Academic Senate
Meeting Minutes

Date: Friday February 13, 2015　　　　　　　　**Time/Location:** 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)	
1. Curriculum, including establishing prerequisites and placing courses within disciplines.	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development
5. Standards or policies regarding student preparation and success	11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
6. District and college governance structures, as related to faculty roles	

Senators: Matt Clark (President), **Donna McGill-Cameron** (CTE), **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 Bahneman (Adjunct)

Guests: President White, B. Asmus, VP Konuwa, Dean Chahal

Call to Order at 1:06 p.m.

Item	Description-Type	Lead	Background and Objective
I	**Approval of Agenda -Action**		Approve agenda as amended of 2/13/15 (MSC Geer/Chetra)
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 of 1/23/15.
	Discussion/Decision: 1. The senate minutes of 1/23/15 are approved as amended (MSC Gassman/Howerton).		
IV	**President's Report - Information/Discussion**	Clark	
	Discussion/Decision: 1. Clark reports that the PRVT is working on the staffing and equipment requests. Some of the equipment requests were library requests that should go through the library request process. 2. Administration is proposing a categorically funded agriculture position that has not been through the faculty staffing process.		
V	**Committee Appointments - Action**	Senate	**Objective**: Appoint faculty members to committees.
	Discussion/Decision: 1. R. Robinson is appointed as the math and science representative to the Library Advisory Committee.		
VI	**Senate/Committee Reports - Information**	Senate	

	Discussion/Decision: 1. Latimer reports that 67 ADT applications are in for the CSU Mentor Program. UC applications are down by half, from 79 last year to 44 this year. It appears that numbers are down across the state. 2. Latimer reports that not many students have signed up yet for the UCD Discovery Day trip on 2/27, so please encourage your students to attend. Students who have attended this in the past have benefited greatly. 3. Gassman reports that the social sciences division would like to see more effort put into revising the senate constitution. 4. Gassman reports that Professor Moreno is revising the ethnic studies degree and creating a new ADT as well. 5. Howerton reports that the District IERT committee, a subcommittee of DC3, is meeting soon. The committee will be working on the Institutional Effectiveness Review report. 6. Howerton reports that J. Brown is stepping down as the faculty co-chair on the accreditation review committee and she should be recognized for the great work she has done. 7. Geer reports disappointment in the initial meeting of the CCOF planning meeting and would like to see better communication on this committee. 8. Chetra reports that on March 19 from 12 to 1 there will be an opportunity for faculty and student input on the compressed calendar.		
VII	**SSSP Monies Spending Deadline – Information**	Clark	**Background**: At the last meeting the senate agreed to consider a resolution to support an extension of the spending deadline for SSSP monies. This week colleges were given such an extension for both SSSP monies and Equity monies. **Objective**: Inform the senate of the decisions that obviate the need to consider such a resolution.
	Discussion/Decision: 1. Clark reports that no resolution is needed as the deadline was extended.		
VIII	**Curriculum Update**	Asmus	**Background:** Curriculum Committee Chair Brandi Asmus will share with the senate plans for upcoming work regarding degrees, certificates, and prerequisites.
	Discussion/Decision: 1. B. Asmus reports that some instructors have not completed the GE pattern review and update of courses, so the review will continue through the spring. Also, a cycle is being created for degree review to ensure periodic updates every few years. Howerton asks whether the timeline would align with program review. B. Asmus states that this would be taken into account. 2. B. Asmus reports that prerequisites need to be validated for courses that have a prerequisite that is outside the course discipline. The Curriculum Committee will be looking at the process and determining what type of content review should be submitted to the state. There are currently 115 prerequisites not within a discipline that need to be validated. 3. Clark thanks B. Asmus for decorating the board room yesterday in celebration of a successful accreditation.		
IX	**Dual Enrollment Proposal with Woodland Joint Unified School District – Information/Discussion**	White	**Background**: President White will provide some preliminary information regarding a proposal to better define and to expand the dual enrollment of WJUSD students at WCC. **Objective**: Provide a foundation for fleshing out the proposal and defining senate/faculty roles.

	Discussion/Decision: 1. President White reports that efforts are being made to offer the option for dual enrollment for high school students. In essence, a high school student would be able to enroll in WCC classes on the high school campuses. B. Asmus is working with the agriculture instructors at local high schools to set this up through the SEED program. There may be a possibility to offer classes in other disciplines via this method as well. In the long term, this could lead to the identification of additional facilities on campus where these "middle college high school" courses would be conducted. Geer reports that courses in ECE have been offered in the past on high school campuses. Prerequisites became an issue when this was done before. B. Asmus responds that those classes should not have been offered if students needed a prerequisite class at WCC. Latimer reports that the counseling and business faculty did not know that a class in their departments was being offered at the high school. She also reports a concern that some classes may not be UC transferable and students might be confused by this. Clark expresses concern that faculty at a high school who meet minimum qualifications should still go through an interview process and be in communication with discipline faculty. McGill-Cameron suggests that faculty who have a master's degree would still need a secondary teaching credential to teach on the high school. President White responds that a memorandum of understanding would need to be signed to allow for this, but we could provide an adjunct to teach a WCC course on their campus or we could approve a high school instructor with a master's degree in the discipline to teach as well. Chetra notes that we would not be able to follow the same evaluation processes with an instructor at the high school. President White responds that a faculty advisory group would need to be formed to deal with this issue and provide oversight. McGill-Cameron notes that if our instructors are teaching the courses, how would the students be dual enrolled? President White responds that WCC would still be capturing apportionment whether or not a WCC faculty member is teaching the course. Chetra inquires as to whether this is only with Woodland Joint Unified or would it also be in Colusa. President White responds that this is a joint project with the agriculture departments at 6 other community colleges across Northern California and that we are working on doing this with many high schools. This will initially benefit the agriculture program, but it could be expanded to other CTE programs where there is a need. Latimer would like for the communication process regarding financial aid and transferability of these courses with students and parents to be as clear as possible. Geer would like for us to make sure we target students who are qualified to take these courses. We don't want to set students up for failure.		
X	**WCC Schedule Evaluation – Information/Discussion**	White	**Background**: President White has charged Dean Senecal with evaluating the class schedule relative to A-G requirements. **Objective**: Provide a background for the intent of the evaluation and begin discussions on what the evaluation might lead to regarding schedule development.
	Discussion/Decision: 1. President White reports that the next education master plan should include an analysis of the number of courses offered in the GE pattern. Long term, this may require some areas to increase courses while others may need to reduce the number of sections. This analysis will help WCC to better focus offerings based on student needs. President White will ask Dean Senecal to perform the analysis and bring this back to the senate and counselors. Latimer would like to see an analysis and comparison of day/afternoon/evening course offerings as well. Chetra asks how basic skills courses would be evaluated here. President White responds that basic skills courses would be taken into account in this analysis as well.		
XI	**ASCCC Spring/Summer Events – Information/Discussion**	Senate	**Background:** The state academic senate (ASCCC) holds various events throughout the year. **Objective**: Discuss the number of slots the senate is able to fund for each event and a process for filling those slots.

	Discussion/Decision: 1. Clark reports that the senate does not have a large budget, but the senate would like to send more representatives to ASCCC events going forward and develop healthy institutional knowledge regarding accreditation, curriculum, and faculty leadership. The senate needs to encourage attendance at these meetings as well. Howerton suggests that if the senate pays for attendance, we may want to consider a formal reporting process so that information comes back to the senate. Clark would like to have two to three faculty attend the most important events, such as the curriculum institute, the faculty leadership institute, plenary, and the vocational leadership institute. Clark would like to develop a process for determining the faculty who attend these events as well.		
XII	**Elections Update - Information**	Ferns	**Background**: There are three senate seats up for election this year: Social Science, CTE, and Adjunct Colusa. **Objective**: Update on the status of the election process.
	Discussion/Decision: Ferns reports that after a rigorous nomination process, the following faculty are nominated for three year terms on the senate for 2015-2018: **CTE:** McGill-Cameron **Social Science:** Gassman **CCOF:** Geer Thanks to those divisions for participating in the nomination process and congratulations to the "new" representatives! The election for Vice President for the one year term from 2015-2016 will take place at the last senate meeting in February.		
XIII	**Library Advisory Committee Purpose Statement – Information/Action**	Clark	**Background**: Due to administrative restructuring some changes are needed in the LAC Purpose Statement. **Objective**: Review and approve (or send back) the proposal.
	Discussion/Decision: 1. The Library Advisory Committee agreed to revise its purpose statement with the highlighted changes (attached). ➢ **Approve the updated library advisory committee purpose statement (MSC Gassman/Chetra).**		
XIV	**Equivalence Committee and Other Standing Committees of the Senate - Action**	Clark	**Background**: The current district equivalency process expects that each college have a three person committee to deal with requests. Currently neither college does. Although this policy may change, we should define and memorialize our structure. **Objective**: Set equivalence committee and process for tracking membership of this and other senate committees.
	Discussion/Decision: 1. Clark would like senate committees to be reviewed and updated regularly and posted to the web site. The equivalence committee will consist of Clark, Ferns, and McGill-Cameron. Ferns will get the information posted.		
XV	**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 3:02 p.m. (MSC Gassman/Howerton)

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
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	Clark, Bahneman,	TBD

#	Goal	Who	Status
	Senate Goals, 2014-2015 (14 goals)		
	collegiality among faculty, classified staff, administration, and students.	McGill-Cameron	
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

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

Term	Unduplicated K12 Students	Total K12 Enrollments	FTES	Success K12			
	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.
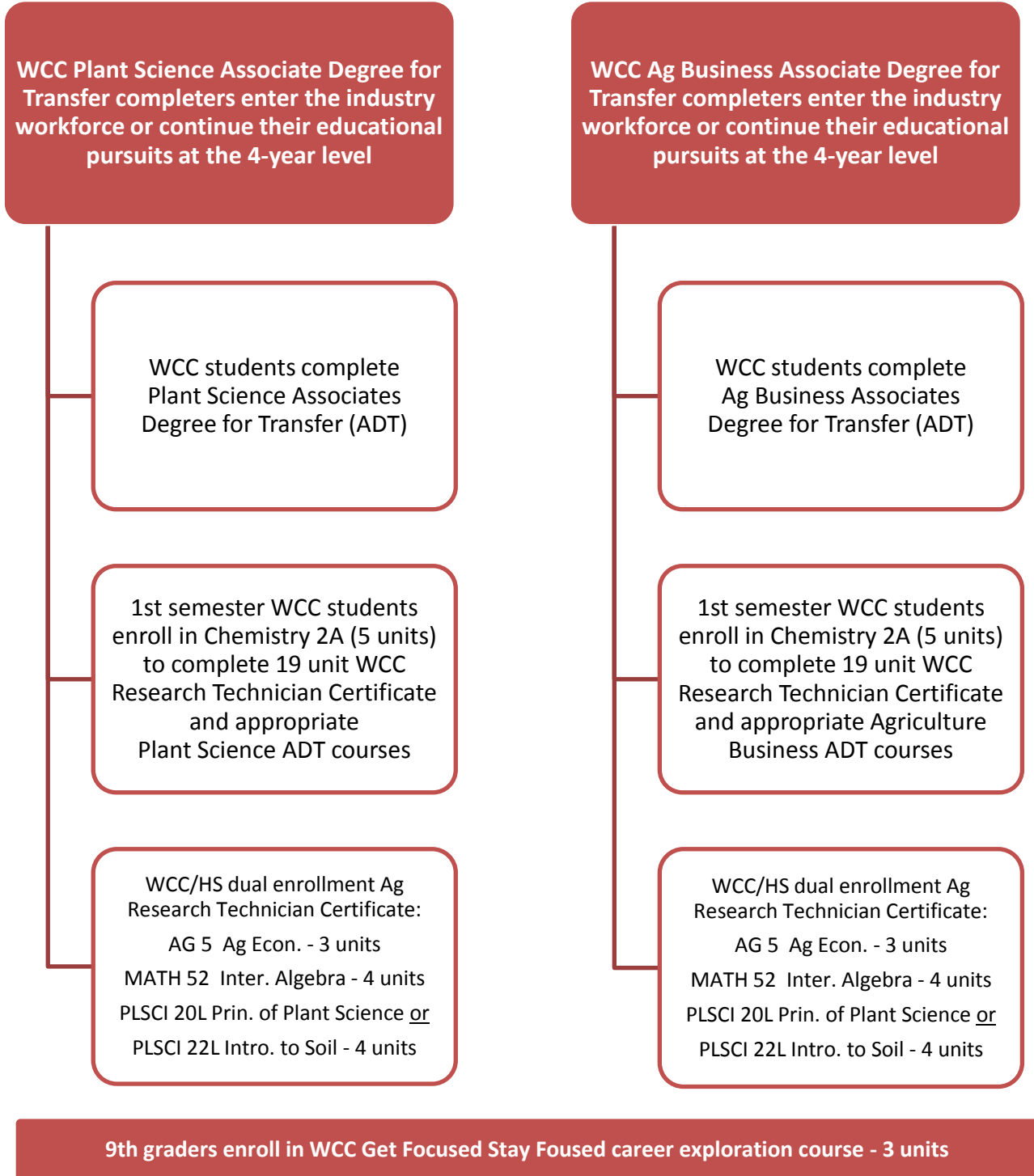
The benefits of dual enrollment cited in a 2007 study by Columbia University's Community College Research Center include an increase in high school graduation rates and enrollment in college, including 4-year

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

Standing Committee: Library Advisory Committee
Sponsor: <mark>Dean of Instruction and Learning Resources</mark>
Committee Chair: Faculty member selected from division reps
Committee Purpose: The Library Advisory Committee (LAC) is a subcommittee of the WCC Academic Senate. The LAC will make recommendations to the <mark>Dean of Instruction and Learning Resources</mark> regarding collection development, library services, and library policies. The LAC will make recommendations to the WCC administration on policies and budgetary decisions that affect the library, with the goal of making the WCC Library an outstanding resource for WCC students, WCC faculty members, and the communities WCC serves. In doing so the LAC will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Education Master Plan, the WCC Accreditation Self-Study, the YCCD Board of Trustees Policies and Procedures, and professional library organizations.   Recommendations and requests of the WCC Curriculum Committee shall be strongly considered.

The committee serves the following purposes:
1. Promote the library's instructional role and enhance the library's effectiveness in the education process.
2. Advocate for growth and development of the WCC library.
3. Reviewing of existing collection development processes and providing recommendations for collection development.
4. Recommending establishment of new processes or clarifying existing processes, as needed.
5. Reviewing library student learning outcomes (SLOs) and library SLO assessment plan.
6. Providing recommendations regarding library facilities and facility use.
7. Providing recommendations regarding library services to Colusa County Outreach Facility.
8. Foster communication between the library and the communities it serves.

Guidelines and Parameters:
1. The committee operates consistently with the YCCD Shared Decision-Making Model.
2. Sponsor, chair, and members will carry out responsibilities assigned to the committee and function under the Team Roles as defined in the WCC College Handbook.
3. Issues outside the purview of the committee will be referred to the appropriate individual, representative body, or committee.
4. Members will solicit input from the WCC community and maintain an open dialog with colleagues during all aspects of process development and forming recommendations.
5. Members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting towards completion.
6. An agenda will be distributed three (3) days in advance of any meeting.
7. Minutes will be approved at the subsequent meeting and will be distributed within 5 days of their approval.
8. The sponsor and the chair will make periodic reports to the WCC College Council and the WCC Academic Senate.

Resources:
1. WCC Mission Statement, WCC Accreditation Self-Study, WCC Education Master Plan
2. YCCD Board of Trustees' Policies and Procedures
3. Colusa Outreach Educational Advisory Committee
4. Director of the WCC Office of Planning and Research
5. WCC Curriculum Committee and WCC Student Learning Outcomes Committee
6. WCC Catalog
7. DSPS Coordinator
8. Association of College and Research Libraries

9. C.A.L.A. Library Bill of Rights and A.A.S.L. School Library Bill of Rights

Meeting Schedule:
The committee will meet at least once each semester. Additional meetings will be held as needed to accomplish the purposes and goals of the committee.

How Work Is Communicated:
1. Minutes and agendas will be posted to the WCC website.
2. Periodic progress reports will be given to the WCC College Council, the WCC Academic Senate, and the WCC President.

Outcomes and Deliverables:
1. Current collections development policies
2. Input regarding plans for library access for CCOF students, faculty, and community
3. Collections reflecting WCC curriculum and the needs of the communities that WCC serves
4. Recommendations supporting best practices for staffing, facility use, and budget

Recommendations Go To:
1. The Dean of instruction and Learning Resources
2. WCC Academic Senate and WCC Curriculum Committee for review
3. WCC College Council for information
4. The WCC Budget Committee

Library Advisory Committee
Membership:

Sponsor: Monica Chahal (Dean of Instruction)

Position	Term	Name
Chair – Faculty Member from Division Reps		Matt Clark (Interim)
Curriculum Chair (or designee)	On-going	Brandi Asmus
Librarian (1)	On-going	Dena Martin
Math & Science Rep	2011-2014	Ralph Robinson
Language Arts Rep	2013-2016	Noel Bruening
Social Science Rep	2013-2016	Alison Buckley
CTE Rep	2012-2015	Sherry Spina
Student Services Rep	2012-2015	Manuela Dragos
ASWCC Reps (1-2, one from library staff)		Vacant
Classified Rep (1-2, one from library staff)		Traci Johnson
Other Librarians (YC, UCD, CSUS, Los Rios, Yolo)		Vacant

Resource Members

Director of Planning and Research	On-going	Molly Khatami
DSPS Coordinator	On-going	Todd Sasano