



## Joint Meeting of WCC Academic Senate & College Council Minutes

**Date:** Friday January 9, 2015

**Time/Location:** 1-3 PM / Room 852

### Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> <li>1. Curriculum, including establishing prerequisites and placing courses within disciplines.</li> <li>2. Degree and certificate requirements</li> <li>3. Grading policies</li> <li>4. Educational program development</li> <li>5. Standards or policies regarding student preparation and success</li> <li>6. District and college governance structures, as related to faculty roles</li> </ol> | <ol style="list-style-type: none"> <li>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>8. Policies for faculty professional development activities</li> <li>9. Processes for program review</li> <li>10. Processes for institutional planning and budget development</li> <li>11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate</li> </ol> |
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**Senators:** Matt Clark (President), Donna McGill-Cameron (CTE), Talwinder Chetra (Math & Science), Kevin Ferns (Secretary, FaLaHum), Christopher Howerton (At-large), Cheryl Latimer (Student Services), Pam Geer (Adjunct At-large)

**College Council:** Laney Mangney (Co-chair), Juana Ruiz, Jennifer McCabe, Arriana Velasco

**Absent:** Michael White, Al Konuwa, Donna Bahneman, Greg Gassman, Ana Villagrana, Monica Chahal, Jeffery Wata, Leslie Deniz, Paula Parish

**Guests:** S. Lanier, H. Lyons, M. Papin, L. Daly

Item	Description-Type	Lead	Background and Objective
I	<b>Approval of Agenda -Action</b>		Approve agenda of 1/9/15 as amended (MSC Howerton/Chetra)
II	<b>Public Comment</b>		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion: None</i>		
III	<b>Approval of Minutes-Action</b>		Tabled to 1/23/15
	<i>Discussion/Decision:</i>		
IV	<b>President's Report - Information/Discussion</b>	Clark	
	<i>Discussion/Decision:</i> 1. Report is attached.		
V	<b>Committee Appointments - Action</b>	Senate	<b>Objective:</b> Appoint faculty members to committees.
	<i>Discussion/Decision:</i> 1. Over the break, Clark appointed the following to committees. Ferns to co-chair Dean of Instruction Advisory Committee, Latimer to co-chair Dean of Student Services Advisory Committee, Gassman to co-chair the General Counselor Advisory Committee, Chetra to co-chair the SSSP Advisory Committee.		
VI	<b>Senate/Committee Reports - Information</b>	Senate	

	<p><b>Discussion/Decision:</b></p> <ol style="list-style-type: none"> <li>1. Chetra requests that an official email go out to all faculty with clear instructions for doing the census certification at the beginning of the semester.</li> <li>2. Howerton is pleased with the turnout at the branding meeting on 1/8/15. All the tables were filled with full time faculty, adjunct faculty, classified, and administrative representatives.</li> <li>3. Geer would have liked to have time for YC-AFT to meet after the meeting at 1/8/15. She also reports on a parking fee issue concerning adjunct faculty and meeting attendance that needs resolution.</li> <li>4. Geer would still like a CCOF planning committee meeting called to order. No progress had been made here.</li> </ol>		
VII	<p><b>College Council Member Reports</b></p>	Senate	
	<p><b>Discussion/Decision:</b></p> <ol style="list-style-type: none"> <li>1. None.</li> </ol>		
VIII	<p><b>Student Success Center Director Job Description – Information/Discussion</b></p>	Lanier	<p><b>Background:</b> The BSI/Student-Success Committee has created a job description for a Director of the WCC Student Success Center. The current plan is to fill the position on an interim basis for Spring Semester 2015 and to hire full-time for Fall Semester 2015.</p> <p><b>Objective:</b> Review the job description and provide feedback to the administration before the position is posted.</p>
	<p><b>Discussion/Decision:</b></p> <ol style="list-style-type: none"> <li>1. The job description and additional clarification from Dean Senecal is attached to these minutes.</li> <li>2. S. Lanier reports that the use of the term “director” for this new position is used because this is not technically a “coordinator” position that uses reassigned time.</li> <li>3. S. Lanier notes that this is a faculty position, non-tenure track, and not a classified position.</li> <li>4. Chetra requests that this position cover the summer as well, so the number of days should be increased to require summer work.</li> <li>5. McGill-Cameron notes repetitive elements that could be eliminated or condensed. S. Lanier will make a note of this and revise accordingly.</li> <li>6. Test proctoring is an issue in the description that should be revisited, particularly if this is already a part of someone’s current work.</li> <li>7. Clark notes that the term “supervise” should be examined, as faculty members are not able to supervise classified members.</li> <li>8. The person in this position would make a good candidate to co-chair the Student Success/BSI Committee.</li> <li>9. The need to travel to CLC and CCOF should also be indicated in the description.</li> <li>10. S. Lanier will revise the description and bring back to the College Council and senate for review.</li> </ol>		
IX	<p><b>CLC Membership on WCC Committees – Discussion/Information</b></p>	Clark, Mangney	<p><b>Background:</b> In the not-to-distant future, CLC will become a part of WCC. Administratively, CLC reports to Dr. White at this point and the newly hired Executive Dean who serves CLC and CCOF. There is no plan yet for integrating CLC faculty members in the WCC committee structure.</p> <p><b>Objective:</b> To catalog ideas and to identify a small workgroup to present a plan for the transition with respect to WCC committee structure.</p>

	<b>Discussion/Decision:</b>		
	<ol style="list-style-type: none"> <li>1. Does CLC wish to be a “division” among WCC committees or take on some other form of representation? H. Lyons reports that because CLC is so small, they might not have the numbers to fill those roles. Because every committee is different, CLC might want to first look at the committee structure and determine which ones would be best served with CLC representation and even shadow those committees during the transition period.</li> <li>2. Clark, L. Mangney, President White, and H. Lyons will serve on the workgroup to prepare for this transition. They will present a draft proposal by the first senate meeting in February.</li> </ol>		
X	<b>Accreditation Update - Information</b>	Clark	<b>Objective:</b> Provide the senate and College Council with an update of the status of the response to the ACCJC Recommendations and the timeline for completion of the process.
	<b>Discussion/Decision:</b>		
	<ol style="list-style-type: none"> <li>1. President White received an update on 1/8/15, and we will hear more regarding the response to the ACCJC recommendations in the near future.</li> <li>2. Clark reports that ART will become a standing committee and additional faculty members will be added to that committee.</li> </ol>		
XI	<b>Future Agenda Items-Discussion</b>		
	<b>Discussion/Decision:</b>		

Meeting adjourned 2:24 p.m. (MSC Howerton/Geer)

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
1	<b>Curriculum:</b> Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, and create a DE handbook.	McGill, Howerton	
2	<b>Communication:</b> Advocate for increase in effective communication tools and access.	Howerton, Ferns	Continuing
3	<b>Grading Policies:</b> Review, update, and distribute Faculty Handbook.	Clark	TBD
4	<b>Academic Standards:</b> Initiate campus-wide discussion to promote rigor in coursework, DE, and collegiality among faculty, classified staff, administration, and students.	Clark, Bahneman, McGill-Cameron	TBD
5	<b>Student Success:</b> Identify and address barriers to student success (counseling availability, course offerings).	Latimer, Clark, Bahneman	Student Equity Plan for 2013-14 has been completed and will help drive the work
6	<b>Faculty Development:</b> Find more opportunities/activities focused on student success.	Chetra, McGill-Cameron	In progress
7	Improve <b>faculty evaluation</b> process.	Clark, Howerton	In progress
8	Work to create comprehensive <b>process for Colusa County Outreach Facility (CCOF)</b> .	Clark, Chetra, Geer	Early in process
9	Revise <b>Senate Constitution and Bylaws</b> .	Clark, McGill, Gassman, Ferns	In progress
10	<b>Professional standards</b> research	Clark	TBD
11	<b>Sustainability and grant funding</b>	Clark, McGill-Cameron	TBD
12	<b>Clearlake College transition</b>	Clark, Howerton	In progress
13	Update the <b>Student Code of Conduct</b>	Bahneman	TBD
14	<b>Accreditation</b>	Clark, Howerton	Response to Recommendations is nearly complete; work to begin on Midterm Report

President's Report  
January 9, 2015

**Meeting with WCC Administration (1/6) –**

- We discussed details for the January 8 planning activity and other events of the day.
- When asked about various search committees (deans, counselors, biology instructor...), we were promised a flurry of activity early this semester. An Outreach Specialist has been selected, but will not be announced until after the January Board meeting.
- There was discussion of possibly canceling today's joint meeting (most of the WCC administration will not be available and the I was invited to attend a North/Far North Regional College Conversation hosted by North/Far North EDPAC CEO Chancellor Douglas Houston. However in the interest of vetting the SSC Director's job description it was agreed that the meeting would be held as scheduled.
- We discussed some of the details of the SCC Director time-line.
- We discussed membership of ART (should be augmented and updated), the need to make ART a standing committee, and the desire to send a WCC complement (i.e., more than one) of faculty members to the ASCCC Accreditation institute in February. Howerton will attend but we will seek at least one more interested faculty member.
- Enrollment is down, but the district has committed to this being a growth year. Strategies for achieving our FTES target were briefly discussed (e.g., borrowing from summer or increasing summer camps). A more thorough discussion will take place in the Schedule Criteria Committee and likely other venues as well.
- An initial assessment indicates that the money saved from a semester without a senate VP will be about \$11k. We will look at this more carefully soon, and try to strategically plan institute attendance to take advantage of these funds (and yes Kevin, we will also look into a new laptop for the senate.)

**District DE Retreat (1/7) –** I attended the DE Retreat and additionally WCC was represented by Dean Chahal, Julie Brown, Nili Kirschner (filling in for Brandi Asmus). VP Konuwa was unavailable. Highlights:

- We established membership for a District DE Committee which will be tasked with making a series of recommendations regarding DE in the district and at the colleges.
- We agreed on the basic components of the purpose statement for the committee.
- We reviewed the DE Responsibility Matrix which was part of the response to ACJCC, and made some revisions. Once adopted, each college will need to create a college specific equivalent to ensure that functions that are the responsibility of the college are assigned to appropriate individuals or groups.
- We did an initial review of AP 4105 Distance Education. The two most problematic areas at this point appear to be defining hybrid courses and defining "regular and effective instructor initiated contact". The District DE committee is tasked with making recommendations for both which will then be vetted through DCAS (and hence the senates).
- Both training of DE instructors and defining "regular and effective instructor initiated contact" will have contractual implications. YC AS President Kemble and I agreed to initiate a dialogue with YCFA and keep them involved as developments occur.
- Karen Tremble (IT) shared that Canvas is in the running for the state LMS. The group tasked with selecting the state LMS will visit our district to obtain Canvas user feedback.

**Special Board of Trustees Meeting (12/18) –** The board approved the appointment of Dr. Gholam "GH" Javaheripour as the new President of Yuba College (he starts 2/9/15) and the appointment Annette Lee as the Executive Dean overseeing CLC and CCOF (she will report to WCC President White). The Board also approved the Equity Plans of both colleges, but expressed interest in a more standardized format (a number of board members were complimentary of the format WCC used. [There were no reports to the board from college or senate presidents.]

**Position Title**

Student Success Center Director (100% FTE, Student Equity Funded, Non-Tenure Track)

**Scope of the Position**

Coordination and oversight of student success center at the main campus – Woodland Community College, as well as coordination of comparable services at Colusa County and Clear Lake campuses. This single position class has primary responsibility, under direction of the Dean of Student Success, for coordinating and providing administrative support for the Student Success Center. Successful performance of the work requires program coordination skills, basic supervisory skills and written and oral communication skills to ensure program objectives and requirements are met.

**Draft Announcement**

Under the direction of the Woodland Community College Dean of Student Success, the Student Success Center Director shall be responsible for the management and administration of the Student Equity Plan (SEP), the Student Success Center and all academic support programs and activities offered through the center. The Director will oversee and coordinate all tutorial activities and programs for WCC, CCOF and CLC; as well as collaborate with and support learning resources and student services. The Director will provide leadership in the development of programs and activities, oversight of student equity planning, SEP review and learning outcomes. The responsibilities of the Director extends to all sites for the District, for providing linkages with community organizations and agencies, overseeing SEP funding and performing other related duties as required. The Director will collaborate with faculty to ensure academic support for students and facilitates success strategies and services.

**Distinguishing Characteristics**

The Student Success Center Director will provide leadership for the Student Success Centers and the Student Equity Plan, including assessment of needs and development of long-range plans. The Director shall implement the philosophy and policies of the District and ensure that the Programs and activities strive to achieve the College mission, vision, and institutional goals. Incumbents in this position support student learning outcomes and institutional effectiveness by ensuring all students have access to and benefit from the Student Success Centers and the Student Equity Plan. The Director is responsible for leading the development of equitable, responsive, accessible and learner-centered spaces for students to attain independent learning and to achieve their personal, educational and vocational goals.

**Essential Functions of this Position**

- Assist the Dean of Student Success in designing, developing and implementing a comprehensive tutoring, tutor training, and supplemental instruction programs;
- Plan and coordinate Student Equity Plan activities with other student and academic services entities to effectively serve students with access to the college, course completion, certificate and degree completion and transfer readiness;
- Provide support and oversight of all tutorial programs and services, including supplemental instruction and online tutoring and student support;
- Provide the leadership and guidance needed to maintain services, as well as to research, coordinate and implement new program and services to meet the needs of the students, staff and faculty in all disciplines;
- Design, implement and update tutoring procedures. Oversee diagnostic screening and referral system to the student success center (or other source of assistance) for one-on-one tutoring for students;
- In consultation with Dean, staff and students - research, prepare and/or purchase materials for use by students, staff and faculty in, or in conjunction with services provided by the student success center. Ensure that reference materials and programs are current and ready for distribution or student use;
- Assist the Dean of Student Success with the center staffing, scheduling and operation. Assist the Dean of Student Success, as needed, with the hiring of staff and scheduling of all Student Success Center programs and services;
- Recruiting, hiring, training, supervising and evaluating student tutors;
- Develop curriculum for and teach tutor training and tutor practicum classes;
- Schedule, design and assess the quality of and update strategies for such tutoring sessions;
- Coordinating closely with faculty in meeting the tutorial and supplemental instruction needs of students;

- Collaborating with Student Services to provide appropriate tutorial activities and support for programs such as MESA, EOPS, TRiO and DSPS;
- Coordinate program, services and courses with other academic support services, remedial/developmental programs and faculty to ensure academic support is available at all levels and curriculum as needed, including but not limited to early alert and identifying/supporting at-risk students;
- Facilitate and supervise test proctoring;
- Staff and provide orientation sessions/tours;
- Coordinating activities to promote and publicize the services provided by the Student Success Center. Assist in the creation and dissemination of Student Success handbook and promotional materials;
- Respond to inquiries regarding the Student Success Center in a timely and supportive fashion, including linking students to services outside of the Student Success Center and WCC. Provides information in person and over the telephone; may provide bilingual services to monolingual and limited English-speaking students;
- Monitoring budget, and developing budget recommendations. Interprets, monitors and explains regulations related to tutorials, keeps current on state, federal and other regulations regarding Tutorials program;
- Maintain student attendance records and track student performance;
- Maintain tutor and SI tutor attendance records and approve timecards for student tutors;
- Maintain schedule of activities that include, but are not limited to, workshops, small group activities, individual assistance, computer sessions, supplemental instruction, online student academic support and other delivery modes and activities that will foster supplemental learning in in all curriculum;
- Represent the Student Success Center at campus events, planning teams and committees. Serve on college and district committees, and professional organizations;
- Coordinate the updating and assessment of SLOs and annual program reviews relative to the services provided through the Student Success Center;
- Assist in institutional research, including measuring success of Center efforts in terms of statewide initiatives and the college's educational master plan;
- Interpret and implement state and federal laws, rules, and regulations, District policies and accreditation requirements related to the operations of the Center;
- Maintain a supportive learning environment in the Student Success Center;
- Maintain cooperative relationships with faculty and college staff, and maintain relationships with business, labor, industry, governmental agencies, and community organizations;
- Collaborate regularly with supervisor, administrators and staff regarding budget, and on other matters as necessary;
- Attend conferences relevant to the program and keep current with trends and developments in the fields of learning outcomes, assessment, and basic skills education;
- Performs a variety of standard office support work, such as typing, filing, operating standard office equipment, including a personal or on-line computer;
- Performs related duties as required or assigned.

### **Minimum Qualifications**

- The minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the director is employed;
  - OR Master's Degree in Education, Educational Psychology, or Instructional Psychology, or other Master's Degree with emphasis in adult learning theory;
  - OR The equivalent to District minimum qualifications described above. Equivalency may include any combination of education, training, teaching, or related employment experience that would be approximately equal to one of the above;
- Knowledge and understanding of tutorial and academic support services, including Knowledge of adult learning theory and current trends and practices in technology in a learning center;
- Knowledge and proficiency in the operation and use of personal computers utilizing various software applications (i.e., word processing, spreadsheet, and database management software) including the Internet;

- Understanding of, sensitivity to and respect for the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of Woodland Community Colleges' students, faculty, staff and community;
- Ability to work effectively with low-income, first generation, and disabled students in need of academic assistance, their families, and college personnel;
- Strong communications skills (written and verbal) and the ability to present complex academic information to diverse audiences.

### **Desired Qualifications**

- Two years of experience in post-secondary education, especially community college experience;
- Two years of experience in an administrative capacity with responsibility for supervising staff, project management, budgeting, and report generation;
- Training in and experience with Supplemental Instruction (SI) at post-secondary institution;
- Successful experiences in; coordinating and implementing learning center programs; scheduling tutors, workshops, and other activities; hiring and supervising learning center staff; developing and conducting tutor training; acting as a liaison with campus and community services; and supervising and working with diverse students;
- Academic advising, transfer planning, enrollment process, and career decision making;
- Grant management experience, including staff supervision and budget management;
- Federal, state, and local laws, codes, and regulations including Title V Regulations.

### **Knowledge of:**

- Student-centered learning practices;
- Student learning outcomes assessment;
- Universal design theories for multiple learning styles and abilities;
- Methods and techniques of organizing an instructional support program;
- Training and supervising tutors;
- Record keeping and report writing;
- One or more academic disciplines;
- Current technologies, personal computer, and associated office software such as word processing, spreadsheet, presentation, and/or database software;
- Correct usage of English grammar, spelling, punctuation, and vocabulary;
- District policies and procedures.

### **Ability to:**

- Manage and direct the activities of and provide effective leadership for the WCC Student Success Center services, and operations;
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals and programs requirements;
- Prepare and present comprehensive, effective oral and written reports;
- Interpret, apply, and explain applicable federal, state, and District laws, regulations, policies, and procedures related to assigned functions and Federal Grant management and reporting;
- Work successfully with WCC faculty, administrators, and staff as well as community representatives; communicate and respond effectively with students with diverse qualities;
- Demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and of staff and students with physical and learning disabilities;
- Communicate clearly and concisely, both orally and in writing; establish and maintain effective working relationships with those contacted in the course of work;
- Learn and apply relevant software programs relating to the operation of the programs, including budgeting.

## Comments/Questions and Responses to the Above Description

Thanks for taking the time to respond in detail, Molly. Your responses make a lot of sense. I'm sorry I can't attend tomorrow's meeting.

Cay

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Hi Cay,

Thanks for your feedback and comments! See mine in red below.

**Molly Senecal, MPA**  
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**From:** Catherine Strode  
**Sent:** Wednesday, December 10, 2014 12:21 PM  
**To:** Molly Senecal; Shawn Lanier  
**Subject:** Re: Student Success Mtg. & Job Description Development

Hi Molly and Shawn,

I reviewed the draft SSC Director job description Molly provided. Overall, I think it looks excellent. Thank you for developing this, Molly.

My comments:

- The position's essential functions list is huge. I know that Loretta often said that her job was too big for one person; this job description is even bigger. I'm assuming that we'll be hiring a clerical assistant/secretary to assist the director. If that is the case, can we look for places to pare down this job description?

The student equity plan includes adding clerical support for this position. We will be able to use the monies freed up from the WAM Coordinator and the Tutoring Center Specialist to add a 3rd IA and clerical support in fall 2015. If the clerical person is not available as quickly as we would like, or if we have a lag time between when we hire the director and the clerical person (which we do), we need to make sure the critical functions get complete. We can't ask the director to do anything is not in the job description, absent an out of class assignment. I'd rather not go down that road. The job was written comprehensively so we have flexibility to have the director step in as needed without being in violation of the contract, with the understanding that the director will delegate duties as appropriate to his/her clerical support person.

- It seems like some of the functions listed here could be done by a clerical assistant -- e.g. "maintain student attendance records, maintain tutor and SI tutor attendance records." Yes, see my answer above.

- Many items make sense, but I question a few of them:

1. Facilitate and supervise test proctoring (this seems out of the SSC scope and time-consuming). Currently we have no process for providing test proctoring for students taking classes face-to-face (the library only proctors online courses.) Other college's student success center (including Reedly and Fresno CC) offer F2F test proctoring in their tutorial center since staff are already there supervising tutors and students, and usually there are adjoining private study rooms available for students to take their test. We could make this by appointment initially to regulate the workload until we see what kind of demand there is for F2F proctoring. The only strong demand I have seen thus far is from DSPS (which is a separate issue), and we have not seen very many requests from the general campus.



2. Oversee diagnostic screening and referral system to the SSC (top of pg. 2). I'm not sure what kind of diagnostic screening this refers to and how this person would oversee it. **In order to claim apportionment for supervised tutoring, the student must be initially referred to the tutoring center/SSC by a counselor or instructor. We are working on a easy way to do this by adding some blanket language to the course roster whereby every instructor basically refers all the students on the roster to the SSC. However, since this is still in the works, we need to make sure that the SSC director is involved and on top of this.**

3. "may provide bilingual services to monolingual etc...". Are we expecting that this person will be bilingual; I didn't see this in the desired qualifications list. **I am not expecting a bilingual director, but I am putting out the concept that a bilingual director may be advantageous given our population. I'll let the committee make that call.**

#### Additional Comments from Molly Senecal, Dean of Student Success:

##### Summary:

- Our Student Equity Plan details a plan for a consolidated one-stop center for tutoring and instructional support services, directed by a full-time, non-tenure track faculty (student success "director") who could teach success workshops that will be eligible for apportionment (important for planning long term sustainability.)

- WCC received \$200,000 in student equity funds for 2014-2015, and we need to spend the funds by the end of the academic year according to our equity plan for eligible and allowable expenses.

- The student success committee reviewed the most recent job description draft during a special set meeting on December 12/12/14. Questions and comments were reviewed (most are captured in the Q&A attached - Shawn, chime in if I missed anything.) The committee proposed to immediately hire a temporary SSC "director" to help with the planning and implementation during spring 2015, while recruiting for a permanent position to start in the summer/fall. It was agreed that we would establish a workgroup to work closely with the SSC "director."

(\*Note: The word "director" is in quotes throughout since there are some concerns with calling this position a director. We also do not want to call it a coordinator, so this is definitely an area we would appreciate input from the AS/CC.)

Thank you,

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