Academic Senate
Meeting Minutes

Date: Friday January 23, 2015　　　　　　　　　　**Time/Location:** 1-3 PM / Room 113

<table>
<tr><td colspan="2">Senate Roles and Responsibilities (The 10+1)</td></tr>
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1. Curriculum, including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
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7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
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Senators: Matt Clark (President), **Donna Bahneman** (Adjunct), **Talwinder Chetra** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Cheryl Latimer** (Student Services)

Absent: Donna McGill-Cameron (CTE)

Guests: Pasquale, A. Konuwa, M. White, Breana, J. Shah, M. Chahal, R. Robinson

Call to order 1:02 pm

Item	Description-Type	Lead	Background and Objective
I	**Approval of Agenda -Action**		Approve agenda of 1/23/15 (Howerton/Gassman)
II	**Public Comment**		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.
	Discussion		
III	**Approval of Minutes-Action**		Review and approve the minutes as amended of 12/12/14 (Howerton/Gassman) and 1/9/15 (Howerton/Geer).
	Discussion/Decision:		
IV	**President's Report - Information/Discussion**	Clark	
	Discussion/Decision: 　1. Enrollment priorities may change for some students enrolled in aSWCC, ASYC, ASCLC…This will be discussed at a future meeting.		
V	**Committee Appointments - Action**	Senate	**Objective**: Appoint faculty members to committees.
	Discussion/Decision: 　1. Cindy Davis fills the ESL seat on the Student Success/BSI Committee. 　2. The Scheduling Committee (meets on alternate Wednesdays from 3:30-4:30) - one full-time faculty needed. No one volunteered. Arms shall be twisted. 　3. J. Brown is appointed to Budget and Planning Committee. 　4. McGill Cameron is appointed to the Curriculum Committee as the CTE representative. 　5. Student Success Center Temporary "Director" Screening Committee. C. Strode is appointed.		

VI	**Senate/Committee Reports - Information**	Senate	
	Discussion/Decision: 1. Howerton reports an issue regarding enrollment and prerequisites. Students are having trouble regarding timing of enrollment and prerequisites being recognized. Work is being done to correct this issue. 2. Latimer reports that February 27 is UCD Discover Day. Help get the word out! 3. Ferns reports that the CAT Committee is reviewing potential web site designs and offering feedback to the web designer. 4. Breana reports that ASWCC is conducting a survey for YoloBus. ASWCC is also pursuing a student government course. 5. Chetra reports that EEO representatives have not been found for the counselor advisory committee. Those committees have not yet met. 6. Chetra reports that CCOF does not have a student services schedule. This needs to be developed.		
VII	**SSSP Monies Spending Deadline – Information/Discussion**	Konuwa	**Background**: A number of community college senates have passed resolutions supporting a six-month extension of the deadline for spending 2014/15 SSSP monies. Vice President Konuwa has asked the WCC Academic Senate to consider such a resolution. **Objective**: Discuss the advantages and disadvantages of such an extension in preparation for considering a resolution at the next meeting of the senate.
	Discussion/Decision: 1. Vice President Konuwa reports that SSSP monies were disbursed after July 1-An extension of the deadline is needed because WCC may need to return unspent monies. Some of the one-time monies from this program have allowed the district to fund an administrative assistant for the Dean of Student Success while determining long term sources for funding the positions. Latimer recommends supporting this idea, but notes that we are running into deadline problems due to a lack of planning. The senate will consider a resolution at the next meeting.		
VIII	**Colusa County College Center Completion By Design & Education Master Plan – Information/Discussion**	White	**Background**: President White and the President's Cabinet (PC) have started a process for assessing and enhancing the student experience at CCOF. The initial document from PC has been shared with the college. Additionally, this process will pilot the upcoming creation of the next WCC EMP. **Objective**: Receive an update from President White, look at next steps, and define the senate's role in the processes.
	Discussion/Decision: 1. President White reports that the PC developed a working draft of a plan to improve the student experience at CCOF (attached). The PC is using an approach based on research and surveys. Once the document is finalized, it will be shared with K-12 planners in the area for additional feedback. WCC will also have input in this process. We are still in the problem identification phase. 2. Geer reports that historically there has been a disconnect with local schools and communication could be improved. Students in the area are sometimes not prepared for college level curriculum, and work can be done with the high schools to assist in this process. She adds that some CTE classes have trouble filling and should be offered every few semesters. Other issues are that we will try to offer a class but be unable to find an instructor to teach it. 3. Bahneman notes that many human services students drive from that area to WCC, and that more courses could be offered in that area.		

IX	**WCC Governance Structure – Information/Discussion**	White	**Background**: College Council has approved a new purpose statement and started a review of the WCC committee structure. **Objective**: Begin work with President White and College Council on the committee structure at WCC: where we are, where we want to be, and next steps.
	Discussion/Decision: 1. President White reports that WCC's governance structure is much too cumbersome for such a small organization, mainly because it was based on the YC structure. College Council will be developing and following up on charge statements for committees in the future. One of the main issues right now is to identify what a committee is and determine whether many of WCC's "committees" should be called something else and revise how they work. Other possible terms we may wish to use include ad hoc committee, council, subcommittee, and task force.		
X	**Tenure Hearing - Action Closed Session**	Senate	**Background:** The senate reviews recommendations of the tenure committees of candidates in their fourth year of the tenure process and forwards a recommendation through the college president to the Board of Trustees. **Objective**: A tenure recommendation for Dr. Jaya Shah.
	Discussion/Decision:		
XI	**Report Out of Closed Session Action**	Clark	**Background**: After meeting in closed session, the senate must report any actions taken in the closed session and the voting on those actions. **Objective**: Report the senate's recommendation.
	Discussion/Decision: ➢ **Motion: The senate makes the recommendation to grant tenure to J. Shah (MSC Clark/Howerton Ayes: Howerton, Gassman, Clark, Latimer, Bahneman, Chetra; Abstain: Geer)**		
XII	**Future Agenda Items- Discussion**		Division Chairs, College Catalog, SSS Priorities, Ed Master Plan, Committees, CCOF, WCC Committee Structure, CLC Transition, Constitution & Bylaws
	Discussion/Decision:		

Meeting adjourned 3:04 (MSC Gassman/Chetra)

#	Goal	Who	Status
**Senate Goals, 2014-2015 (14 goals)**		
1	**Curriculum:** 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	**Communication:** Advocate for increase in effective communication tools and access.	Howerton, Ferns	Continuing
3	**Grading Policies:** Review, update, and distribute Faculty Handbook.	Clark	TBD
4	**Academic Standards:** 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	**Student Success:** 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	**Faculty Development:** Find more opportunities/activities focused on student success.	Chetra, McGill-Cameron	In progress
7	Improve **faculty evaluation** process.	Clark, Howerton	In progress
8	Work to create comprehensive **process for Colusa County Outreach Facility** (CCOF).	Clark, Chetra, Geer	Early in process
9	Revise **Senate Constitution and Bylaws**.	Clark, McGill, Gassman, Ferns	In progress
10	**Professional standards** research	Clark	TBD
11	**Sustainability and grant funding**	Clark, McGill-Cameron	TBD
12	**Clearlake College transition**	Clark, Howerton	In progress
13	Update the **Student Code of Conduct**	Bahneman	TBD
14	**Accreditation**	Clark, Howerton	Response to Recommendations is nearly complete; work to begin on Midterm Report

Meeting with WCC Administration –

(1/13) –

- The majority of the meeting focused on enrollment. I raised a number of questions regarding the cancelation of classes. We discussed strategies for increasing enrollment and analyzing our schedule to ensure that students have access to the courses they need. I also opined that since the FTES generated by a student varies wildly based on the format of the class, we might be well overdue to revisit our class cancelation "policy".

- Dr. White shared that there will be a CCOF summit, involving administrators from the surrounding school districts at CCOF on February 27th. Cheryl pointed out that we have a senate meeting making attendance by some of us problematic.

- I asked if Dr. White had heard from Dr. Carabajal about a high level planning activity that had been mentioned for 1/30 (a fifth Friday) He had not and we both agreed to ask about the status of that activity. If that activity does not eventuate we could look at offering professional development activities on that day.

- Dr. Konuwa and I agreed to move the regularly scheduled meetings of PRVT and of Budget and Planning to the fifth Thursday available this month so that he and I would be available for the Board Training and Development session on 1/15.

- We agreed to work together to fund faculty members attendance at the ASCCC Accreditation Institute.

- I informed the administration that McGill-Cameron was resigning from the VP position and asked if the breakage might be used to fund attendance at ASCCC event. Dr. White was receptive. I committed to following up with YCFA, to see to what extent this was in their hands. [In follow-up action I found out that senate release time is no longer in the contract, so it is a college/CBO matter. YCFA did give us an unofficial blessing to pursue the funds. At the Board meeting, Dr. White said that he would work with CBO Kaur to identify the level of funding that might be available. I hope that if everything proceeds smoothly we can promote a healthy WCC attendance at Spring and Summer ASCCC events.]

- The administration shared plans to fund three IA positions (WAM – writing, WAM – math, and AG).

(1/20) –

- We discussed which issues Dr. White and Dr. C would address at the 1/23 senate meeting. In addition to those selected (CCOF/EMP planning and WCC governance structure) Dr. White would also like to engage with the senate regarding evaluation of the WCC scheduling process and a proposal regarding dual enrollment with WJUSD. Regarding the former, Dr. White has tasked Dean Senecal to conduct an analysis of our current schedule focusing primarily on student access to A-G graduation requirements. The latter would be focused on filling voids left by the loss of a couple of alternative ed programs in WJUSD.

- I was asked to work with the YC senate to look at the possibility of a CLC faculty member(s) attending the ASCCC Accreditation Institute. We agreed that the senate and admin would work to send three WCC faculty members to the institute. [Following this meeting I learned that Professor Hiedi Morgan (from CLC) will attend part of the institute and that only two of the three (Howerton and J. Brown) WCC faculty members who had expressed interest plan to attend.

- We walked through the SSSP and SEP documents that Dr. White shared with the board at the Board Training and Development session and talked about steps forward in using the breakage to address student success.

- We were given an update on the timing of the greenhouse project and the associated timing and need for a full-time Ag IA. Funds for this semester are available, but sustainability is still being worked on.

- A contract has been signed for an online orientation provider. Counselors are on board.

- Dr. White would like to form a Student Services Leadership Council. It is likely that College Council will charge the formation of such a group. We discussed the value of not filling in the fine print until the new Dean of Student Services is hired.

- We agreed to hold a meeting on 1/30 to discuss CCOF (which DR. White would like to rename) so that faculty and staff members who may not attend the summit on 2/27 can provide input as the CCOF completion-by-design moves forward.

DCAS (1/15) – The meeting was canceled to allow members to attend the Board Training and Development session.

Board of Trustees Meeting (1/15) – The board meeting was brief, probably at least somewhat due to the Board Training and Development session that ran from 9-4 (some details below). The board approved a modest increase in the non-resident tuition fee that will place us close to the state average for such fees. On the Consent Agenda was the hiring of Devin Rodriguez (until then a WCC A&R Specialist) to be the WCC Outreach Specialist. The new board president (Trustee Sandy) is entertaining while professional. The February meeting will be held at WCC. After the meeting YC Senate President Kemble shared that YC wants to have graduation after finals are over in the future and asked if there would be similar sentiment at WCC.

PRVT & Budget and Planning (1/15) – Both meetings were moved to the fifth Thursday of this month..

DC3 (1/21) – Highlights:
- A new process for building of DC3 agendas was proposed and discussed.
- Four APs (4020 Program and Curriculum Development, 4022 Course Approval, 4222 Remedial Coursework, and everybody's favorite 5055 Enrollment Priorities) were presented for information. A discussion ensued regarding disseminating information regarding APs that go to DC3 as information. It was agreed that DCAS should provide synopsis of APs that are approved in DCAS and that the forthcoming DC3 newsletter could be used for APs in general. The gist of the four aforementioned APs is: (1) 4020 – the AP was shortened considerably and now contains links to each colleges curriculum processes, (2) 4022 – removed process for stand-alone courses since they are no longer allowed, (3) 4222 minor adjustments, and (4) 5055 – fixed a typo. Regarding 4022, there was discussion about prompting the legislature to revive stand-alone courses. Regarding 5055, a task force has been formed (including a counselor from each college) and they will meet Monday (1/26) to address the transcripted versus YCCD unit issue.
- An update on the progress of DC3 Team 2 included the announcement that on a pilot basis six two-way listserves (two each – one faculty, the other all – at WCC, YC, and CLC) beginning in February. In May the functionality will be assessed and if the listserves are deemed successful, others may be created. In preparation for the listserves, Team 2 is updating the district's email etiquette document.

Board Training and Development Session (1/15) – You knew this was coming, didn't you? In a somewhat frustrating development the schedule was changed without me being informed directly, so I missed some of what would have been senate purview discussions. I expressed my disappointment to Chancellor Houston and he was chagrinned at the circumstances leading to the situation. However in the four hours I attended the following issues were discussed or presented –
- An update on the YC AD_T situation was provided. They have two left to complete before the deadline. They have removed an AS in geology from their curriculum so that they no longer need to develop an AD-T in geology. There are unit problems in creating the computer science AD-T (some math related), and if those are not solved then YC will also remove the AS in computer science form their curriculum. As part of the AD-T presentation, VC Carabajal shared with the board that the "value" of an AD is $7,739 per year over the holder's career.
- There was a media protocol presentation focused on administrative responsibilities.
- A presentation on grant development led to the voicing of many concerns and the asking of many questions, especially regarding WCC's failed bid for an HSI grant. (However, "failed" may not be the correct term – from those submitted last year that were not funded, some will likely be funded this year. Since WCC was just below the "cut" last year it is possible we will receive HSI funding this year. Dr. White wants the district to establish an Institutional Resource Board (IRB) and not just to add to our list

of acronyms. WCC will submit a SSS grant this year. The grant discussion led to a discussion about foundations as well.

- Regarding President Obama's proposal that everyone receive two years of free community college tuition, the State Chancellor, the YCCD Chancellor, and a couple of board members have said that while we appreciate the vote of confidence in the importance of community colleges, the proposal will have very little effect on California community colleges, where between low tuition fees, grants, waivers… most students have little or no tuition costs. (However it was reported that the average YC student text spending is $846.) Obama's proposal is based on the success of the "Tennessee Promise". It was pointed out that the number of community college students in Tennessee is fewer than the number of students in the Los Rios Community College District.
- A presentation on dual (concurrent) enrollment was given. This is something that will likely be on our agenda soon and for some time.

Miscellany
(1/19) The ASCCC's Relations with Local Senates group held a meeting via CCCConfer (yes we agreed to meet on an academic holiday). We are presenting a draft of the revision of Empowering Local Senates handbook to the on 1/21 and following further work will present the final version to the body prior to Plenary. I will work with two other members of the group to put together a Rostrum article on the importance of senates not letting boards or administrations overlook senate primacy when statewide initiatives are involved. Our senate will likely be visited by a subset of the group sometime this semester. We also may develop a breakout session for Plenary focused on identifying needs of people new to local senates with the intent of turning the results into a breakout session for the ASCCC Academic Leadership Institute this summer.
(1/22) – I attended the excellent Cross-Cultural Series presentation "Enough is Enough". Ideally those that attended can provide a nexus that can elevate the discussion regarding the topic of the presentation to action (actual actions on many fronts). This will likely be an issue where the senate, working with Student Success, should be driving the conversation/actions and is strongly connected to our SEP.

STUDENT EXPERIENCE CONNECTION PHASE
Students' initial interest through submission of the application

RESEARCH ELEMENTS	RESOURCE MAPPING
INSTITUTIONAL EFFECTIVENESS: Strong data-informed commitment to student learning and student achievement	RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission
- DEMOGRAPHICS – THE "WHO DO WE WISH TO SERVE?" - HIGH SCHOOL (4) YIELDS - MATH/ENGLISH PLACEMENT RATES - CSU EARLY ASSESSMENT PROGRAM RATES - BOARD OF GOV. RATES (NEED PROXY) - STUDENT EDUCATIONAL PLAN (SEP) LEVELS - OUTREACH - DUAL ENROLLMENT - LABOR MARKET INFORMATION AND CURRICULAR ALIGNMENT - STUDENT SURVEY - MAPPED SENSE (STUDENT ENGAGEMENT) ITEMS	Educational Practices - Connectivity 1 ESL Courses (Cancelled for SP15) Policies - Classes Monday-Thurs; no Fridays or weekends - Dual Enrollment - Dismiss student at CCOF; but workshops only offered at WCC Special Programs - TRIO - No EOPS/CARE, CalWORKS services - Vets relay requests through Paula Organizational Structures - Trio and BSI braided tutor funding - DSPS advising provided via polycom Funding Strategy - Trio legacy - TBD
DATA ANALYSIS AND STUDENTS' EXPERIENCE	DESIRED STUDENTS' EXPERIENCE
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission	STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission
Majority of students are young female, Hispanic and transfer bound TRIO- BOG Recipients Minimal direct Contact with WCC/CCCC Willing to enroll in Math and English courses in Summer Assume they have poor college readiness levels in math and English – Molly to validate	Intermediate and HS students experience HE opportunities – College Choice models Parents and HS students experience comprehensive FA campaign Students made aware of ability to complete GE pattern/IGETC
SUSTAINABLE AND SCALABLE OBJECTIVES	ALIGNS WITH YCCD GOALS
RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission	LEADERSHIP AND GOVERNANCE: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution
1. Establish early (9th grade) college readiness/awareness, particularly Get Focused Stayed Focus 2. Plan strategic STEM-focused high school enrichment schedule to meet the needs of CCOF, at the high schools 3. To establish equitable outreach presence at the four High Schools 4. Establish outreach presence at key sites for non-traditional students for example churches, work, clinics, etc.	
KEY PREDICTIVE INDICATORS	
1. % HS (4) yield 2. % FA/FAFSA (4) yield 3. % HS (4) abbreviated SEP yield	

STUDENT EXPERIENCE ENTRY PHASE
Students' enrollment through completion of "gatekeeper" courses

RESEARCH ELEMENTS	RESOURCE MAPPING
INSTITUTIONAL EFFECTIVENESS: Strong data-informed commitment to student learning and student achievement	RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission
APPLICATION RATES ASSESSMENT RATES ABBREVIATED STUDENT EDUCATION PLAN (SEP) REGISTRATION RATES FINANCIAL AID RATES CAREER EXPLORATION CENSUS DATE IN SEMESTER RETENTION RATES INITIAL MATH COMPLETION INITIAL "GATEKEEPER" COURSE COMPLETION SENSE (STUDENT ENGAGEMENT)	Educational Practices • Book Project Policies • TRIO Contract Special Programs • Trio Organizational Structures • Orientation • Assessment • Services not consistent • No library Systems (students must go to public library) • I can afford college Funding Strategy • BFAP (Financial Aid Program) • Trio • TBD
DATA ANALYSIS AND STUDENTS' EXPERIENCE	**DESIRED STUDENTS' EXPERIENCE**
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission	STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission
Percentage Enrollment (for the four high schools) Yield based on senior classes at each HS Online and group in-person orientation held at the center Voluntary assessment is offered at CCOF three days a week; for ESL one day a week. Abbreviated SEP is part of the group orientation Schedule and come to CCOF for assessment Register via webadvisor at assigned registration date and parent's night at high school Financial Aid and I can afford college parent's night Career exploration by appointment only, once a month Gatekeeper Courses: first attempted Math and English The quality of tutoring are both insufficient and inconsistent in quality and quantity. Library services insufficient and unavailable	Target successful high school enrichment students as tutors. Strategically Schedule tutoring immediately before or after classes Enhance online orientation Move ahead with Cinesure Orientation Sign Assure Probation Workshop Assessment at the four high school sites Orientation at the four high school sites Financial Aid at the four high school sites library services regularly scheduled and coordinated with faculty and course projects have an electronic early alert (SARS)
SUSTAINABLE AND SCALABLE OBJECTIVES	**ALIGNS WITH YCCD GOALS**
RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission	LEADERSHIP AND GOVERNANCE: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution
1. Develop an enhanced online orientation (Cinesure) 2. Develop an on-site matriculation at the four high schools (application, orientation, financial aid) 3. Systematized regular and reasonable library access and delivery services for CCOF students 4. Initiate electronic early alert system 5. Develop a strategic two-year schedule, including an outward statement with a clearly established transition point to another site.	

KEY PERFORMANCE INDICATORS
1. % students enrolling directly from HS to CCCC 2. % developmental students completing courses within 1 year 3. % students passing entry-level math and English within 1st year on first attempt 4. % students passing entry-level math and English within 2nd year on first attempt

STUDENT EXPERIENCE PROGRESS PHASE
Students' entry into course of study through completion of 75% or requirements

RESEARCH ELEMENTS	RESOURCE MAPPING
INSTITUTIONAL EFFECTIVENESS: Strong data-informed commitment to student learning and student achievement	RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission
DEMOGRAPHICS – THE "WHO DO WE WISH TO SERVE?" QUESTION SEMESTER-TO-SEMESTER RETENTION RATES SCHEDULING PRACTICES COMPREHENSIVE STUDENT EDUCATION PLAN (SEP) CAREER EXPLORATION UPDATES 12-30-45 UNIT COMPLETION 75% CERTIFICATE COMPLETION 75% PROGRAM COMPLETION CCSSE (STUDENT ENGAGEMENT)	Educational Practices • Trio Early Alert Policies • Trio Special Programs • I Can Afford College Organizational Structures • Textbook loans Funding Strategy • Trio • BSI • TBD

DATA ANALYSIS AND STUDENTS' EXPERIENCE	DESIRED STUDENTS' EXPERIENCE
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission	STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission
Can complete 50% of degree at CCOF (Sub Change) Cannot complete A-G requirements a CCOF No on-going career exploration or college fairs	Students are provided pathways to complete their educational goal beyond the course offerings and educational opportunities at CCOF. Present the student with a two-year schedule for CCOF and then present students with program pathways at both WCC and Sutter Center. One of our desired student experiences we could implement a point-to-point delivery for Math from Woodland to Colusa.

SUSTAINABLE AND SCALABLE OBJECTIVES	ALIGNS WITH YCCD GOALS
RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission	LEADERSHIP AND GOVERNANCE: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution
1. Develop a congratulatory systematized notification upon completion of first math, 12/24 units, etc. 2. Identify and promote educational pathways beyond courses offered at CCOF, educating the students of transition period and opportunities. 3. Develop systematized student notification - transfer momentum (30+ and math)	

KEY PERFORMANCE INDICATORS
1. % students persisting fall to fall 2. % students earning 12 college credits in 1st year 3. % students earning 24 college credits in 2nd year 4. % students completing 9 major units in 1st year (concentrate) 5. % students completing 9 major units in 2nd year (concentrate)

STUDENT EXPERIENCE COMPLETION PHASE
Students complete course of study through earning credential with labor market value

RESEARCH ELEMENTS	RESOURCE MAPPING
INSTITUTIONAL EFFECTIVENESS: Strong data-informed commitment to student learning and student achievement	RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission
SEMESTER TO SEMESTER RETENTION LEVELS 15-30-45 UNIT COMPLETION CERTIFICATE COMPLETION PROGRAM COMPLETION SCORECARD CCSSE (STUDENT ENGAGEMENT) JOB PLACEMENT RATES TRANSFER PLACEMENT RATES EXIT/GRADUATION SURVEY GRADUATION NOTIFICATION/APPLICATION	Educational Practices • Commencement Policies • Graduation application Special Programs • Trio Organizational Structures • Graduation application Funding Strategy • Trio • BSI • TBD Facilities: • Look at Student Service Door Options? • What are our Tandberg options for Room 1, 2, 3? • 102 Vacant • 106 available space/move Director and Spec to 106 • 103 open • 104 open • Library Space • Lab Space • 120 prime real estate • Outdoor furniture • Leave the conference room status quo • Use of Tandberg, PC Camera Use
DATA ANALYSIS AND STUDENTS' EXPERIENCE	DESIRED STUDENTS' EXPERIENCE
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission	STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES: Instructional programs, library and learning support, and student support services aligned with College mission
Students can complete Grad Requirements with exception of 3- general education major and requirement 6-60 units of associate degree level courses with at least a 2.0; IGETC, CSU Breadth within two years, with the exception of Math and Quantitative Reasoning requirements.	Students' experience includes early awareness of pathway completion opportunities at CCOF Students complete IGETC/CSU Breadth leveraging DE Students complete Math and Quantitative Reasoning at CCOF/WCC/Sutter
SUSTAINABLE AND SCALABLE OBJECTIVES	ALIGNS WITH YCCD GOALS
RESOURCE ALLOCATION: EFFECTIVE USE OF human, physical, technology, and financial resources to achieve the mission	LEADERSHIP AND GOVERNANCE: Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution
1. Develop strategic point to point DE course offerings prohibiting students' completion 2. Build a two year schedule to allow IGETC and Graduation Requirements completion	
KEY PERFORMANCE INDICATORS	
1. % students completing within 5 years 2. % students earning excess college credits beyond requirements 3. Ave number of excess units	

SSSP and Student Equity
January 15, 2015 Board of Trustee Meeting Summary

Student Success and Support Program (SSSP)
TABLE ONE on page 2 summarizes Woodland Community College Student Success and Support Program (SSSP) initial allocation, activities, and assessment.

In summary, WCC has made progress with the following **SSSP** activities:
- Hired outreach specialist (start date: 1/16/2015)
- Currently hiring an SSSP counselor and Senior Student Services technician (transcript evaluator)
- Building a pool of qualified adjunct counselors
- Negotiating proposals for 1) online orientation and 2) online probation workshops

Student Equity Plan (SEP)
TABLE TWO on page 3 summarizes Woodland Community College Student Equity Plan (SEP) initial allocation, activities, and assessment.

In summary, WCC has made progress with the following **SEP** activities:
- Hired a full time math IA and English IA
- Completed the job description of the Student Success Director, and will begin recruitment for spring 2015
- Negotiating proposals for supplemental instruction curriculum training
- Preliminary plans underway for consolidating student support services (researching facility uses, staffing needs, etc.)

TABLE ONE: SSSP
Overview

SSSP Activity	Allocated	Unspent Allocation - July thru March 2015/Savings	Update	Assessment	Goal is related to:
Adjunct Counselors	$75,000	N/A	In process of identifying pool of qualified adjunct counselors.	- #/% students that access orientation, assessment and education planning services	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #2, 7, 8, 22)
Online Orientation	$48,510.00	N/A	Received proposal from Cynosure, and under review in Student Success Committee.	- #/% students that access and complete online orientation	- Student Support Services (EMP #4) - SSI (DAAP #2, 6, 7)

Online Probation Workshops	$28,350.00	N/A	Received proposal from Cynosure, and under review in Student Success Committee.	- #/% students that access and complete online probation workshops	- Student Support Services (EMP #4) - SSI (DAAP #2, 7, 8)
Outreach Specialist	$27,097	$13,549 *(savings through December 2014)*	Hired. Position begins 1/16/2015.	- # High School connections formed - Concurrent/ Dual Enrollment Data (# students, persistence to next term) - Early Assessment Data (# students, average placement)	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #1, 10, 19, 28-31, 35)
SSSP Counselor	$80,153	$60,077	Hiring In Progress	- #/% students that access and complete orientation, assessment and education planning services	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #2, 7, 8, 22)
Transcript Evaluator	$52,935	$37,054	Hiring In Progress	- #/% of transcripts evaluated - #/% of degrees/ transfers	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #5, 10, 13)

TABLE TWO: SEP Overview

SEP Activity	Allocated	Unspent Allocation - July thru December 2014/Savings	Update	Assessment	Goal is related to:
Encumbered	$104,955	N/A	N/A	N/A	N/A
Total Allocation	**$417,000**	**$110,680**			
Student Success Director	$92,963	$46,481.50	Recruiting a temporary director for spring 2015. Permanent director expected by July 2015.	- #/% students that access academic support services through the student success center (SSC) - Retention/Success rates of students who accessed the SSC vs. those who did not	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #7, 8, 16, 23, 24, 25, 27, 28, 29, 30, 31)
Math IA (1 FTE)	$49,369.00	$24,684.50	Completed the hiring of a temporary IA for spring 2015. Permanent position expected to be filled by fall	- #/% students that access the IA for assistance - Retention/Success rates of students who accessed the IA vs. those who did not	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #16, 23, 24, 25)

			2015.		
English IA (1 FTE)	$49,369.00	$24,684.50	Completed the hiring of a temporary IA for spring 2015. Permanent position expected to be filled by fall 2015	- #/% students that access the IA for assistance - Retention/Success rates of students who accessed the IA vs. those who did not	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #16, 23, 24, 25)
Supplemental Instruction (SI) Training Curriculum	$8,299	N/A	Received proposal from Dr. Nkosi. Reviewed by Student Success Committee.	- Developed SI training curriculum - Evaluations from faculty that receive SI in their classes	- Student Support Services (EMP #4) - Staffing (EMP #5) - SSI (DAAP #7, 8, 16, 23, 24, 25, 27, 28, 29, 30, 31)
Total Allocation	**$200,000**	**$95,851**			

Concurrent/Dual Enrollment
January 15, 2015 Board of Trustee Meeting Summary

The table below describes various concurrent and dual enrollment student experiences throughout our system. (ASCCC)

Articulation	Articulation with Credit By Examination	Dual Enrollment
• Student receives verification (certificate) after completing the articulated HS course • Not enrolled at the college while taking the course • Student enrolls at CC and meets with CC Counselor, student is placed in the next course in the sequence • No credit nor grade is awarded • No student fees	• Students "opt-in" for college credit • Students apply to the college but are NOT enrolled in a CC course • Upon successful completion of the End of Course Assessment (EOCA), students receive a letter grade on the transcript with credits awarded • No student fees	• Student completes a CC application for enrollment at the start of the semester they are to receive credit • Section Number created at the college • No student fees (if CA resident) • Student is a HS student and a CC college student that same semester • Meets high school requirements including GPA to participate • Immediate credit/grade is awarded on student's transcript • Student does not need to leave the high school campus or go off-site to take a Dual Enrollment class

WCC Concurrent Enrollment Snapshot

	Unduplicated K12 Students	Total K12 Enrollments	FTES	Success K12			
Term	K12	N	Sum of FTES	Failed	Passed	Total Enrollments	Success Rate
2013SP	98	122	9.78	32	90	122	74%
2013SU	155	300	9.07	90	210	300	70%
2013FA	104	134	10.05	47	87	134	65%
2014SP	82	110	10.07	35	75	110	68%
2014SU	215	294	11.29	94	200	294	68%
2014FA	83	102	11.07	22	80	102	78%
Total	737	1062	61.32	320	742	1062	70%

WCC Pilots Dual Enrollment

Envision an inter-segmental educational experience throughout the WCC service area where students' educational experiences meet Agriculture industry expectations. High school and community college staff have developed a unique comprehensive K-16 *Student Engagement and Economic Development* (SEED) program leveraging Aspen Institute recognized 9th-grade *Get Focused, Stay Focused* career exploration and student educational planning curriculum, dual enrollment policies, and CCCCO-supported Associate Degree for Transfer opportunities.
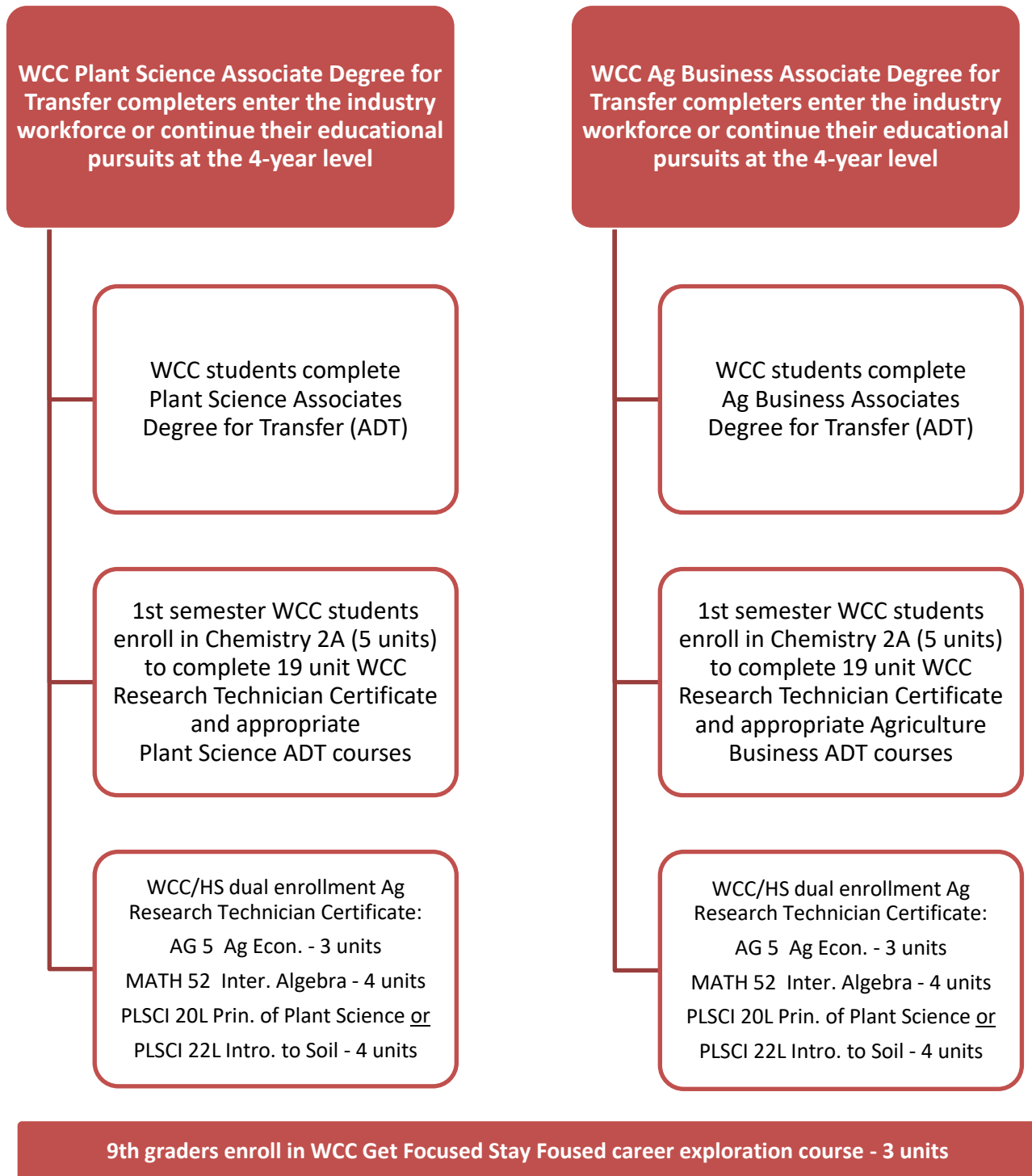
The benefits of dual enrollment cited in a 2007 study by Columbia University's Community College Research Center include an increase in high school graduation rates and enrollment in college, including 4-year

institutions. More details on the study are available:
http://www.academicinnovations.com/docs/CCRC%20PostSecondary%20Dual%20Report.pdf

FIGURE A depicts the WCC Student Engagement and Economic Development (SEED) dual enrollment program. Esparto and Eisenstein High Schools offer the Get Focused, Stay Focused College Course this spring 2015.

FIGURE A WCC SEED

WCC Plant Science Associate Degree for Transfer completers enter the industry workforce or continue their educational pursuits at the 4-year level	WCC Ag Business Associate Degree for Transfer completers enter the industry workforce or continue their educational pursuits at the 4-year level
WCC students complete Plant Science Associates Degree for Transfer (ADT)	WCC students complete Ag Business Associates Degree for Transfer (ADT)
1st semester WCC students enroll in Chemistry 2A (5 units) to complete 19 unit WCC Research Technician Certificate and appropriate Plant Science ADT courses	1st semester WCC students enroll in Chemistry 2A (5 units) to complete 19 unit WCC Research Technician Certificate and appropriate Agriculture Business ADT courses
WCC/HS dual enrollment Ag Research Technician Certificate: AG 5 Ag Econ. - 3 units MATH 52 Inter. Algebra - 4 units PLSCI 20L Prin. of Plant Science or PLSCI 22L Intro. to Soil - 4 units	WCC/HS dual enrollment Ag Research Technician Certificate: AG 5 Ag Econ. - 3 units MATH 52 Inter. Algebra - 4 units PLSCI 20L Prin. of Plant Science or PLSCI 22L Intro. to Soil - 4 units

9th graders enroll in WCC Get Focused Stay Foused career exploration course - 3 units

The Educational Master Plan as a part of the "Big Planning Picture" (Provide the reader context using a narrative and graphic representation.)
- Aligned with YCCD Long Term Goals
- Part of a College Integrated Planning system that includes Mission, Vision, Values, Community engagement in a six-year cycle as well as annual assessments
- District-wide Strategic Planning and short-term goals

The Role of the College Educational Master Plan
- Maintains institutional focus
- Frames innovation/initiatives for the college
- Provides an external perspective as well as from within the institution
- Aligns all College program and service units

External Factors Impacting an Ed Master Plan
- Completion Agenda (Completion by Design, Vision 20/20, AACC 21st Century, etc.)
- Service Area demographics
- Workforce Development Needs (LMI, Doing What Matters, etc.)
- State and Local Economies
- Accreditation (May want to look at the 4 new Standards and consider format/effect)
- Community Perception
- 4-Year (Sac State, UCD, Cal Poly??)
- Regulatory Pressures (SSTF, Funding models, etc.)
- Service Area Technology capacities

Internal Factors Impacting an Ed Master Plan
- College Readiness Levels (EAP, Assessments, etc.)
- Enrollment Management (SSSP Plan, retention and persistence, etc.)
- Student Demographics
- Disproportionate Impact (Equity Plan data)
- Scorecard data
- Developmental Ed (VFA metrics, BSI data)
- Completion Rates
- Alternative Sources of Revenue (Existing grants, etc)
- Employee Base Demographics

Defines the Process and then the Product
- Surveys/Focus Groups (Locations, Frequency, and Constituent Representation)
- Public Forums (Locations, Frequency and Emergent Themes)
- Is "painted" within a framework that includes validated research (Completion by Design, Achieving the Dream, CCCSE, Scorecard)
- Clearly Ties Six-Year Goals and Objectives back to the Internal and External Scans
- Clearly Establishes KPIs within the framework of the Validated Research
- Defines the Implementation Strategies within Current Resource Allocation Processes
- Defines the Assessment Processes within the Continuous Quality Improvement Framework

IN SHORT … much of what I have laid out here in the context of our Ed Master Plan can be summarized by the CBD approach: Agree and state goals and principles; Engage a team of stakeholders and experts; Diagnose; Develop and prioritize; and Create an implementation plan. MW