. Multi-tasking.
- Anticipate needs of gamification and things like that.
- More tech careers.
- Need interpersonal work.
- More knowledgeable or exposure to the world
- Technologically sophisticated.
- Need Social Skills
- Need Critical Thinking

- Need a sense of purpose of why college is purpose and overall in their workplace, etc.
- Need guidance in discernment, what is real on the internet.
- Need to understand and use social discourse. Need modeling.
- Understand what a keyboard warrior is and be able to connect with the person on the other side of the screen.
- Need social and emotional skills
- Need more technical career skills, up to date.
- An application for everything and how to navigate this.
- Need soft skills and life skills and more emotional support
- Globalization and technological change.  What are their needs? Technological education investments.
- Looking at students still needing in person support with technological change.
- Students will need in person instruction. Cannot be one size fits all and student flexibility. More of a personal relational contact with students.
- An environment of caring.
- Need financial support for technological as we are moving into the global learning.
- Locals, high school students that are turning to YC as a great option, as the option
- Students that are YCProud are visually see forward-thinking and moving into 2030
- To escape what's always been, to find the bigger and better (this may even be in the area)
- **Our programs are our stronger points and we have 4 colleges built into 1 with options.**
- Maybe their needs are more cohort-based.
- **Diversity of courses can be both a problem and a blessing, but sometime students go other places to get more sections and classes. We need to identify solid courses that fill up and intentionally expanding based on what will be beneficial for our students.**
- Our students may not be able to financially do cohorts
  [Cohort style for CTE programs have been very effective but doing a cohort style, e.g. Nursing, may require students to not work to participate so this economic burden could be an obstacle.]
- **Caring Campus: didn't matter if the professor was great or not, but did the student feel connected to the professor and the college. The student needs to connect! We need to increase student experience.**
- Will have a group of students who have gone through historical [time period. A cohort of students who have shared the pandemic experience, the social/political experience, etc.]
- More comfortable with diversity
- More calm about the world
- Know how to handle social media
- Their writing is better
- Connected to the world
- They are social media ready and adapt more quickly
- Students will still want to attend face to face classes
- Are becoming more tech savvy
- Are learning more ways to engage online

- What are their needs?
  - Internet access
  - We need more equity
  - Cheaper textbooks
  - Open source
- Tech savvy
- Not a lot of time to spend: wanting to get in as fast and out as fast as possible
- Quick programs, quick skills (Certificates, boot camps)
- Not lots of courses at one time rather maybe one course at a time over a shorter period of time
- Need to attract though social media
- Teaching will have to change to meet students' needs
- Interaction will be important in some fashion, more comfortable through video conferencing, but still like someone to help them through
- Hands on learning, learning to tinkering/trying
- More goal oriented rather than perhaps more personalized interest
- Taking classes from far away, more online, possibly in other states and countries
- Thoughts about students may be younger, not wanting debt
- More high school students starting earlier in college (one class satisfying both HS and College)
- Comm College will be more student driven, students more sophisticated which will impact how comm college will have to operate
- Task and product focused learning
- Learning from a variety of sources
- **They will be more technology- savvy**
- They will still need academic guidance
- We may see more Highschool students participants
- They may need more social and interaction opportunities due to relying on social media rather than social face to face interaction.
- **They will require different types of technological degrees**
- Students will need to be updated in the latest career opportunities
- Students will be similar in that they will have interest in life, job, creative, enrichment and career opportunities.
- Students will need more of a partnership between local businesses and Yuba College
- Students will need more help with job placement
- Students will need more mental health support from our college.
- Students will need creative outlets in the Arts for life enrichment, confidence building, and connection to the community.
- Students will need more connection to social services
- We will need a transfer center
- We foresee increased number of students registering for 1 or more online courses per semester
- We will likely see an increase in ESL students, but anticipate we need to serve them in a face-to-face setting
- The pandemic/economy is likely to impact the number of students returning to ed

- With Covid and being forced to switch to online learning, many of our K-12 high schools not prepared to teach in that format and many are lagging behind.
- We see social media playing a greater role in learning in 2030.
- Downside of so much online learning, is we see more students suffering from isolation.
- Learning for a variety of sources
- Students will be changing a lot, but Institutions won't be changing fast enough.
- Students may lack emotional and social skills, possibly leading to a decline in persistence.
- Student service support could become more important.
- The disconnect in technology skills between faculty and students will be an important issue to address.
- Jobs will be changing and thus student interests in learning will be very different in the future.
- Faculty should look at project-based learning models.
- Some will value face to face
- Need to be more tech savvy, provide more career services, offer more flexible scheduling, especially for working students, keep up to date with current culture, provide more dual enrollment, consider more "bite size" programs.
- DE learning will continue in some sort way, definitely hybrid.
- Student population continues to be diverse racially and economically.
- Most likely continue to struggle.
- Need for digital literacy, applied critical thinking - how to use information, how to distinguish fact from fiction.
- Students who want to learn at their own pace - competency based learning.
- Relationships continue to be important we are laying the foundation for future students

*QUESTION #3: WHAT DOES THE HIGHER EDUCATION ENVIRONMENT LOOK LIKE AT YUBA COLLEGE POST COVID-19? WHAT IS THE FUTURE OF TEACHING AND LEARNING AT YUBA COLLEGE?*

**Responses**
- Synchronous
- Asynchronous
- Smaller class size when utilizing hybrid
- Technology
- Part of it will be online or exclusively online and need to be more flexible for the student.
- Mix of modalities.
- Bigger appreciation for f2f learning.
- More intentionality with teaching and student learning.
- Credit for prior learning and/or experience.
- More ways in how to relate to the degree, see this happening for all courses instead of just CTE.
- Have more relatable assignments.

- More transferable knowledge between the community and the college.
- Students need to be able to apply what their learning and need more of that.
- More connection/partnering in the community for housing, food, career.
- More training for Online teaching and learning.
- Need to have ways to help with the digital divide.
- Connection with the students online needs to be developed.
- Flip the mindset of looking for our students to do well and demonstrate and NOT look for cheating on line.
- Get past being set in our ways as a college and look at ourselves at how we can change our mind set.
- Tools for Guided Pathways (IBC) to be used.
- Additional online resources and services, such as online counseling and tutoring.
- Improved online teaching and additional online course offerings.
- Influx of students (increase in student enrollment).
- More adult learners returning.
- More students wanting face-to-face options as well.
- More collaboration between instruction and student services to serve the whole student.
- More communication between instructors and counselors.
- Guided Pathways.
- Better Communication with students.
- Develop teams that include instructors and counselors for discipline areas.
- Improvement/Better program than "First Alert."
- Better communication and integration between areas in college.
- Each student should have at least 5 people to contact for any question.
- Everyone has access to information to give students, regardless of their position.
- More CARING from all employees for students.
- Students are going to be more used to technology.
- More online degrees, short term computer programming courses.
- Will high demand of technology be met by institutions?
- If there a more demand to go online, do we evaluate what's best for students or just continue to meet the demand?
- Students can easily take classes outside of geographical area.
- How do we provide life-long learning besides the job training.
- Emerging statewide effective marketing showing high rate of successful transferability,
- Guided Pathways, other outcomes.
- More modalities of courses.
- We need to be more competitive in course offerings, student supportive
- We will see a lot more hybrid classes, more use of technology.
- Students want more connection to their instructors, but on their own terms.
- Students want more flexibility.
- YC will show interest in the competency-based education, learning at students pace (example: 5 face to 5 sessions over 8-10 weeks, for example. Student will more likely want a 9 wk course over a 18 wk course for example).
- We will have to continue to balance online and f2f courses. Some of our students still prefer f2f, at leastin the short term.

- We will still need face to face. Students dont feel connected and engaged online more face to face at Yuba College our students really need that
- They are struggling in high school, online is not working for them.
- We need to get better at distance education.
- For Yuba College online teaching to be successful, a lot of additional effort will need to be put in by faculty.
- A welcome letter before class starts from the professor is important. Clear open communication before the student enrolls in a course is also important.
- YC needs to give students confidence that they can do it! Student-centered engaging communication plan, in the catalog, schedule.
- Demonstrate caring and learning through teaching and communication.
- Open our College to be more national or international.
- More online courses due to preference by faculty/student
- Having to invest more time/resources to hire technical talents to bridge the gap between to faculty/students- support.
- Drones- and other cutting edge
- Caring College- Trying to create a community that support students
- What is the future of teaching and learning at Yuba College
- Ocelot- Virtual modality-
- OER
- Upward mobility through support -Biden Administration investment of resources.
- More online options
- I think there will be more diverse teaching and learning formats: Face to face, Hybrid, online, synchronous, asynchronous
- We will need more online training and resources for students
- The future is made, not predicted. We should focus on what we need and want.
- There may be a big digital divide. How can we retain the students who need more technical help or need a face to face learning experience.
- We will need to be sure we do not have a "split" campus of students. I.E. Those that are comfortable with online learning, and those that are struggling to keep up with technology.
- What is the future of teaching and learning at Yuba College?
- With more online teaching and learning, students and teachers may have fewer opportunities for social interaction and engagement.
- We may need to make a greater effort to engage our students on campus.
- We will need to maintain a strong presence on campus
- CTE ,ONLINE,HYBRID,BACKING FROM COLLEGE,ENGAGE STUDENTS,
- Continued online classes, hybrid classes and a stronger need for CTE programs where students can immediately get jobs.
- Flexibility, in how we teach courses.
- Transition will be slow, moving to F to F  courses. When following the State Guide lines.
- Yuba College must re-evaluate its methods of education. More hybrid type of classes. Expands our potential student pool.
- Online, Need to hire technical talent. Virtual reality. The ability to use VR to create a more immersive learning opportunity. Caring College and the importance of connection for students. CTE and the need for technical programs and certificates.

More competitive with other colleges where students might take online courses at other schools that offer different opportunities.

- There is a saying in sociology: The future is made, not predicted. So we need to be intentional about the kind of place we want Yuba to be in the future. Which is what this is all about, I suppose!
- Students will want to meet face to face
- We will be expected to continue with online and face to face
- Students are able to accomplish more via online services
- Students have gotten more comfortable with both options
- They will expect answers more quickly as we have responded within two hours during the pandemic
- Some areas will require the face to face teaching more than others
- Will have to provide live and broadcasted classes
- Creating more access to online courses
- Keep providing technology resources and expand them for our students

## *POST- BREAKOUT SESSION COMMENTS*

- We need to convince the community that when they attend YUBA, they attend a unique institution that will provide mentorship on their educational journey.
- These discussions need to be a regular part of operations at YUBA—to take advantage of faculty leadership expertise.
- These discussions need further conversations with ASCCC.
- I want to throw out a challenge to our district: Being across the river, we don't see the district leadership often—continuing the dialogue needs to be emphasized. This is just the beginning and these types of our conversations need to be integrated as a part of our culture.
- We need to plan more of these flex activities for fall. Anyone interested in joining the Strategic Plan Writing Group should send an email to Sonja Lolland.
- What I really liked about this group was that this conversation took place with people at different time portions of their career, different workplaces.
- Maybe give questions in advance for folks to ponder and even write about before joining in breakouts

Note: Items intended to receive emphasis from the breakout groups appear below in bold font. Clarifications inserted from discussions for items that appear below in brackets.

*QUESTION #1: HOW DOES WOODLAND COMMUNITY COLLEGE TRANSFORM THE LIVES OF ITS STUDENTS AND IMPACT THE COMMUNITIES THAT IT SERVES?*

**Responses:**
- Job opportunities from completing programs, degree, certificate
- First step to experience higher education and take "first step" for a greater career and support their families.
- For ESOL students to learn English and have an opportunity for education path that is unavailable otherwise.
- Humanitarian Aid for non-English speaking students.
- Connection with other community support programs
- Returning students/ retooling for career change during economic challenges and "realign" to continue to contribute as well as confidence to do so.
- Creating an identity of belonging to an academic and/or professional world.
- Family exposure to career and academic paths/possibilities
- Graduates return to serve within our communities.
- Prepares students for opportunities that are interested in but might not have the skills to pursue.
- Alternative to the limited job prospects in a primarily rural area—broadens opportunity from field work, retail, or basic services to the middle class.
- Improves the economic vitality of the service area, leading to community growth.
- Exposing the community to the Arts, and discourse that might not otherwise be available in the local community.
- Builds on the past and connections to the service area.
- Radical access to education in places that it may not be available.
- Close partnerships with K-12 and 4-year universities and removing obstacles to education that may have existed in the past.
- Creating awareness about opportunities to youth and community members about what they can do. Inspiration, in addition to a method to advance one's self.
- Political impact of equity work to form a more equitable society that is diverse and inclusive.
- Especially important in a rural area, that is historically more conservative and traditional.
- Forming relationships to build lifelong relationships between people and the relationship between learning. Philosophical and economic value of the people working in education.
- * As we received the second round of CARES funding, the college needs to ensure that we allocate sufficient funds to provide Chrome books and hotspots which are much

needed by students. The current allocation has been insufficient to meet the student demand

- **We provide a support system. If I had not come across professor X or program X my life would be so different. We transform them through inspiration and high quality support. Through our caring, flexibility and personal attention we show students that they are important in this world.**
- WCC is different form Yuba because we have rural areas Lake and Colusa, we have a very different population than the main campuses.
- Our students come to us for purpose. We are a very low socioeconomic statues. Students need us for internet access, food. Transformative, job skills, community center, everything we do transforms the lives of our students.
- Woodland main is a great feeder school to 4 year universities, providing one on one student centered approach for students that want to transfer. Transfer readiness.
- Lake – work readiness, CTE.
- We treat our students like gold and support them in all aspects of their lives.

## QUESTION #2: WHO ARE THE WOODLAND COMMUNITY COLLEGE STUDENTS OF 2030? WHAT ARE THEIR NEEDS?

**Responses**

- WCC is actively ensuring that we are "open" to helping students to join us and start their educational journey. We are reaching out to them and the community using different modalities and taking advantage of technology available to us. Our support to students has been enhanced by federal and state grants so the college is able to address basic needs such as food insecurities and financial situations.
- Raised during a time of national conversations on racial/ethnic inequalities as national focus.
- Raised during a time of the highest political participation
- Technology driven, and more likely to have had virtual educational experiences
- Born around 2012 (as of today about 8 yo) – Zoom and Pandemic experience as children and experienced anxiety, stress, etc. and may have known someone who has been affected by the COVID-19 pandemic. Needing physical, psychological, and behavioral health services. Fear of always being "behind" or not at the "correct level" of educational ability.
- Needs: Institution embracing families and not just individual students. Ability to provide the various services to address the psychological and physical needs of students. Keep up with the technologies that are being used in a 2030 world. Take advantage of preferred consumption of communication strategies. Updated teaching strategies.
- Increased percentage of minority students who may have socio-economic needs. Access to tool
- Who are students:
  - Very tech savvy
  - They want to learn where they want, when they want - Higher demand for asynchronous education

- o On demand learning and their own pace
  - o Competency based learning, Project based learning
  - o Expectations for technology solutions and tools
  - o Greater focus on workforce skills
  - o Diverse, inclusive
  - o Want to come on campus for hands on opportunities, but may not as much for classroom learning
  - o Desire for connection through technology and learning experiences
  - o More interest in work based learning and career services
  - o Impatience with red tape
  - o More accumulated units from dual enrollment
- Needs:
  - o Personal connections and networking opportunities provided by college
  - o Intuitive processes
  - o More flexible learning options
  - o Flipped classrooms – more discussion and student experience sharing combined with hybrid learning for what is instructor sharing
  - o More educational choices
  - o Desire to be more involved in how education is delivered and is accessible to them
  - o Zero costs text books
  - o More holistic approach to student needs as a person, more personal support
  - o Simplification of structures/policies
  - o Welcoming of family in the process…
  - o The college as part of the family
- They have a broad technology infrastructure, they are mobile.
- They are using different types of devices, different locations, and need support where/how they are working.
- Security and access will be critical to the success of online learning platforms.
- The students look less like the traditional college students in age and place in life. They may have more constraints in their time or responsibilities, but will likely be more interested in flexible class taking arrangements and faculty who understand the need for flexibility.
- A focus on re-entry students, with existing credits/units from other institutions or workplace training.
- The social element will be key, how to we make learning collaboratively across space and time to meet the workforce and learning style needs.
- They will be studying fields that are emerging now, but will be even more important in 2030. Precision Agriculture, Programming, Cannabis cultivation, AI and machine learning.
- Lake students might be more similar to main campus students that they do today
- Move to online in 10 years, influx before were isolated, now with work from home, opens up for transfer students.
- More transfer than they have ever been, younger students will stay at Lake.
- Continuing developing population will not change.
- Moving away from traditional models of basic skills, due to underprepared for College.

- Increased percentage of minority students who may have socio-economic needs. Access to tool to be able to participate and THRIVE in an educational environment.
- Need accurate information, easy of understanding process of matriculation. Information is consistent across the college.
- Safe environment no matter who you are.
- Sense of community and interaction with others in the "real world setting"
- We'll need to have some customization in the student experience, really getting to know students and what their specific goals/needs/learning styles/ect. Are and how to be agile in adapting to them.
- We'll need to better blend the vocational and the academic, how can both types of skills be applied the new academy and the new workforce. Bridging the gap between specific training and an orientation to learning that continues beyond formal education.
- Because of the pace of technological change, graduates will also need to come out with the skills to participate, understand, and thrive in a world where the pace of change is accelerating.
- More sophisticated and nuanced feedback mechanism for students to evaluate the performance of the institution. That includes the course, faculty, services, goals, ect.
- The role of autonomy in course selection and program design. This would include the classroom and out of classroom learning techniques for students.
- Find ways for students to get involved ahead or on the edge of industry trends, embedding them in the front line of new practices and ways of working.
- **Diverse population, increased need for ESOL offerings.**
- **Higher female population, working moms looking for flexibility and getting back into career.**
  **Computer and technology savvy people that will want training in this area.**
  **More online students.**
- **Technology, connectivity, broadband in their communities**
- **Closing equity gaps – for physical and online resources**
- Classroom space to be able to offer more classes
- More resources in the areas of diversity, equity, and inclusion
- Ways to help students come together in community and solidarity
- **Food, personal care items, food pantry availably**
- **Flexibility expanding services availability, hours, modes**
- Will be in 2030 more diverse, Latino, East Indian, more rural students (Arbuckle, Colusa)
  Rural, working class students
- Needs for vocational type of jobs as well as transfer, technology coding  etc. technology based jobs.
- At home learning, at home working, need for online classes.
- Online training for both Faculty & Staff as well as students is VIP.

*QUESTION #3: WHAT DOES THE HIGHER EDUCATION ENVIRONMENT LOOK LIKE AT WOODLAND COMMUNITY COLLEGE POST COVID-19? WHAT IS THE FUTURE OF TEACHING AND LEARNING AT WOODLAND COMMUNITY COLLEGE?*

**Responses**

- **Multi-modality will be VIP with more practice and time to reinforce learning.**
- **Lake students have access to teachers and online courses than before**
- Many students may not opt for online courses and prefer the face to face
- **Multi-modality will be VIP with more practice and time to reinforce learning.**
- **Lake students have access to teachers and online courses than before**
- Many students may not opt for online courses and prefer the face to face
- Higher ed enviro at WCC post-COVID? Future of teaching /learning at WCC?
- Science – lab skill development needs in person
- Lectures – likely remote / hybrid to allow in person labs
- Post Covid a different world!
- Reliance on technology as an attractive option for students
- Remote learning
- WCC with 3 sites more collaboration across the campuses to align our services remotely & course scheduling.
- Strategic planning and use of technology
- Students will expect more online course offerings – need for constant training to keep up with tech required for distance learning
- Increased expectation of flexible/virtual student services
- **Due to increased online course offerings and degrees throughout CCCs, WCC will need to become more competitive to attract/retain students who will have the ability to take classes with any institution. What are our colleagues/competitors offering that we are not in academic disciplines? Why are students shopping around for courses at other schools?**
- It will be a virtual environment beyond Covid-19
- Social sense of community, proactive to build that identity for Faculty & Staff
- More explicit for community building in real time.
- Need to be more strategic and sense of belonging acrosse WCC/Colusa & Lake
- Need to capture and retain students returning to higher ed after leaving due to COVID
- Students: "relearning" in class/interpersonal skills and learning
- Student expectation of recorded classes – but respecting faculty decisions to manage course
- Need to have the personal connection, more intentionally high-touch to support students
  Engagement & Outreach to reach, maintain and grow the students
  Rebuilding to offer classes that don't compete with other colleges.
- Think about our curriculum in how it affects our region and state
- Think about strategic enrollment, not oversaturatinging need to ensure full enrolled classes. [With each college become online, we are competing with other districts. Let's focus on what we do and do that well. We need to be mindful of other districts around us.]
- More intentionality on the modalities of course offerings
- Providing students what they need to thrive holistically – moving past survival
- Purposeful technology supports

- Focus on transforming face to face to activities that cannot be replicated online
- Student services delivered in multiple modalities
- Improved communication to students for exploring careers/majors (guided pathways)
- Community building – in person, getting our in person mojo back
- Need to increase student life, bringing them back to the campus and getting them engaged.
- **Students will expect us to continue the online options.**
- **Flexibility, students are going to demand the kinds of options they had during the pandemic and we will need to work to meet those demands.**
- Delivery of education more focused on what students demand.
- Relaxation of general ed requirements?
- Training for specific disciplines to workforce needs, Increased need for CTE.
- We need better marketing
- Project based instruction, on demand format, at their convenience, more creative approaches, less direct instruction, more options, more modalities, and more ways to learn
- Virtual reality labs, simulations
- Artificial intelligence
- Increased technology
- Better use of the makerspace
- Opportunity to experiment and try
- Faculty intentionality about how they create a learning environment and facilitate learning experiences (and having time, tools and resources to do this)
- **Faculty development – move to model to professional learning communities** [Move away from the knowledge transfer model of education to one that focuses on critical thinkers. We need to do this with faculty—move professional development to developing critical thinking community practices between departments/divisions rather than knowledge transfer.]
- **If we use professional learning communities with guided pathways we will learn how to contextualize teaching and learning for the students in our learning areas.**
- More intentional from career development perspective – skills gained focus at the course level
- Leverage our size and relationships to have interdisciplinary conversations to become more integrated and knowledgeable about student opportunities as a whole.  Allows for contextualization across the campus.
- Focused on understanding student needs to help us evolve
- Multi-modality will be important for future teaching practices
- Envision that modalities for teaching and learning will be so diverse
- People will be eager to work face to face again.
- Expansion of Theatre Arts, and Culinary Academy to draw people to our community
- Student presence on campus will be important
- Human Connection for Faculty, Staff and Students will be important
- We need to have a combination of online and in-person courses.  We will need to be flexible!
- Students appreciate synchronous online with allowance to watch video lecture later.

- Many students are anxious to get back to face-to-face, but many need the flexibility of asynchronous online as well.
-  Possibly asynchronous online courses but with a good amount of in-person office hour support and online synchronous support.
- We may just have two camps of student needs.  Synchronous and asynchronous with a strong in-person synchronous component.
- Financially, we may have a large influx of students post-COVID-19.  ESOL and Developmental Skill courses will be critical for those who want to build their skills to be college-level ready.  Community education courses to bring more people to our campuses.  Extending access for potential students who are undocumented.

## POST- BREAKOUT SESSION COMMENTS

- I would like to make sure that the team that works on this project recognizes that, now that Woodland has Lake County as part of its college, there are big differences in how Woodland and Lake County works to serve their communities. The communities really are unique and separate. We can be one college with distinct communities. Let's not try to be just one thing; we can be multiple things to differing communities.
- This was really fun to look ahead; very therapeutic to look ahead to guide rather than to react and try to survive. Others echoed this sentiment and commended the district for setting this up.
- This is a beginning of a conversation and it should continue.
- A counselor said that they appreciated the opportunity to plug macro district planning into the micro-student level.

# APPENDIX #5: YUBA COLLEGE - SUTTER COUNTY COMMUNITY FORUM DATA

*QUESTION 1: WHAT ARE THE PRESENT WEAKNESSES?*
- What could Yuba College do to improve the way it serves its students?
- Who, in terms of community demographics, is Yuba College not serving?
- In terms of reputation, what do other higher education institutions do better than Yuba College?
- What business, industry, or community needs are not being met?

**Responses:**
- The Marysville campus needs some attention. The buildings are not in the best condition and it is not visually appealing. I know it's very costly.
- The Administration of Justice and Fire Science side are state of the art but, based on the things I hear and see, would need modernization.
- Safety: YC has its own police force and I think for the most part the campus is very safe. There are no problems that have been reported to us. Think that would be a question for the Yuba College police chief
- Not a lot of students complete. I worked with three people this year who were students at Yuba, and they were not excited about being at Yuba like the people who were going to other higher ed institutions.
- The look of the campus - a lot of people ask why we haven't improved the rest of the campus
- One problem when I was teaching was having difficulty getting students to move on.
- Reputation-- what I have heard from other business partners that chose to work with Los Rios and other colleges, heard comments about unwillingness to really make changes in terms of curriculum. YC is too rigid; not responsible to industry where things are changing rapidly
- Missing out: opportunities for students of color completing. They start but don't finish
- YC could engage with non-traditional partners that you haven't engaged with before.
- Get deeper into the community - reach out to these larger businesses that want to move in.
- How do we work with you? I'm working on program for Ag Science, and it will probably end up in Natomas
- That's right - it's knowing who in the community to reach out to. The east Indian heritage groups, other college groups
- Think you need to engage more people on the vision of what Yuba College needs to look like in the futures
- It's like the 33% engagement from the community. Pretty concerning.
- Staying in communication with Public Safety needs, but there are a lot of other community members that needs to be included
- Advertising is a big thing. I did not know Yuba College still had an auto tech and welding program.
- Not everyone wants to go to 4-year - it's about going to high schools, branding, getting message out to everybody.
- What happens to the group between 17-24 who are still trying to figure out what they want to do? They're working but don't know how to move forward

- As a city, for our water treatment, we need people with good skills in science, but not a degree. Has YC every had that conversation with Yuba City to see what kinds of training they need
- Soft skills have bene an issue for a long time - strong reading, writing/language/comprehension, skills of being a good team player/work ethic. Really needed in community.
- Data shows 17% has a bachelor's degree --which is a low percentage - it's not what the community is looking for.
- Its relationships as well. I have relationship with Community college, and we have regular meetings where they ask what our need are. AJ and Fire Science do a great job of that
- Transportation
  - Public transportation is essential for students.  Important issue for people with physical disabilities.  Promotion of this information is important for the public and students.
  - From a transit perspective, the main campus has a very nice transit center on the Marysville/Linda campus.  For Sutter, the campus location is difficult to serve (3 route terminations at YC-Marysville).  Disabled student center is on the Linda campus and service is provided directly.
  - Student transit connection is an opportunity.  Other community colleges offer this through a relationship with transit system for no fee on public transportation.  There have been many conversations over the year, still need to work on this.  This is an ongoing issue and a partnership opportunity.
  - Broader ability to serve SCC. Fare structure would include a small fee and all students have access to the service.
- Pilot suspended due to Covid and funding issues. 8-week pilot suspended due to Covid. Opportunity to partner, but SCC location is a challenge.
- Curriculum
- Opportunity for curriculum development due to aging population, veterans, disability, etc.  Universal design is an opportunity for faculty and YC.
- Utilization of technology to improve access to content and instruction.  Training and support to expand usage.  "A rising tide lifts all boats"—we need to eliminate barriers for all students.
- Not Serving
  - Students not speaking up as they are not at the table.  Example: why should there be elevators if only one or two students with disability.  Need to ensure all community members have access and a voice.  Ask ourselves who is not at the table? How do we change physical access, curriculum, etc. to ensure all are served?  Who is in our community that have needs that are not being served?
  - Demographics show white males are underserved.  Males are not attending.  CTE programs enrollments are an opportunity to promote and market.  Promote broadly to avoid stereotypes.  Outreach to men to drive enrollments.  We see decline in male enrollments overall.  Increased outreach is opportunity.
  - Primary wage earners may not be able to attend
  - UTI recruited from and not YC.  This is an opportunity

- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Yuba College?
- What trends or issues are being experienced by Yuba and Sutter Counties that Yuba College should address?

**Responses:**
- I see opportunity toward outreach maybe to Y-S human resources department on their job requirements and what they need
- Outreach to OneStops
- Tailor the message of Yuba College to the future employers
- One of the biggest obstacles in public relations and marketing and getting information about what is available
- Reach out to more people to communicate the college
- A lot of people don't want to go to 4-year. There are a lot of jobs in our community that do not need degrees just a 2-year degree or certificate. How do we communicate those jobs?
- Those in attendance today do not represent the high schools
- The whole issue of technical education and certificate education - today is a dynamic world and you don't need a degree
- Also, not on this call are the private sectors. Most attendees are in government or education
- Surprised there is no one from the business community in this group. This is an area the college need to do to reach out to them
- 60% of residents are commuting outside area for work. The go the university and can't find job opportunity here for their degree. So they go outside
- Opportunities to offer programs in other areas - heavy duty mechanics - ag business, trucking operations. We have difficulty recruiting in Y-S transit.
- I have a physical and learning disability. There is always interest of having people of color and disabilities to be part of focus group. One thing is we get tired of being the one to represent people. My questions is what's in it for them? Why would a person of color want to come to yuba? Why would person with disability want to come? Well because Yuba will address my disability or provide gluten free options at a dinner, interpreters for ESL, sign language. Have it in advance rather than say if you have a need you have to go here to get the assistance
- Also thinking about the changing demographics - college age demo is limited; we need to look at the growing elderly population who will want to take personal development or participate in events.
- How do we encourage people to pursue random courses that don't lead to a degree?
- Then there are the super savvy parent who knows a student can attend high school and get both a high school degree and associate degree when the graduates from high school
- Need further interaction with sheriff's department for our in-custody folks. We are constantly trying to tackle recidivism. Maybe an associate program for those in

custody. There needs to be a pathway for that. We have a GED program, but to take to a two-year degree or units that could be applied to degree

- How do we introduce courses to learn about what local community does? Why don't we offer courses to learn about community and resources?
- Offer a course on community-building, community resources
- While preparing for this session discussed business internships. And having an organized internship program through yuba college - business, health, law enforcement
- Lot of folks dealing with homelessness - connecting with the organizations that support them to let them know they can go from homelessness to junior college to get out of that cycle
- Internship, volunteerism, contributing to the community. Help folks learn how they can contribute to their community.
- The k12 system high school counselors are a big part. Each k12 student that graduates we spend 200,000 to get diploma, then tell them to be successful they have to go outside our community to get their 4-year. But they could save $30,000 a year by doing their first 2 years here. The high school counselors are key
- Hate to see students fail in first two years at univ because they were not aware of the transition from HS to 4-year. Community college could be the bridge
- **Emerging Issues in Community/Opportunities**
    - Homeless population is an opportunity for partnership.  Programs that might allow for college/community partnerships.  (Allied Health)
    - Hispanic Advancement partnership opportunity should be explored
    - Opportunity to invest into towers for Wi-Fi to improve access and reach more people.  Opportunity to reduce this barrier and expand access to other populations…homeless, high schools, etc.
    - Basic day to day information access for the community is an opportunity. What information do I need to secure a job?  Community focused education…financial literacy.  Opportunity to reach more people in our larger rural area. We are to facility based in our service focus.  The pandemic is forcing us to look at broader technology deliver.
    - Cell towers as an example.  It goes through an evolution. Focus energy on researching for broader linkage.  Need to serve the whole community. Ensure broader technology access. Increase and extend access to the rural service area through expanded technology delivery.  Lack of resources is an issue.  We need increase accessibility.
    - Programs that are fast tracked with a hybrid structure is an opportunity. Look at other models.  Example from USC graduate program. Virtual program with all resources attached.  Allows for broader access—broadband is a big issue for partnership.  Accelerated programs with innovative modality.
    - Incorporate internship, community service hours into the program.  This could be virtual.  Example international platform to bring awareness to social justice issues.  Flexible projects can be done virtually using a virtual platform.

*QUESTION 3: WHAT ARE THE FUTURE OPPORTUNITIES? CONTINUED*

- What industries do you expect to attract or grow in the Yuba and Sutter counties?
  - o For context, our labor market research suggests:
    - Invest in new programs in construction, transportation/warehousing, and trade industries as well as teacher prep and teaching assistants.
    - Expanding programs in healthcare/social services (e.g., LPN/LVN, nursing assistants), and Ag/Forestry/Fishing/Hunting (e.g., Ag machinery operation, maintenance, repair and sales)
- Should Yuba College consider expansion into offering 4-year degrees?
  - o For consideration:
    - Community members in Yuba and Sutter are less likely to hold degrees when compared to California residents overall. In particular, 17% of service area residents hold a bachelor's degree or higher, compared to 33% of Californians.

## Responses:

- Real challenge is out of area commuters. How do transition from a bedroom community. Technology allows for opportunity. Ag business, service sector, health care.
- Growth is expected to occur in South County in many categories. Sports and entertainment zone. Manufacturing is a focus and should grow.
- Interest is to have high paying job locally.
- Fast growing industry is residential construction. Manufacturing is an opportunity but focus on central valley is warehousing. Highway access. Hospitality is service related. Recreation is an opportunity for the region. Rivers, parkways are big assets.
- Homeless population is an issue. This is impacting some of our resources (rivers, parks). Affordable housing is a need.
- Community efforts at the college.
- Homebuilding and construction is an opportunity. Construction trades and construction management is program opportunity.
- HVAC, plumbing, electrical, trade training—opportunities. Used to be done via union apprenticeships, we are not seeing the numbers.
- Need heavy duty mechanics. Large transition in the industry. High paying premium. Auto program could refocus its program to these opportunities.
- Resources in our area are not always fully utilized. Natural resources are an opportunity.
- Smaller house/mini home trend as an opportunity. Lack of housing in California and regionally.
- Gate to the goldfield. Another opportunity is warehousing, storage and transportation. Logistics as a program opportunity. Transportation.
- Four Year Degree Question
  - o This is an opportunity. Need to be focused and determine our communities' real need for BA expansion.

- o There does need to be a 4-year opportunity. Our kids should not need to have to leave to complete their degrees. Affordability is an issue.
- o Teaching credential would be a good focus and then our K-12 system benefits. This is a good starting point. Also nursing—expand. This are good areas of initial focus.
- o Construction business - the concern is the workforce to replace the contractors and staff is not there. It was on the job training, but it's not there through the college. The local union offers training, but Yuba College needs to partner with them
- o The skilled labor - when you speak of construction - Yuba City plans to grow and expand the south side. Several developments in business. One area is Vet Tech Vet science, but have not heard a lot about that
- o Another area is ag science, ag business - that is Sutter counties biggest business
- o Yuba has a lot of growth centered around the Hard Rock
- o There is a system in place for a long time that is dying out. The regional occupation system which is being unfunded. It was in partnership with the K12 and community college. Students could build upon a degree. The plumbers, electricians, all had those partnerships, but emphasizing academics.
- o Think need to re-partner with apprenticeship and regional partnerships. This could lead to transferable credit that transition to a higher ed degree
- o It is not unusual for community college to offer a BA degree. But one caution about BA would be, "why do people go to community college - they want it to be fast - one year, two year?" The BA is daunting and at 4-year institutions we lose students in their 3rd year. Would YCV be prepared for the type of advisement, mentoring and tracking of students for four years. There is a lot involved. If you are going to look at 4 year, look at the curriculum/program that attracts the most students. I can see safety, legal. Also look at competition of nearby 4-year schools.
- o Michigan state narrowed down and reduced the number of students who could be in the program so they could get jobs in local community. That's a question to ask: would you be saturating the job market and competing with 4-year?
- o It should be driven by the community needs. If BA, it needs to be a community need
- o Another thing is that young people go away because they don't think there is a place for them.
- o There is now more opportunity for remote work. Many businesses are reconsidering the brick-and-mortar structure. Workforce and where they live may be different. We have a large community who could telecommute from home. Understanding that change/shift in workforce would help YC be responsive.
- o If Google wanted to set up a center, does Y-S have the infrastructure. The answer is not because we do not have the high BA rate, or the transferable skills.
- This community has turned into a bedroom community

- The COVID and working from home has expanded possibility of working with large corporations. We know a lot of people in SF and LA are moving to remote areas, so they don't have to deal with crazy traffic and so forth
- Met a gentleman who works for a company in Australia but lives in Yuba City. His job really struck a point with me. Remote telecommuting is going to grow and expand.
- The bedroom community - we've seen that trend in the past decade, because of housing prices, lack of infrastructure, services. If you look at folks at Beale AFB, they don't want to live here because they can go to Rocklin or Roseville because their kids can get a better education. When you talk to folks at Beale it's because of the schools
- Think the growth in south area is going to be exponential and we need to get ahead.

## ADDITIONAL COMMENTS

**Large Group Session Comments:**
- Outreach to high schools about certificate programs and Associate degrees.
- Industries could be aligned with guided pathways and career pathways.
- College can "lure" people into classes because of their interests and then move them into a pathway.
- General public doesn't understand categories that are "academic" rather than "professions or jobs." Ex: Patient advocate vs. Health Science and Medical Technologies
- ADA rights advocate – another possible career path
- Reach out to Hard Rock Sports and Entertainment zone.
- Advertise opportunities that the college provides.
- Hybrid – virtual type programs needed. Specific types of training on virtual platforms.
- Cohorts are possible. Design virtual hybrid platform.
- Strengthen student network system. Create an alumni program.
- Partnership with local companies – laptop discounts.
- Covid inspector certification program – a possible career path.
- Pay attention to the long-term effects of Covid.

## APPENDIX #6: YUBA COLLEGE - MAIN COMMUNITY FORUM DATA

*QUESTION 1: WHAT ARE THE PRESENT WEAKNESSES?*
- What could Yuba College do to improve the way it serves its students?
- Who, in terms of community demographics, is Yuba College not serving?
- In terms of reputation, what do other higher education institutions do better than Yuba College?
- What business, industry, or community needs are not being met?

**Responses:**
- CANVAS management system is a positive and instruction is good. From a K-12 standpoint a bigger presence on the K-12 campuses would be helpful. Elementary and Junior High outreach and presence on campuses would be beneficial.
- Idea of scaffolding is key. Dual enrollment is a good gateway and connection. Exposure early is key. Getting students to YC is very helpful. Platforms are good—Canvas.
- Need to improve and expend the early student connection. Stigma is an issue -4-year v. community college.
- Campaign on cost, affordability and savings is important for this community. Need to communicate the value to students/parents.
- Concurrent enrollment is an opportunity to further student success. Tell the success stories- there are many out there.
- Latinx population is underserved. White families may be sending their students to 4-year schools. Opportunity to share cost benefits to retain students locally.
- ESL noncredit is an opportunity. Provide closer access to the community and families. Make it easy for them to access.
- Bilingual instructors.
- Opportunity to extend ESL programs through employers. There is a need to support employees with ongoing language skills.
- Butte has an outstanding automotive program. (The teachers at YC are working hard, but there have been historical program challenges). Butte has a strong dealership/industry connection. This is an area of opportunity. The program needs additional facility improvements to be competitive. The buildings are tired and impact student perceptions.
- Facilities need to reflect the vision of an improved future. The buildings do not support that vision. Higher education must sell the vision of the future and the facilities need to contribute to that. Currently the facilities look like a high school.
- More robust ESL outreach for language support for employees. More robust culinary program. Need better linkage and clear program pathways from high school to YC to employers. Opportunity in culinary to strengthen this through articulation and marketing.
- Survey educators at the secondary level. What do they really feel? What institutions are they recommending to their students and why?
- The condition of the main campus is something that is frequently talked about. It does not give young adults much pride.
- A lot of students go to Butte and Sierra.

- A lot of high school kids say they are not going to the local college because it is a dump. When you are a high school student and visit other campuses, Yuba does not compare. For young people, looks are important.
- Look at what Nicole has done at Wheatland. It has really made a difference.
- The young people are the ones who speak candidly about what they do not like - culture, climate
- Really need to look at culture and climate of Yuba College. Perhaps do an assessment of high school students
- Survey the counselors or teachers who either do or do not send students to YC. What are they saying to students? They are the ones who are directing them to Butte or Sierra. Francisco would be willing to work with us.
- How do we get kids of color to see themselves at the institution? Help them envision how they see themselves at the institution. Not just color, but LBGTQ.
- Look at partnering with local businesses to help fund facility improvements
- In North Carolina we partnered with local businesses on apprenticeship. The link with business included their contributing funds to build and supply facilities for the apprenticeship programs.
- Like to see stronger ties with business
- Reputation: Other institutions mage a real effort about their messaging and making an imprint in the community. There is a real distance public presence. Some of the things is the messaging. It cannot be passive it needs to be active messaging.

## QUESTION 2: WHAT ARE THE FUTURE OPPORTUNITIES?
- What are the future opportunities?
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Yuba College?
- What trends or issues are being experienced by Yuba and Sutter Counties that Yuba College should address?

## Responses:
- Looking at next 10 years, we have been open for a little over a year at Enterprise Rancheria and looking for opportunity for the entertainment zone. We have 10 acres we want to develop and see a strong future to bring hospitality to Yuba County. If we look at Placer, when Thunder Valley came in, they grew dramatically within 10 years.
- Continue to build relationships with the Yuba Water agency and also the casino. We had communications with a number of people
- You may want to target demographically different groups: Latino community. You have a diverse staff at YC, set up evening sessions when the presenter will speak in Spanish and another in Hmong, etc. Go to their community centers. Strategically reach out to the different demographics. You go to them instead of waiting for them to come to you.
- A big issue for us is to look into the future. One thing we never thought about is to help potential students see what type of work would you do? The response is usually the same, standard gender-oriented employment. But if someone says you can make

money just by talking into a laptop, they might realize there are good paying jobs they can do without leaving the area.

- We need to speed time and energy to help people see themselves in a career.
- Need basic training on how to use the new technology
- Prepare students for the jobs that are coming.
- We have an AFB base in our area, why do we no longer work with them? There are opportunities that could come out the serving the base.
- What kind of jobs can people do remotely? Share that with the high schools in our areas.
- When we worked with businesses in the private sector the biggest inhibitor for them was skilled work force so they could ramp up fast enough. Partner with those business to help with job expansion.
- Trends - sometimes things like COVID can be an opportunity. The ability of Yuba College to pivot and say we are here for you; YC should position itself to go through these issues.
- Think we are in a pandemic that has forced us to work remotely. YC should find out how we position hotspots around our counties so more people can take classes online. We are going to be in this format for a year or two. We should do research to find out how we service the bandwidth. Is there an engineering department we could contact to let us use a tower like for cell phones? Place them around the counties we serve.
- Emphasize that Yuba College needs to do everything it can to attract students into the business and science programs to be ready to address the increasing opportunities in the region.
- Second language population is an opportunity. Work with family and connect them to the campus. This is an opportunity. Especially vocational ESL. Dual enrollment can also expand to connect to students. Dual enrollment is key, but how do we serve all of our students. We need to connect to CTE students via dual enrollment opportunities as well. Clearer pathways.
- Work more closely with K-12 partners to connect to the students. ROP has declined, figuring out how to serve all students in Yuba County. Can we collaborate more broadly? Leverage remote learning. Expanded DE for full programs.
- Campaign to give students technology to create those bridges.
- Have YC tutors, tutor on the high schools
- Learning loss is a big issue due to Covid. This will impact the college. How to address?
- Business investment along Feather River Road.
- Opportunity to reach out to seniors to create a bridge year. This is an opportunity: cost savings, and learning catch up.
- Need a campaign now: For example, push the message that "Now is the time to retrain". You have the opportunity at no cost. Push information to families and the K-12 will help push out marketing literature via LEAs. Opportunity for language, advancement, etc. Go to the community. Hold workshops. Be more external facing. Leverage the language and community connections of the faculty, staff & administrators.

## QUESTION 3: WHAT ARE THE FUTURE OPPORTUNITIES?

- What industries do you expect to attract or grow in the Yuba and Sutter counties?

- o For context, our labor market research suggests:
  - Invest in new programs in construction, transportation/warehousing, and trade industries as well as teacher prep and teaching assistants.
  - Expanding programs in healthcare/social services (e.g., LPN/LVN, nursing assistants), and Ag/Forestry/Fishing/Hunting (e.g., Ag machinery operation, maintenance, repair and sales)
- Should Yuba College consider expansion into offering 4-year degrees?
  - o For consideration:
    - Community members in Yuba and Sutter are less likely to hold degrees when compared to California residents overall. In particular, 17% of service area residents hold a bachelor's degree or higher, compared to 33% of Californians.

## Responses:

- Through the water agencies you will see an increase in workers. I predict that as Sacramento spreads out, we will see south Yuba and Sutter to grow.
- Can expect businesses like Amazon to spread here. Also change in health care and see other health services move in to compete with Sutter North.
- See a lot of service providers coming into the area. As more engineers move forward working with AI, they are taking a lot of the manual jobs away, so we need to concentrate on that.
- Just in looking at resources we have that make us unique as a community, such as water or energy. What are the businesses that use that? Are the technical jobs related to new research? Also, we have cheaper land that makes us more competitive. Those looking to use clean energy. What are those things that make us unique to the industries are looking to relocate?
- There is nothing worse than to attempt change in a vacuum. Stay close to the union leaders in the North State. There are about 22 and they are asking where the young people are. There is no connection. The people coming to their programs are in their 30s and they are asking where the younger people are.
- Also need to reach out to the health professions.
- Teacher training is important. The universities do not come her. Excited to see a 4-year teacher training program. Encourage you to continue the teacher credentialling program.
- We're lacking substitutes. Anyone who is able to sub has already been hired into a permanent job. We are 80% white. Will have a huge need in the next 10 years.
- 4-Year Degrees:
- Absolutely. Ag engineering, water resources, research, teacher credentialing programs. When they go to Chico State or Sac State they stay there after they graduate. We need homegrown. Think any degree would be wildly successful.
- When I was in another state, we had the same conversation. It was linked to businesses in the community, so not only did they get their education, but they were working at the businesses. Need to look at how you keep yourself unique against the surrounding 4-year that are drawing the youth out of our community.
- Think YC should pursue the 4-year degree. Another is nursing. Students cannot get into the program here, so they go elsewhere. Also teaching credentials. You also need to

work with the District to see how they can make the same wage as those in other locations.

- Need to come up with a better deal to attract instructors (not sure if this was K12 teachers or community college).
- Need to build coalitions. In Yuba County the youth are not staying here because they cannot make the same wage.
- These meetings were great and need to do more of them. Like to see YC do something with the feedback. Also need meetings like this for the parents to get their feedback. The impoverished and second language families. Would be happy to work with you to facilitate.
- 900 acres zoned for entertainment (Hard Rock). Yuba/Sutter counties can expect similar trajectory and growth as Placer has seen around Thunder Valley. Expectation for significant housing starts.
- Hospitality and entertainment is a big opportunity for growth in our regional area.
- Expectation for significant housing and business growth. Increased migration from the bay area will also drive growth in the South County area.
- Extension of remote work will drive urban departures.
- Construction is an opportunity but can be a challenging program to develop and manage.
- Sac State is launching a 4-year program in hospitality. Is there an opportunity to create a pathway?
- 4-year degree is of interest, but it would depend on the degree. Teaching Credential is an opportunity—need for teachers due to upcoming retirement. Accelerated BA program.
- Consider a similar presentation/outreach/listening session to community groups.
- Better connection to high school faculty and administrators. Strategic and sustained.

*ADDITIONAL COMMENTS*

**Comments from Research Presentation:**
- Regarding equity, outreach to special populations is critical
- Do not think we market local community college as we should
- Build the relationship between the high schools to promote the idea of why it is a good idea to go to community college
- The data is interesting and compliment the candid view. Ask you to triangulate with Mr. Lon Hatamiya for the Yuba Water Agency as he did a similar study
- 17% growth - believe Yuba is closer to 8 or 9% which is something to consider.

**Large Group Session Comments:**
- Equity statement is well done. Microaggressions called out – this is important.
- Don't do a good enough job promoting community colleges, especially at the high schools.
- Yuba College is a beacon in the community that improves people's lives.
- Specialized local 4-year degrees to keep people in the area.
- Students just go straight to a 4-year, but Yuba College has a story to tell – success stories.

- Look at the culture and climate of Yuba College; kids need to identify. What are high school educators saying to students?
- How do we get kids to see themselves at Yuba?
- Try to increase presence of Yuba College at high schools – dual enrollment.
- Dr. Dotson is a unique presence. She telegraphs passion – a breath of fresh air.
- Need to promote community college to kids. Enrollments decline. Covid learning loss reflected in 5 or 10 year. Lack of social/emotional skills.
- Localized campaign to push to community groups. Send out flyers.
- Impressed by diversity of Yuba staff. You go to the community and they are hungry for academics that speak their language. You go to them rather then they go to you.
- Community Forums Do something similar for impoverished communities.
- Address inequities in large foothill community. Isolated communities – do outreach.
- Retirements in teaching 18-25%. There will be a shortfall in filling classes. Teacher credentialling needed. Students are 50% Latinex; teachers are 80% white.
- Make Yuba visible. Make the population see themselves there.
- Be flexible in creating strategic plan. Mike Tyson "Everyone has a plan until they get punched in the face." Be prepared to pivot.

## Appendix #7: Woodland Community College - Colusa County Forum Data

*QUESTION 1: WHAT ARE THE PRESENT WEAKNESSES?*
- What could Woodland Community College do to improve the way it serves its students?
- Who, in terms of community demographics, is Woodland Community College not serving?
- In terms of reputation, what do other higher education institutions do better than Woodland Community College?
- What business, industry, or community needs are not being met?

**Responses:**
- Collaboration with high schools in practice not theory.  Really work with local high schools to address needs.  What stood out in needs assessment is 75 percent in DE, but 37 percent of respondents want online.  This seems to be a disconnect.  Align modality decisions to data.
- WCC has been wonderful in collaborating with me as I have come on board.  We would like to increase opportunities to increase dual enrollment.  Issue with MQs that high school staff do not meet MQs, this is limiting the scope of the program.  We are relying on high school faculty to teach.  This has been a challenging limiting issue.
- The college has been collaborative with Pierce as well.  Difficult to find high school teachers with masters. One of the things with dual enrollment that has recently been difficult has been changing platforms quickly to transition to CANVAS.  This was a stressful transition, we have worked through this, but it was a difficult transition.  Communication can be difficult…messenger not able always to initiate change.  We needed to jump over the messenger to address issues.  Initially it was a difficult issue…it worked out, but the initial message was like a hammer.  Training requirement was initially overwhelming.  Need to make sure high school is part of the initial conversation.
- Challenge is the rigid structure and rigid curriculum.  The people out here are very willing participants, but it often is a jigsaw puzzle.  One thing that is a struggle for me, why does it take 3 years to get a class approved at a college level.  Curriculum creation time is too long.  This is impacting enrollment.  We are taking too long to get this approved.
- We serve all the way to adults.  We provide adult education ESL, etc.  One big gap we can't fill…how we can have transcripts read (students from another country). These students come to us for guidance, we need support for this.  This is a BIG need.  Two ladies who are medical doctors and no one to read their transcripts. Also, to review transcripts from other states.
- Challenges with internet access and technology.
- Need expanded services to support adult learners as services are limited. The need more counseling support for area students.
- Giving credit for prior learning is needed.  But an expanded view of this…out of country, out of state.  These students want to be educated.
- You need to give students a designated counselor.  This is a challenge for students… the system and WCC.  Students need consistency in advising and counseling.  Difficult

to support student during transition from CC to a 4 year without a stable counseling relationship.  Need to make this a focus.  This is an obstacle currently.
- Need more ECE classes.  Focus on teacher credentialing.  This is a huge need accelerated by the pandemic.
- Distance learning is a challenge for high school teachers locally.  Collaboration on IT is key—regional partnerships to address.
- Need improved communication about programs and partnerships (college to high school).  Better communication of programs and offerings to other educators and the community.

## QUESTION 2: WHAT ARE THE FUTURE OPPORTUNITIES?
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Woodland Community College?
- What trends or issues are being experienced by Colusa Counties that Woodland Community College should address?

## Responses:
- Endowment for Ventura Promise…does this exist here?  This allows for the 1st year of college to be accesses by students.  Affordability is still a barrier to access.
- Turn the campus into a real college.  Make the climate less like a satellite location.  Make the climate more robust...the feeling that a full set of services are offered.  Obviously it can't be a full campus, but change the energy and make the center a feeling of excitement. How can students access services not offered at the Center easily?
- Need for certification for students.  CTE training is needed.  Unemployment rate is over 15 percent.  Training is needed. EMT is a great example.  More collaboration on certificates.  Make student employable.  Stop the cycle of poverty.
- Trade programs (electrical, plumbing, construction….) so hard to hire these folks locally.  The pay for these positions benefits the worker and the community at large.
- Education is the key to our communities.  Need pathway to unemployed students...soft skills…a pathway of re-training…foundational skill building.
- Need a good mix of transfer and CTE.  Let students make the choice.  Transportation in Colusa county is difficult.  This is an issue for our students.  Our students don't always have transportation.  Build courses around the needs of the community. Need for professional careers.  Focus on growing our owns.  Build programs collaboratively.  This is a fantastic community.
- Static population growth.
- DE is not going away. Training for teachers to be more effective in the online environment.  K-12
- Automation of systems in AG.  Technology, automation, drones, need to be on the cutting edge.  Ag should be a focus.  California Family Foods—example.  High paying jobs.  Build and communicate clear pathways

## QUESTION 3: WHAT ARE THE FUTURE OPPORTUNITIES?
- What industries do you expect to attract or grow in Colusa County?

- - - o **Some** labor market research suggests for the WCC service area:
        - Investing in new programs in construction, engineering, architecture, transportation/warehousing, and allied health.
        - Expanding programs in agriculture and information and communication technologies.
  - What types of academic or educational programs should Woodland Community College offer in Colusa County in the future?

## Responses:
- Share planning with political bodies.  Share with educational bodies.
- Build ag programs –this is an area of growth.  IT is huge too.  GPS/technology
- Healthcare is a significant need.  Deficit in our county.  For example, in Colusa, it is difficult to get a school nurse.
- TRIO program, counseling, student support programs …. have them in Colusa.   Access to resources to support students, even if not on campus.
- Work with local community members to teach at Colusa.

*ADDITIONAL COMMENTS*

## Large Group Session Comments:
- Image of college to second language learners is intimidating. Be better at breaking barriers.
- Teacher certification – WCC must do this. Twenty percent loss of teachers leaving because of the pandemic. No one left to fill those classes.
- Distance learning is a challenge for teachers. IT folks working with teachers – game changer.
- Must cut through red tape to get course through curriculum – can't take 2 years. It needs to happen more quickly.
- The partnership with CSU Chico was news. Found out about program on Facebook. Communication about programs and offerings can be better.
- Ongoing communication with superintendents. Colusa County community comes together when there is a need. Bring in more comunity services.
- Occupational English – it is critical to tap into large companies to see what their needs are to elevate the community.
- Not a one size fits all – tailor needs for each community.
- Opportunities to share teachers with the high schools.
- Thank you for this opportunity. This should be an ongoing conversation that hopefully doesn't stop today.

*QUESTION 1: WHAT ARE THE PRESENT WEAKNESSES?*
- What could Woodland Community College do to improve the way it serves its students?
- Who, in terms of community demographics, is Woodland Community College not serving?
- In terms of reputation, what do other higher education institutions do better than Woodland Community College?
- What business, industry, or community needs are not being met?

**Responses:**
- Lake County is split into two community college districts.  This has some benefits….for example access to different programs.  A long-term goal could be to look at the overall effectiveness of how community college educational services are delivered in Lake County.  Is there a better long-term model?  A better way to organize? (YCCD and Mendocino)
- The WCC, main campus, is very different than LCC students/demographics.  What is the red line for the service area?  Both counties seem to treat the centers in our area as the stepchildren of their district.  For example, turnover in leadership and lack of continuity which manifests in a lack of interest in Lake County.  We would be better off if all of Lake County was in one service area. Maybe have one campus focused on transfer and one on CTE.
- Main campus (WCC) seems to be more focused/oriented to UC Davis.  Lake County is not like that.  Lake is more focused on technical programs. One of the keys to the success of LCC is to focus on and advance CTE programs.  Really evaluate the job needs of Sonoma, Napa and Mendocino Counties. This is where our community works…not in Sacramento or Yolo Counties.
- We have a lack of 4-year college degree holders.  Only about 7 percent hold BAs.  We have an older population as well that might not be utilizing their degrees.  How do we move students along the 4-year pathway?  An expanded partnership with Sonoma State could really assist with this.  Use LCC as a satellite branch for Sonoma State upper division offerings.
- The demographics are changing we are seeing an influx of people from the Bay Area and Sacramento.  An older population that would like older programming for life lifelong learning.  More hobby-oriented programs…community education or taking interest classes (painting, a language class, etc). Right now, it is hard to register for 1 class like painting, this is an issue.  We need to make it easy for this population (older adults) to access ongoing/lifelong learning.  30 percent of Lakes population are seniors.  Need to support this population.  This is an underserved population.
- Please expand curriculum to support job certification for skilled professions.  The college could work closer with the City.  Could share facilities.  Hold classes at those locations…closer to the students.
- Story…graduated in 1983…Dorms at Yuba College.  Graduated in Lower Lake HS the students in the 70s, went to YC…the dorms were a huge draw.  We are not capturing the same number of students leaving our high schools in our local CCs.  We can improve our yield rates.  As a parent, the only reason my children did not enroll at a

local CC, there are no calculus courses at LCC or Mendocino centers. The higher-level courses were not available. One benefit of Covid is that these courses are more accessible. Having just one college district in the county might allow for better coordination of CTE and transfer offerings.

- Department of Social Services has a high level of skilled position vacancies. There is a need here for social workers. People who work in child welfare can have their education paid for. There is a huge need to expand this pool. This is a big opportunity for students and the county. One big benefit is when you hire someone who has been trained locally, they stay with you. Higher retention rate in the job. Would be great to have a pathway to Chico State /Sonoma State.
- Facilities and Santa Rosa facilities comparison. YC/WCC/LCC facilities not up to par in comparison with other colleges.
- Another area with high opening and lots of on-the-job training: Accounting is a high need and hard to find accountants.
- More offerings that tie to employment…internships…job placement. Anything that leads to employment is key in our area. Or transfer to a 4 year is critical. Pathways need to be clearly presented and how the coursework connects to employment. This needs to be marketed.
- Public Service and teaching…high needs. Also, in Ag…grapes, cannabis.
- Basic Adult Ed/GED preparation is an underserved group of students. Provision of these services has moved to the community colleges and does not seem to be effectively delivered. This needs to be supported or if not, thoughtfully planned for transition.
- Interest to expand this conversation with a wider group of stakeholders from the County.

## *QUESTION 2: WHAT ARE THE FUTURE OPPORTUNITIES?*
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Woodland Community College?
- What trends or issues are being experienced by Lake County that Woodland Community College should address?

## Responses:
- Healthcare. There are a number of vacant positions in the county for healthcare. Almost impossible to hire nurses, social workers, managers, and accountants. Very difficult to find a skilled accountant. Cannabis industry is growing. The same skills are needed in that industry. Also need and demand for other Ag specialties. Link business to other disciplines.
- The manufacturing of THC oils is an opportunity, if possible, to capture in Lake County.
- Disaster service workers…provide training for Cal Fire. This is another opportunity due to the recent disasters in this area. Other skilled positions in disaster response. Incident Command. Repeated need for disaster service workers and disaster finance. Coordination work and needs.
- Also, an interest for an Into to Social Work degree that connects to 4-year colleges.

- Need for planners.  Hard to find qualified planners who know the area and California regulations.  Training for existing county staff.
- Need to make sure that there is demand to support the creation of any new programs or find ways to partner regionally to ensure adequate demand to cover program costs.
- Some of the demographics that were in the presentation shared do not match the demographic in our area. For program opportunities we need to focus on our local area needs.
- Administration of Justice might be an opportunity.  There is a need for police officers locally.
- Water Quality Program?  UC Davis is working on this…this might be something to explore.

## QUESTION 3: WHAT ARE THE FUTURE OPPORTUNITIES?
- What industries do you expect to attract or grow in Lake County?
  - **Some** labor market research suggests for the WCC service area:
    - Investing in new programs in construction, engineering, architecture, transportation/warehousing, and allied health.
    - Expanding programs in agriculture and information and communication technologies.
- What types of academic or educational programs should Woodland Community College offer in Lake County in the future?

## Responses:
- Increase of tech into the county.  Housing market is hot.  This has accelerated.  People realize they can work from home.  California Welfare Association Directors commissioned a study for rural economies.  There is a change in rural economies as major industries that have historically supported rural areas are in decline.  There is a recent influx of population, but you need the infrastructure to support future growth and to continue to attract this type of highly educated migration.
- About 75 percent of the county staff is currently working remotely and it is working.  Counties that want to attract new population influx need to focus on parks, education and amenities.  Our county has a lot of assets.
- Dr. Robert Isler (Sonoma State) has done a lot of research in this area.  He could provide some background information and thoughts on future opportunities. WIOA have done a lot of studies around workforce and growth.
- The migration seems to be primarily from the Bay area to Lake, but not from Sacramento.
- The other opportunity is in construction/construction management.  Opportunity to collaborate with unions.
- Yuba College jumped off really quickly with dual enrollment, but then bogged down in the Academic Senate politics.  There is tremendous room for growth in dual enrollment.
- Crystal Markytan is willing to partner with WCC on projects, programs, internships, etc.

## ADDITIONAL COMMENTS

**Large Group Session Comments:**

- Lake is the stepchild to Woodland. We would like to see one entity. Better educational opportunities if Lake has its own district.
- Basic adult ed and GD prep shifted funding to CCCs. Serve critical needs for large percentage of the population. Level of support needs to continue.
- Numerous other community leaders would like to be included in this conversation.
- Cannabis and related businesses are areas of growth. Cultivation and processing of cannabis oils and lotions – science oriented.
- One district in Lake County is needed. There are 65,000 people. Both campuses are stepchildren at both Yuba and Mendocino CCD.

*QUESTION 1: WHAT ARE THE PRESENT WEAKNESSES?*
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**Responses:**
- Maybe an increase in community outreach to help the high school students and parents to understand the opportunities at WCC. There needs to be more intentional communication with them.
- Take the message to them; don't wait for them to come asking about what you have to offer.
- I have a 14-year-old at Woodland High School who met with a guidance counselor this week and learned for the first time about options for earning college credit this summer with dual enrollment. We learned it from the high school. Before that, I didn't know that was an option. It's a great opportunity and a strength, but the message needs to get out. The message needs to come from WCC.
- Continue the outreach through partner agencies, particularly for people who are out of high school and do not see themselves as students or are not looking for a credential or degree but might be interested if it comes through another organization.
- Don't know if this has been the case, but right now given what is happening with women in the workforce with pandemic, I think this would be an opportunity to look at the growing proportion of women who have walked back whatever professional opportunities they had to take care of children and family during the pandemic.
- I wonder about the opportunity to serve individuals who are incarcerated, particularly those right next door. With AB109, the realignment, we have individuals who are serving much more time in local county jails.
- A lot of the focus has kind of shifted in community college to preparing students for four-year degrees, but I think the focus should be on workforce development for folks who don't want to go on. For example, internships for ag tech and the potential for partnering with the ag tech park to build opportunities for students to go to school and then walk to the ag tech park to do an internship.
- I don't feel like I have enough exposure to WCC to make a fair analysis to respond to the question.
- I feel similarly. I will say I see USC as an institution who makes an intentional effort to establish itself as an anchor institution locally. I think it goes back to communicating and intentionally establishing WCC as an anchor institution, so folks look to WCC when they want to solve problems.
- Current Strength: It's really exciting to hear about the BA partnership with Sac State for early childhood degrees.
- I agree. I think there is so much positive energy around these partnerships. We are heading in the right direction.

- I'm not sure what the graduation and transfer rates are, but I think we could put that in the column for improvement.
- I know WCC has done a lot of work linking with the high schools in particular, but I wonder about opportunities for high school instructional staff. The English and math instructors could work together to strengthen both side of the house.
- There is work that WCC could do with First 5 Yolo and childcare providers by reaching out to license-exempt providers to give them a pathway for licensure. That's an area for a lot of growth. This is a group of people who have never seen themselves as professional providers.

## QUESTION 2: WHAT ARE THE FUTURE OPPORTUNITIES?
- What/where are areas of growth or change?
- What opportunities exist to serve groups or communities we are not yet serving at Woodland Community College?
- What trends or issues are being experienced by Yolo County that Woodland Community College should address?

## Responses:
- As it pertains to our economic growth, our job base is likely shifting to a very polarized workforce with skilled and non-skilled works. We are uniquely positioned to capture this opportunity primarily in ag and food and alignment with health and technology. I see a shift toward industries that use technology to create innovation to grow food, interact with food, and how it works in our bodies. WCC could create the training that would convince the industries that we have the skilled workforce that would bring the new businesses here. I think the college could partner with the city and county to create innovative workforce training programs.
- One thing the pandemic has done is that health care has sped up patient care delivery thought telemedicine. I think that will be sustained into the future. Before the pandemic, there were some regulatory hurdles that made it slowed the process, but the pandemic sped it up. I think having students oriented to that platform would help healthcare.
- Inservice training for law enforcement. We send officers to training all the time, but we have to send them to American River College and Napa Valley. I would prefer to have it at the campus for two reasons. First it would help break down barriers we have in community by having our officers interacting on campus. It would also help us save resources because we would not have to send them out of town and pay transportation and lodging.
- I agree. I'd like to piggyback on that. The paid fire agencies also need training. They all enroll through Los Rios CC to get training. I definitely would prefer to work more closely with the local district instead of going across the river in Sacramento. It would also give us an opportunity to work closely with students who are interested in public safety as a career field.
- In the K-12 district, we serve adult learners with adult ed and living skills. I would like to see us connect more with WCC especially for students with high levels of disability to get them closer to being self-sufficient and to provide a pathway to certificates that could help them get jobs.

- I do want to echo what a couple of people said about training and certificate programs. We have lot of first responders who get training statewide and need recertification in emergency services, haz mat training, etc. and also the soft skills for law enforcement such as de-escalation techniques. I also wonder about some of the manual type employees in the city and unincorporated area. What type of skills are needed for blue collar job? I'm not sure how a community college would do it, but we need forklift drivers and people who can repair ag equipment - ag mechanics. Also add that there could be something similar to what was mention about Vacaville and gen tech there, we have lot of companies here, such as seed companies, who need a semi-skilled labor force.
- I have planning and environmental health background and without community college, I couldn't have gone to college. Look at lower division training in environmental sciences. Jobs in planning and environmental positions can pay a living wage.
- High school students would like to take more courses at WCC but are limited due to times. I'd like to have flexibility for students to fit their course needs into their schedule.
- We are seeing a rapid shift to distance learning. I see the college has taken a better approach to providing instruction -- having college be a leader in advancing learning platforms that will help student to get to the next level is an exciting opportunity.
- There is an opportunity to be a professional training provider to government agencies. As we look at the service industry, it would be nice if an organization could work with WCC to send employees at a time that is convenient and the college is embedded in their growth program. You would provide opportunities for career advancement.
- Groups not being served are professional growth for persons already in the field.
- Those who do not want to go to traditional college or even 2 years at WCC.
- We need to have intention in what we want the local economy to be - need to be a joint effort with all decision makers involved.
- We could use help with some type of laddering. In ag, there are a lot of folks who are not looking for a 2-year degree and are looking for something immediate. This may be a manual laborer who has a knack for welding or working with pesticides. We need a first ladder where they can get those skills and promote up. We need the steps that would take someone from entry-level all the way up to graduating at UCD.
- How do we use digital platforms for people to learn how to use the platform and become exposed to different career opportunities?

## QUESTION 3: WHAT ARE THE FUTURE OPPORTUNITIES?
- What industries do you expect to attract or grow in the Yolo County?
  - **Some** labor market research suggests for the WCC service area:
    - Investing in new programs in construction, engineering, architecture, transportation/warehousing, and allied health.
    - Expanding programs in agriculture and information and communication technologies.
- What types of academic or educational programs should Woodland Community College offer in Yolo County in the future?

**Responses:**

- The number one business we see is food and ag science type industries that are spinning out of UC Davis or the Bay Area and the intersection between the two disciplines with health.
- Precision construction - pre-manufactured construction techniques and getting the manufacturing skillset in place.
- We have a camper manufacturer that produces and sells camper shells all over world. They report that they are 52 weeks out getting them shipped because they cannot get enough skilled workforce.
- There has to be some intentionality by the local municipalities, businesses, industries and the college to plan for the type of economy they want for the future. Propose the local leaders have this discussion.
- COVID has brought opportunities in technology. Tele-technology will be a huge filed. We already see a number of folks from the Bay Area telecommuting from here. You could have a teleworking training program.
- We have the opportunity to direct our own fate, and we need to get in front of it.
- Regarding local business that cannot find enough staff, I see getting with that business to see what they need and filling that need through WCC. A small or mid-sized organization might feel intimidated reaching out to a community college to build a partnership that would feed employees to them. Think that partnership will be key.
- Be a professional growth provider for already existing industries and a service builder in those industries.
- In the social services sector, there is an increasing interest in understanding that we need to do some work around trauma or adverse childhood experiences. The more the workforce has an understanding of that, the better they will be in the job market. This is about really looking with that lens at the trauma informed workforce.
- We want to see the ECE program expand and reach out as much as possible. It is a sector that has been relied on in a very intense way in the pandemic. Once we pull out of this current crisis, we will need to rebuild that industry. That work needed to begin yesterday.
- The really interesting thing in looking at unemployment data for the county is that unemployment went up for first time in 6 months, but we continue to hear from employers that they can't fill jobs. Think this has to do with the living wage. People who are collecting unemployment don't want to work for minimum wage. Unemployment is growing, but we have dozens of jobs that can't be filled.
- The government and nonprofit sectors will be growing. There are dozens of retirements right now. Any way you could get students interested in the local government structure would be a good thing. Government and nonprofit.
- It's true that newly graduating seniors do not look to the government for their first job.
- It is important for the college to working hard on increasing diversity in their faculty, so it reflects the community population.

*ADDITIONAL COMMENTS*

**Large Group Session Comments:**
- Getting people into college - living wage is a goal for individuals.
- Education for entrepreneurial advancement needed - entrepreneurial skills.

- Noncredit workforce development – people look for certificates and accelerated courses.
- Quicken certification program – target that area.
- Employers should drive curriculum offerings.
- Where are living wage jobs going to grow? Look to foster post-Covid living wage.
- Create ecosystem for jobs like Biomanufacturing. Solano partnered with Genentech. Create our own industry ecosystem – maybe I.T.
- Critical thinking skills lacking in workforce.
- Software program knowledge needed. Training needed. Certificates.
- Community, as a whole, needs to have an intentional vision of what the economy should look like post-Covid. Low wage now. Without intention among stakeholders, you just get what you get. What do we want Yolo County economy to look like?
- Laddering – no opportunity to grow. Not 2- or 4-year degree but first ladder rung for skills to improve at job. Get promoted and move to next ladder rung. Steps for entry all the way to a master's degree.
- Digital platforms – how do we use this platform to connect with community?
- Expand college outreach to businesses to place college graduates.