



# Academic Senate Minutes

**Date:** Friday, February 24, 2017

**Time/Location:** 1-3 PM / WCC Room 113 & LCC Room 115

### 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), **Doug Stone** (WCC Part-time), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (CCC & LCC Part-time), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services), **Mike Papin** (LCC)

**Ex-officio Members:** **Ali Harder** (ASWCC President)

Not Present:

Guests: VP Konuwa, President White

Call to Order 1:09 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 2/24/17. Agenda approved (MSC Gassman/Geer)
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.
	<i>Discussion</i>		
III	Approval of Minutes-Action		Review and approve the minutes of 2/10/17 regular meetings.
	<i>Discussion/Decision:</i> 1. Approve the minutes of 2/10/17 as amended (MSC Howerton/Jaya)		
IV	Guided Pathways Readiness Assessment Application – Information/Discussion	President White, Senate	<b>Background:</b> The legislature has provided monies for colleges to develop Guided Pathways at local institutions. There are two pots of monies: (1) block grants to be distributed to all CCs by a yet to be determined process, and (2) Readiness funding, which is a competitive process. The application for the latter requires senate approval. <b>Objective:</b> First read of the WCC application for the California Guided Pathways Project Readiness grant, with the intent of providing feedback and debating approval at a special meeting next week.
	<i>Discussion/Decision:</i> 1. The application is attached. 2. President White states that this initiative is not a new one in the U.S., but California signed on recently. Three other California colleges are piloting this program, now in the second year. The Board of Governors committed \$150 million in one-time funds for implementation in the next year. WCC is well positioned to win funding for this initiative. The senate would need to have a special meeting next week to approve the funds. The streamlining would allow for better degree-readiness for our students due to the college’s structural changes. The potential funding amount could be \$1.5 million for WCC. The senate will meet for a special meeting at 11:55 a.m. next Tuesday in room 852 to approve.		
V	WCC Cooperative Work Experience Education (CWEE) Plan and Handbook – Information/Discussion	Spears, Senate	<b>Background:</b> Before WCC can began offering new CWEE classes, a plan and CWEE Handbook (requiring senate signoff) must be submitted to the Chancellor’s Office. <b>Objective:</b> First read of the WCC CWEE Plan and the WCC CWEE Handbook, with the intent of providing feedback and debating senate signoff at a special meeting next week.
	<i>Discussion/Decision:</i> 1. The plan is attached. 2. Papin notes an error in one of the student learning outcomes. Clark will follow up. The senate will sign off on the document in next Tuesday’s special meeting.		
VI	President’s Report - Information/Discussion	Clark	
	<i>Discussion/Decision:</i> 1. The report is attached. 2. Clark adds that the resolution thanking N. Clavere for her work on senate got to her and she thanks the senate. 3. The Library Advisory Committee met this morning and laid the groundwork for SLOs. 4. Clark will have an acronym explanation sheet (AES) out to the campus community by the beginning of April. 5. The March 10 meeting will originate at LCC and will be available in WCC 113.		

	<b>Vice President's Report</b> <b>1. Curriculum Update – Information/Discussion</b> <b>2. Committee Appointments – Action</b> <b>3. Other – Information/Discussion</b>	Howerton	<b>Objective:</b> 1. Receive update on work of the Curriculum Committees. 2. Appoint faculty members to committees.
VII	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> <li>1. The senate will need to begin a conversation on service learning soon.</li> <li>2. In the search committee for the CTE dean, the senate appoints Clark as co-chair and R. Cabrerros and J. Mullin.</li> <li>3. Geer would like to see part time faculty included on this committee due to the high number of part-timers teaching CTE classes.</li> <li>4. We are in year 3 of the IEPI and a conversation will need to start regarding future goals.</li> <li>5. ISLOs are being rolled out and piloted, which will be aligned with the CBD.</li> <li>6. A class begins this week and the selected instructor still needs equivalency. This brings up questions regarding how instructors are assigned to classes and why this is so last minute.</li> <li>7. On March 17, a campus-wide accreditation training workshop experience will take place in the morning.</li> </ol>		
VIII	<b>Senate/Committee Reports – Information</b>	Senate	

*Discussion/Decision:*

Student Services  
Senate Report (Submitted by J. Vallejo)  
February 24, 2017

- We have not received a response about administration evaluations.
  - We have not received a response about the Student Services Memo from Dr. White.
  - Summer Counseling courses schedule developed without consultation with counseling faculty.
  - ARC, Delta, Columbia, Sac City College counselors have access to SARS, they can make changes to their daily schedules.
  - Schedules continue to be manipulated without consultation.
  - Adjuncts and classified staff working on our outreach presentations without consultation with full time counselors.
  - Still have not received any information about financial aid counseling but an adjunct was assigned to that role.
  - Since last senate meeting, 8 working days due to holidays, there was an average of 20 open appointments per day and adjuncts were given 43 hours of reassigned time for meetings, projects and training.
  - We are not a UC Davis TOP school, which prevents our students to getting resources from this program. For example, students who are not accepted to Davis and end up on a “wait list” are given priority if they are from a TOP school. Also, not listed on the web page as one of the campuses.
1. McGill-Cameron reports that the IEPI for Distance Education was very good. She also attended the Accreditation Institute and found it to be informative. Some of the presenters may not have been as knowledgeable as they could have been, as they may have been presenting on areas in which their expertise was limited due to not being on site teams.
  2. Papin reports that Learn classes at LCC are graded as pass/no pass. The senate would need to approve a change to the grading process. Clark will follow up.
  3. Shah reports that the diversity committee will look at the applications for mini-grants at its next meeting.
  4. Geer reports that a “who’s in charge list” would help clarify who reports to whom and would help faculty know where to bring up issues.
  5. Gassman reports that the Ethnic Studies department attended a meeting in Knights Landing regarding a community garden. The department has been invited to speak at Hartnell College to celebrate Farmworkers Awareness Week.
  6. Ferns reports that the senate elections committee counted ballots for the Math and Science Division this week. Congrats to Shawn Lanier, the new Math and Science representative for 2017-2020. Thanks to Jaya Shah for his service to the senate over the past 3 years. K. Ferns will stay on as the FALAHUM representative for three years, and M. Papin will be the LCC representative for 2017-2020. The senate will next conduct the nomination process for senate VP and senate secretary for 2017-2018.

**Ex-officio Reports –  
Information**

Harder

*Discussion/Decision:*

**IX**

1. A. Harder states that the officer nomination process will run from February 27-March 24 for ASWCC. The Eagle’s Call will send out a special edition informing students of the process. The Eagle’s Call will publish its next issue in March. A. Metz and S. Lanier have volunteered to be the faculty advisors for the PTK honor society.

X	<b>Accreditation and ASCCC Accreditation Institute Debriefing - Information</b>	Clark, Howerton	<b>Background:</b> Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation. <b>Objective:</b> Provide an update on the status and timelines for the accreditation process and report on the work of the Accreditation Steering Committee (ASC). Further, provide a report on the information gleaned from the institute.
	<i>Discussion/Decision:</i> 1. The first draft will come out next month, and it will focus on Area A of the standards section. Clark, Howerton, and McGill-Cameron report that the institute sessions, for the most part, were rewarding and informative and provided participants with some great opportunities for networking and team-building. One thing they learned is that we may be under-resourced here at WCC to carry out the functions expected of us. A classified member, J. Torres, also attended, and it was good having her perspective as well.		
XI	<b>Interview Committees for Coordinator Positions and Senate Appointments – Information/Discussion</b>	Senate	<b>Background:</b> The FAYCCD Bargaining Agreement states that interviews for coordinator positions shall include “...at least two (2) faculty appointed by the Academic Senate”. <b>Objective:</b> After action review of the recent round of interviews and discussion of the process employed for appoint the faculty members.
	<i>Discussion/Decision:</i> 1. The process for appointing faculty members to coordinator positions was recently raised as a cause for concern. In the past the senate president has selected those members because the senate has given the authority to do so without doing it at a senate meeting. 2. Ferns and Shah express support for a transparent process just as we have in place for committee appointments. 3. Clark will draft a motion to this effect and the senate should debate at the next meeting.		
XII	<b>LCC Faculty Members on Committees – Information/Discussion</b>	Senate	<b>Background:</b> The senate made recommendations regarding adding LCC designated slots to college committees. <b>Objective:</b> Review status of LCC faculty integration to college committee structure.
<i>Discussion/Decision: Not discussed.</i>			
XIII	<b>Spring Senate Retreat – Information/Discussion</b>	Senate	<b>Background:</b> The senate has yet to schedule a Senate Retreat for Spring Semester. <b>Objective:</b> Discuss options.
	<i>Discussion/Decision: Not discussed.</i>		
XIV	<b>Spring Work Plan and Goals Update– Information/Discussion</b>	Senate	<b>Background:</b> The senate established goals and should review progress. Further, the senate should prioritize its work for the remainder of the Academic Year. <b>Objective:</b> Review the “typos”, with the intent to debate their corrections at a future meeting.
	<i>Discussion/Decision: Not discussed.</i>		
XV	<b>Statement of Concern Regarding UC/CSU Tuition Increases - Discussion</b>	Senate	<b>Background:</b> The UC system announced tuition increases and the CSU system might soon follow. <b>Objective:</b> Discuss the possibility of drafting a resolution of concern or opposition due to the potential impact on WCC’s students
	<i>Discussion/Decision:</i> 1. Stone proposes that students currently in the system who plan to transfer should not be penalized under the rate increases. Clark will investigate potential responses through Financial Aid and DCAS, as well as through the senate list serve. Perhaps something could be pursued through the Board or a resolution through plenary that would encourage local boards to respond.		

XVI	<b>Use of Non-Tenure Evaluations in Tenure Process – Information/Discussion</b>	Senate	<b>Background:</b> Occasionally faculty members who have been evaluated (using the full-time evaluation process) in positions that are not tenure-track are hired to the same position after the position has been turned into a tenure-track position. Should the previous evaluations be considered and if so to what extent? <b>Objective:</b> Initial discussion of question with intent of eventually forming a position informing DCAS discussions.
	<i>Discussion/Decision: Not discussed.</i>		
XVIII	<b>Education Master Plan (EMP) Draft Review – Information/Discussion</b>	Dr. White, Senate	<b>Background:</b> WCC is in the process of updating its EMP. A new draft with College Objectives under a Completion by Design framework is available for feedback. <b>Objective:</b> Review the new draft with focus on the College Objectives.
	<i>Discussion/Decision: Not discussed.</i>		
XXI	<b>Future Agenda Items-Discussion</b>		
	<i>Discussion/Decision: Not discussed.</i>		

Meeting adjourned 2:49.

Adopted WCC Academic Senate Goals, 2016-2017			
#	Goal	Who	Status
1	<b>Student Success:</b> Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).	Clark, Vallejo	Ongoing
2	<b>Curriculum:</b> Create catalog/class schedule subcommittee (via curriculum and scheduling committees).	McGill-Cameron, Howerton	Ongoing
3	<b>Lake County Campus (LCC) Transition:</b> Integrate LCC faculty and staff members into the WCC governance and planning structure. Ensure that LCC students are not negatively impacted by the transition.	Clark, Howerton, Papin	In progress. The senate and College Council have filled newly added LCC seats.
4	<b>Professional Development:</b> Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.	McGill-Cameron, Clark, Howerton	Preliminary conversations have taken place.
5	<b>Faculty Evaluation:</b> Improve the faculty evaluation process with an increased focus on professional development.	Howerton	In progress. New assessment tool was piloted last year. Team training started this year.
6	<b>Sabbatical Leave:</b> Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.	Clark	<b>The Sabbatical Leave Task Force has drafted recommendations; review underway in the senates.</b>
7	<b>Grading Policies:</b> Review, update, and distribute Faculty Handbook.	Clark	DCAS is awaiting work of CLAS
8	<b>Colusa County Campus (CCC) Planning:</b> Create comprehensive process for CCC scheduling and planning.	Clark, Geer, Vallejo, Papin	Environmental scans (internal and external) have been completed.
9	Revise <b>Senate Constitution and Bylaws.</b>	Clark, McGill-Cameron, Gassman, Ferns	In progress
10	<b>Sustainability and Grant Funding:</b> Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark	Very preliminary discussions
11	<b>Education Master Plan (EMP):</b> Work with College Council to create the new WCC EMP	Clark, Howerton	In progress; the senate has received and reviewed the <b>second</b> draft of the EMP.
12	<b>Distance Education (DE):</b> Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, McGill-Cameron	DE coordinator established; DE Handbook approved; senate DE Subcommittee established.



President's Report  
February 24, 2017

**DC3** – There has been no DC3 meeting since the last senate meeting. Additionally, next week's DC3 meeting has been cancelled. The draft board agenda will be reviewed electronically by DC3 membership.

**Meetings with WCC Administration**

**(2/21)** – President's Cabinet joined the college/senate leadership for a discussion regarding the California Guided Pathways Project application. There are two money streams connected with Guided pathways. The first is a block grant and it is anticipated that every CC will get a portion of that money. However, there is also money that will be awarded through a competitive process that will assist colleges in preparing for the first funding stream. We discussed the possibility of "too many initiatives". To counter that concern it was opined that Guided Pathways is not likely to be a flavor-of-the-month initiative and as such, the better we define and implement it at WCC/LCC/CCC, the better our students will be served. We also discussed the extent to which our Completion-By-Design work and our EMP work already position us to be competitive in this pursuit. We agreed that I would draft the faculty engagement section and that the senate would review on 2/24 and debate approval at a special meeting on 2/28.

**(2/14)** – Highlights:

1. We discussed the California Guided Pathways Project application. We agreed to designate the next meeting of college/senate leadership to meet with Cabinet and further flesh out the application and our interest/intent to pursue. The application requires senate participation. (Ironically, the timing of the application process makes such participation difficult.) The senate will require a special meeting if we decide to support the application. Consistent with how Cbd, the EMP, and DIG work overlaps, we agreed that Howerton and Kirschner are the de facto faculty members on the project team.
2. We discussed the "Know Your Rights" forum scheduled for 2/16. A resource member of the California Rural Legal Alliance Foundation will present information and answer questions regarding immigration concerns in light of the presidential election results. We also agreed that the forum should not be an end to our discussions, but instead part of an ongoing dialogue to help our students and communities deal with anticipated changes in federal policy.
3. I reported out on the results of a grade appeal at LCC.
4. We finalized preparation details for the ASCCC Accreditation Institute on 2/17&18.
5. We discussed the 2/13 visit of the IEPI team focused on DE at WCC/LCC/CCC. In the exit interview the team had complimentary remarks regarding the energy and vision of some of the people with whom they had met. The also identified some areas where they will focus in making recommendations. Those who met with the team were very encouraged by the exchanges.

**Accreditation Steering Committee (2/9)** – Highlights:

1. Members in attendance gave brief summaries of their experience at the ASCCC Accreditation Institute in Napa on February 17/18.
2. We brainstormed ideas for making the March 17 Accreditation Training meaningful and engaging for all employees.
3. We discussed connections with district employees for those Standards with key district level components (All of Standard III, Standard IV C, and Standard IV D.) We also reviewed the WCC timeline and the corresponding district timeline to ensure the mesh appropriately.

**DCAS (2/16)** – DCAS was cancelled.

**College Council (2/3)** – There has been no College Council meeting since the last senate meeting.

**B&P/PRVT (2/16)** – PRVT/B&P was cancelled.

**Miscellany**

1. Christopher and I met with Pam Geer (as a member of the YC-AFT Executive Committee) to discuss issues that have joint senate/bargaining unit purview. We agreed that the WCC Senate will work with YC-AFT leadership to identify such areas and strategies for navigating work in those areas.



2. I attended the “Know Your Rights” forum. The forum was well attended and the presenter provide general advice while emphasizing the need for people to speak to immigration attorneys for specific situations. Questions asked by attendees were consistent with the angst that led to the organizing of the forum.
3. I was interviewed by the IEPI team that visited to provide support to WCC/LCC/CCC in the area of DE. I thought the session went well, that their questions (and some comments) were well directed, and I look forward to the next visit wherein we will receive some recommendations.
4. Christopher and I were part of a nine-member contingent from WCC/LCC that attended the ASCCC Accreditation Institute on February 17/18. With one-and-a-quarter notable exceptions the institute was well presented, informative, and offered what I believe will be very useful guidance as we move toward our 2018 self study and visit.

**California Community College District  
Cooperative Work Experience Education Plan**

**PART I  
CONTACT INFORMATION**

**DISTRICT/College(s)**

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

Woodland Community College	2300 East Gibson Road	Woodland, CA 95776
Yuba Community College	2088 North Beale Road	Marysville, Ca 95901
Yuba Community College District	2088 North Beale Road	Marysville, CA 95901

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

**Name:** Dr. Al Konuwa

**Title:** Vice President of Academic & Student Services

**District:** Yuba Community College District

**Email:** [akonuwa@yccd.edu](mailto:akonuwa@yccd.edu)

**Phone:** (530) 661-4222

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Cooperative Work Experience Education Plan**

**PART II  
RESPONSES TO PLAN REQUIREMENTS**

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

- (1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor**  
(§55251)

Date plan approved by local board: \_\_\_\_\_ *Please also attach Board minutes or other documentation.*

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

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**(2) Specific description of** (§55251):

**(a) District responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**District Services.** (§55255).

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

**District Responsibility: District Services**

Register students in the appropriate CWEE program. The prerequisite for a specific CWEE program is as written in the College catalogs.

Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

Develop contacts with business, industry and governmental agencies for potential job learning stations;

Maintain good public relations by speaking to civic, education, governmental agencies and service organizations;

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Introduce CWEE instructors to key personnel within business, industry and governmental agencies;

Work closely with the college counseling/career center staff;

Maintain liaison with the faculty and administration;

Handle student and instructor appeals related to CWEE;

Administer the CWEE budget;

Participate in college advisory committees;

Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

Evaluate student program applications to determine eligibility for entrance into the program;

Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

Provide CWEE class (orientations);

Provide referral to counseling, career center, and other student services staff as needed;

Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

- a. Alternatives to in-person site visits will be approved on a case- by-case basis by the CWEE Coordinator and documented on the Site Visit form.
- b. Assure that work done by students contributes to their occupational or educational goals.

Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

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Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

- a. CWEE instructor will submit completed and signed YCCD waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

Evaluate the CWEE Program through the college program review process;

Participate in the evaluation process for CWEE instructors;

Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships;

Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations;

Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students and consult in person with employers at least once each semester;

Assign adequate clerical support to the CWEE program to maintain records;

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Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

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**(a) District responsibilities**

*Background: Title 5 criteria and requirements*

**Records.** (§55256). **(4.0)**

- (a) The district shall maintain records which shall include at least the following:
- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.
  - (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
  - (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
  - (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
  - (2) Personal consultation(s) with the student.
  - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
  - (4) The final grade.

District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

**District Responsibility: Records**

The Colleges shall maintain student records which shall include at least the following:

The type and units of Cooperative Work Experience Education in which the student is enrolled, where the student is employed, and the type of job held and a statement signed and dated by the CWEE instructor which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

A record of the work permit issued, if applicable, signed by the designated issuing agent.

New or expanded on-the-job written, measurable, learning objectives which serve as part of the basis for determining the student's grade, signed by the student, employer, and CWEE Coordinator;



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The employer's report of student CWEE hours worked and performance evaluations based on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

Records must be maintained which are signed and dated by CWEE Instructor/Coordinator, Employer, and student:

Documentation by CWEE Instructor/Coordinator of consultations with the student;

Documentation by CWEE Instructor/Coordinator of consultations with employers in person with the employer or designated representative at the employer's place of business once each semester; unless site meets the alternative "In-Person" options;

Written evaluation by CWEE Instructor/Coordinator of each student, including final grade;

The YCCD Unpaid Internship Agreement signed by the CWEE instructor, the employer or designated representative, and the student when applicable.

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**(b) Student responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Student Qualifications.** (§55254)

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
  - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
  - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
  - (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

**Student Responsibilities: Student Qualifications**

In order to participate in CWEE students shall meet the following criteria:

One of the following:

- a. Be a registered apprentice as defined by Labor Code Section 3077 enrolled in related or supplementary courses required of the apprentice programs. Community college districts may grant units of credit for CWEE consistent with provisions of this regulation.

- b. Participate in part-time or full-time paid employment; OR  
Paid or unpaid internships

- c. Unpaid internship participants must submit a signed and dated YCCD Unpaid Internship Agreement form to CWEE Instructor prior to start of unpaid internship; AND

Be enrolled in General Work Experience Education (44A/B/C/D) which is supervised employment intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the student's educational goals; OR

Be enrolled in Occupational Work Experience Education (45A/B) which is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal for which his/her college program has been designed.

**California Community College District  
Cooperative Work Experience Education Plan**

**(c) Employer responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Records.** (§55256).

- (a) The district shall maintain records which shall include at least the following:
- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
  - (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
  - (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
  - (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
  - (2) Personal consultation(s) with the student.
  - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
  - (4) The final grade.

**Job Learning Stations.** (§55257)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

**Employer Responsibility: Records and Job Learning Stations**

Job learning stations and employer shall meet the following criteria:

- a. Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;
- b. Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term.
- c. Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-

**California Community College District  
Cooperative Work Experience Education Plan**

job measurable learning objectives;

- d. Employers agree to comply with all appropriate federal and state employment regulations; and

Employers agree to sign the following forms and complete the following activities:

- a. Assist students to define new or expanded measurable on-the-job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor on the; and
- b. Evaluate learning objectives on the Performance Evaluation form agreed at midterm and at the end of the work experience activity; and
- c. Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and
- d. Sign and verify the student's hours worked on the Time Sheet form; and
- e. Sign the YCCD Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and
- f. Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

**California Community College District  
Cooperative Work Experience Education Plan**

**(c) Employer responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Consultation(s) in person with the employer.** (§55255).

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations is attached.

District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form.

**(d) Other cooperating agencies in the operation of the program, if any.** (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

**(3) Specific description of each type of CWEE** (§55251):

Types of Cooperative Work Experience Education (§55252)

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

## California Community College District Cooperative Work Experience Education Plan

- (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.
  
- Minor Students in Work Experience  
All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).
  
- Work Experience Programs for Students with Developmental Disabilities. (§55250.4)  
The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.  
The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.
  
- Work Experience Education Involving Apprenticeable Occupations. (§55250.5)  
Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.)

**(4) A description of HOW the district will** (§55251)

**(a) *Provide guidance services*** (§55251):

Describe the specifics on how district will achieve this requirement.

**Provide Guidance Services**

Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

Develop contacts with business, industry and governmental agencies for potential job learning stations;

Maintain good public relations by speaking to civic, educational, governmental, and service organizations;

Introduce CWEE instructors to key personnel within business, industry and governmental agencies;

Work closely with the college counseling/career center staff;

Maintain liaison with the faculty and administration;

Handle student and instructor appeals related to CWEE;

Administer the CWEE budget;

Participate in college advisory committees;

Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

Evaluate student program applications to determine eligibility for entrance into the program;

Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

Provide CWEE class (orientations);

Provide referral to counseling, career center, and other student services staff as needed;

Obtain written employer evaluations, in addition to completing an

**California Community College District  
Cooperative Work Experience Education Plan**

on-site consultation with the employer;

Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form.

Assure that work done by students contributes to their occupational or educational goals;

Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student;

Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals;

Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term;

CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers;

CWEE instructor will submit completed and signed YCCD waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term;

Evaluate the CWEE Program through the college program review process;

Participate in the evaluation process for CWEE instructors.



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Cooperative Work Experience Education Plan**

Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships;

Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations;

Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

Assign adequate clerical support to the CWEE program to maintain records;

Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

- (b) **Assign a sufficient number of qualified certificated personnel to direct the program** (§55251):

Describe the specifics on how district will achieve this requirement. **(6.1.3)**

**Assign Sufficient Number of Qualified Certificated Personnel:**

Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

Assign adequate clerical support to the CWEE program to maintain records;

Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

# California Community College District Cooperative Work Experience Education Plan

## (1) **Initiate and maintain learning stations** (§55251)

*Background: Title 5 criteria and requirements*

(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

**Work Experience Outside of District.** (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

**Wages and Workers' Compensation.** (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

**Job Learning Stations.** (§55257)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

### **Initiate and Maintain Learning Stations:**

Job learning stations and employer shall meet the following criteria:

- a. Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;
- b. Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;
- c. Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

**California Community College District  
Cooperative Work Experience Education Plan**

d. Employers agree to comply with all appropriate federal and state employment regulations.

Employers agree to sign the following forms and complete the following activities:

Assist students to define new or expanded measurable on the job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

Evaluate learning objectives on the Performance Evaluation form at midterm and at the end of the work experience activity; and

Meet with the instructor at student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

Sign and verify the student's hours worked on the Time Sheet form; and

- a. Sign the YCCD Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and
- b. Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

**California Community College District  
Cooperative Work Experience Education Plan**

**(2) Coordinate the program and supervise students** (§55251) (6.1.2)

Describe the specifics on how district will achieve this requirement.

**Coordinate the Program and Supervise Students**

Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

Develop contacts with business, industry and governmental agencies for potential job learning stations;

Maintain good public relations by speaking to civic, educational, governmental, and service organizations;

Introduce CWEE instructors to key personnel within business, industry and governmental agencies;

Work closely with the college counseling/career center staff;

Maintain liaison with the faculty and administration;

Handle student and instructor appeals related to CWEE;

Administer the CWEE budget;

Participate in college advisory committees;

Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

Evaluate student program applications to determine eligibility for entrance into the program;

Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

Provide CWEE class (orientations);

Provide referral to counseling, career center, and other student services staff as needed;

Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

- a. Alternatives to in-person site visits will be approved on a case- by-case basis by the CWEE Coordinator and documented on the Site Visit

Assure that work done by students contributes to their occupational or educational goals.

- a. Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.
- b. Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers;

CWEE instructor will submit completed and signed YCCD waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term;

Evaluate the CWEE Program through the college program review process;

Participate in the evaluation process for CWEE instructors;

Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships;

Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations.

**California Community College District  
Cooperative Work Experience Education Plan**

**(3) Shared supervision with employer to include (at least once each term) (§55251)**

(c) Assure on-the-job experiences are documented with written/measurable (§55251) (6.1.2.9)

Describe the specifics on how district will achieve this requirement.

Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

Evaluate student program applications to determine eligibility for entrance into the program;

Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

Provide CWEE class (orientations);

Provide referral to counseling, career center, and other student services staff as needed;

Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form;

Assure that work done by students contributes to their occupational or educational goals;

Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student;

Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals;

Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term;

CWEE Coordinator/ Instructor will consult with employers in person to verify the student's progress on the job;

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CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers;

CWEE instructor will submit completed and signed YCCD waiver form and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term;

Evaluate the CWEE Program through the college program review process;

Participate in the evaluation process for CWEE instructors;

Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships;

Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations;

**California Community College District  
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(c) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement.)

Assure that work done by students contributes to their occupational or educational goals;

Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student;

Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals;

Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.



**California Community College District  
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CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers;

CWEE instructor will submit completed and signed YCCD waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term;

Evaluate the CWEE Program through the college program review process;

Participate in the evaluation process for CWEE instructors;

Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships;

Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations;

Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

Assign adequate clerical support to the CWEE program to maintain records;

Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

**California Community College District  
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**California Community College District  
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(e) Describe basis for awarding grade and credit (§55251)

*Background: Title 5 criteria and requirements*

**Work Experience Credit.** (§55255.5).

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:

(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

**Work Experience Credit:**

Other conditions required for awarding credit:

Work Experience hours must be completed during the term in which they are Enrolled and must submit required program forms and assignments during the term in which they are enrolled.

Units earned will be based only on full unit increments of 1-4.

College Credit and Repetition:

For the satisfactory completion of all types of Cooperative Work

Experience Education (CWEE), students may earn up to a total of 16

semester credit hours, subject to the following limitations:

General Work Experience Education:

- a. Students may enroll in no more than three (3) semester units during one enrollment period with a maximum total of six (6) semester units, during the student's enrollment in any community college.

Occupational Work Experience Education:

- a. Students may earn no more than four (4) semester units per enrollment term, with a maximum total of sixteen (16) semester units over the course of four (4) terms, during the student's enrollment in any community college.
- b. Students may earn up to eight (8) semester units in any one enrollment term under special circumstances and with prior approval .

**California Community College District  
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It is possible that some students will be unable to accumulate the full sixteen (16) semester units of work experience during four (4) terms. Under special circumstances, with prior approval by the CWEE Coordinator and/or department chair or division dean, students may accumulate the full sixteen (16) semester units of work experience in their occupational or educational goals over the course of five (5) or more terms.

(f) **Provide adequate clerical & instructional services** (§55251) (6.1.4)

Comments, if any.

Assign adequate clerical support to the CWEE program to maintain records;

- a. Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

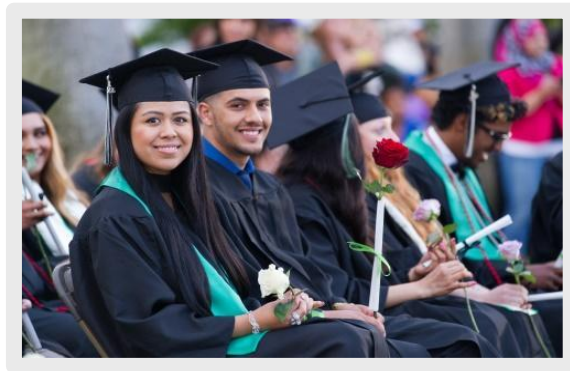
(b) **If district changes the plan, will submit changes for approval** (§55251)

Check to indicate compliance

Yes



**Yuba Community College District  
Woodland Community College**  
***California Guided Pathways Application***



**February 28, 2017**

## SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME: Woodland Community College		
DESIGNATED CONTACT PERSON/TITLE:		
CONTACT TELEPHONE:	CONTACT EMAIL:	
INSTITUTION ADDRESS:		
CITY, STATE, ZIP:		
WEBSITE URL:		
PRESIDENT'S NAME:	PRESIDENT'S EMAIL:	PRESIDENT'S PHONE:
NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION:		
PRESIDENT'S ASSISTANT:	ASSISTANT'S EMAIL:	ASSISTANT'S PHONE:
APPLICATION IS FOR PARTICIPATION BY: <input type="checkbox"/> SINGLE COLLEGE <input type="checkbox"/> MULTI-CAMPUS COLLEGE (ALL CAMPUSES) [MULTI-COLLEGE DISTRICTS MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]		
IPEDS ENROLLMENT (FALL 2017 UNDUPLICATED HEADCOUNT CREDIT STUDENTS):		
CHECK ONE PRIMARY LOCATION: <input type="checkbox"/> RURAL-SERVING <input type="checkbox"/> SUBURBAN-SERVING <input type="checkbox"/> URBAN-SERVING		
CHECK ALL THAT APPLY: <input type="checkbox"/> HISTORICALLY BLACK COLLEGE <input type="checkbox"/> HISPANIC-SERVING INSTITUTION <input type="checkbox"/> MINORITY-SERVING INSTITUTION <input type="checkbox"/> TRIBAL COLLEGE		
CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: <input type="checkbox"/> <30-CREDIT-HOUR CERTIFICATES <input type="checkbox"/> >30-CREDIT-HOUR CERTIFICATES <input type="checkbox"/> ASSOCIATE DEGREES <input type="checkbox"/> BACHELOR'S DEGREES <input type="checkbox"/> MASTER'S DEGREES		

<p><b>ACCREDITATION STATUS</b></p>	<p><b>CHECK ONE:</b> <input type="checkbox"/> CURRENTLY AFFIRMED   <input type="checkbox"/> PROBATION   <input type="checkbox"/> WARNING  <b>REGIONAL ACCREDITING ORGANIZATION:</b>  <b>NEXT ACCREDITATION VISIT (YEAR):</b></p>
<p><b>STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION</b></p>	<p><b>CHECK ALL THAT APPLY:</b></p> <p><input type="checkbox"/> ACHIEVING THE DREAM  <input type="checkbox"/> ACCELERATING OPPORTUNITY  <input type="checkbox"/> ASPEN PRIZE FINALIST NETWORK  <input type="checkbox"/> COMPLETE COLLEGE AMERICA ALLIANCE  <input type="checkbox"/> BSI TRANSFORMATION  <input type="checkbox"/> BRIC  <input type="checkbox"/> CALPASS  <input type="checkbox"/> CALIFORNIA ACCELERATION PROJECT  <input type="checkbox"/> CAREER LADDERS PROJECT  <input type="checkbox"/> CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS)  <input type="checkbox"/> GOVERNANCE INSTITUTES FOR STUDENT SUCCESS (ACCT)  <input type="checkbox"/> NEW MATH PATHWAYS (DANA CENTER)   <input type="checkbox"/> STATWAY®/QUANTWAY®  <input type="checkbox"/> PATHWAYS TO PROSPERITY  <input type="checkbox"/> OTHER (PLEASE PROVIDE NAME):</p>
<p><b>PERCENT OF CREDIT COURSE SECTIONS (INCLUDING BASIC SKILLS EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2015 ACADEMIC TERM</b></p>	<p>_____ %</p>
<p><b>NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)</b></p>	

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.  
**PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.**

## SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.  
*PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.*

### 1. Student Success Goals and Metrics

List in the box below the student success goals formally established for your institution. *For each goal, state the specific metric used to measure progress toward goal achievement* [If no goals have been established, simply leave this item blank.]

A 2016 Aspen Institute College Excellence Program Report to WCC recommended: “It is essential that Woodland Community College choose a handful of student success measures that matter to students—including completion and post-graduation success—in order to keep the college focused on what matters most.” The College had already begun work on just such a project and was heartened by the Aspen affirmation.

After a thorough inventory of existing student achievement metrics and College-wide analyses, WCC has established the following YCCD governing board-approved student achievement measures defined by the College Data Inquiry Group (DIG). Note the “downstream” data collection emphasis within the CbD framework. After identifying baseline data, the College is currently establishing appropriate targets for each:

#### STUDENT CONNECTION PHASE MEASURES

**Math College Readiness Rates** (Percentage of first semester, first time students’ placement at the institution whose first attempted math and/or English in College-level.)

**English College Readiness Rates** (Percentage of first semester, first time students’ placement at the institution whose first attempted English in College-level.)

#### STUDENT ENTRY PHASE MEASURES

**Successful Progression through Developmental Courses** (Percentage of students enrolled as of census whose first math and/or English is below college-level and who successfully complete the sequence within two subsequent primary terms.)

**Successful Course Completion Rate** (Percentage of students who receive a passing/satisfactory grade A, B, C, P, SP)

#### STUDENT PROGRESS PHASE MEASURES

**Successful Completion of Gateway Courses** (Percentage of students enrolled as of census who receive a passing/satisfactory grade in first attempted college-level math and/or English 1A.)

**Semester to Semester Persistence Rate** (Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2015 to Spring 2016.)

**Year to Year Persistence Rate** (Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2016 to Fall 2017 or Spring 2017 to Spring 2018.)

#### STUDENT COMPLETION PHASE MEASURES



**Certificate Completion Rate** (Number of students earning a state-certified award in an academic year.)

**Degree Completion Rate** (Number of students earning an AA, AS, ADT, etc. award in an academic year.)

**Transfer Rate** (Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P.)

**Employment Rate** (Currently defining, leveraging CCCCCO Launchboard, etc.)

Are the student success goals incorporated into the institution's strategic plan?

Yes No

Is there a formal statement of governing board support for a student success agenda?

Yes No

Is there a formal statement of governing board direction for achieving equity in student outcomes? Yes No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? Yes No

## 2. IEPI Student Success Goals and Progress

List in the box below the IEPI student goals established for your institution. *For each goal, provide brief summary data indicating your college's progress in achieving those goals.* [If IEPI goals were used to respond to item #1 above, please so state and otherwise skip this item.]

Dr. Konuwa/Siria

## 3. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision making, and monitoring student progress (250 word maximum):

Siria and Roger/Victoria

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

Yes No If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

Yes  No If yes, list in the box below the five metrics you consider most important:

If yes, briefly describe **how** and **by whom** at your college the metrics are used (150 word maximum):

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

Yes  No If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

*CCSSE (Community College Survey of Student Engagement)*: Conducted in Spring 2016

*SENSE (Survey of Entering Student Engagement)*: Conducted in Fall 2015

If yes, briefly describe in the box below **how** and **by whom** the student engagement survey results are used (150 word maximum):

Survey results are used by the President’s Cabinet, Office of Student Success and Institutional Engagement, the faculty Data Inquiry Group leaders, the Student Success Committee, the Entering Student Success Workgroup and the Student Services Council to inform efforts to improve student access and success. The data is used to identify gaps in student learning and student service delivery and areas for improvement and to identify current and new strategies to address these areas (such as First Year Experience, Supplemental Instruction, and dual enrollment pathways).

Briefly describe in the box below your **two best examples** of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

CCSSE data on developmental versus non-developmental student outcomes revealed developmental students scored higher in engaged learning. Developmental students also scored higher in early connections and clear academic plan. This aligned with WCC's current First Year Experience and outreach initiatives which focus on inscreasing and strengthening early connections and developing academic plans. Scores for developmental students in the area of “high expectations and aspirations” were substantially lower. Efforts to address this includes WCC's new "Math 50 Pilot" that would allow students to place into a higher level of math using high school grades and the expansion of the college's Supplemental Instruction program to support student success and persistence in entry level math and english courses.

Based on WCC's CCSSE outcomes, the college's Education Master Plan and the action plan developed by the Entering Student Success Workgroup focus on building the institution’s capacity to support change. An area of focus that the college has already begun that directly relates to the students’ pathway and support of the entering student is the First Year Experience program and the college’s goal of bringing this to scale for all entering students.

#### 4. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

- Course SLO updates follow the curriculum revision timeline.
- Program SLO, SAO (Service Area Outcomes), and AUO (Administrative Unit Outcomes) updates follow the program review timeline.
- Institutional level updates are facilitated by the YCCD Board.

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used. *Provide an example* (150 word maximum):

#### 5. Transferable Gateway Course Completion (500 word maximum)

Describe in the box below your institution's **best work** to improve the number and rate of students who complete transferable gateway courses in English and math during their first year of college. [This might include, for example, changing placement policies, redesigning curriculum, implementing math pathways appropriate to different programs of study, etc.] Provide data!

An examination of student placement data reveals a critical need to prepare incoming students for college-level work. A review of data for first-time students who take Accuplacer assessments before enrolling at WCC reveals that a majority (79%) placed into remedial math, with 29% placing one-level below (intermediate algebra), 17% two-levels below (elementary algebra), 10% three-levels (pre-algebra), and 23% four-levels below (arithmetic). For English, 66% of entering students placed into remedial English, with 24% placing one-level below and 42% two-levels below (YCCD MIS). An analysis of California's K-12 standardized assessment test data for 11<sup>th</sup> grade students from WCC's feeder high schools in Yolo, Colusa, and Lake counties reveals that a low percentage of students are prepared for college and are not testing at grade level. Only 31% to 53% of 11<sup>th</sup> grade students tested at grade level math and only 0% to 24% tested at grade level English. Graduation rates for the high schools served by WCC range between 85% and 88.8%. (CA Dept. of Ed. DataQuest)

A review of the 2009-10 student cohort completion outcome data for degree, certificate, or transfer-seeking students tracked over 6 years shows that significant improvement is needed in this area. The percentage of the WCC's 2009-10 student cohort earning a degree, certificate or transferring to a four-year institution was 41%, in comparison to the statewide total of 47.1%. For college-prepared students, the completion rate was 55.3% (in comparison to the statewide completion rate of 70%). For unprepared students (not college ready), the WCC's completion rate was 37.4% in comparison to the statewide completion rate of 39.6%. (cccco.edu/scorecard)

WCC launched a First Year Experience (FYE small learning community) program in Spring 2016 to help address the low-levels of entering students' college readiness and preparedness in English and math. WCC's FYE model guarantees participating students block scheduled math and English courses during the first year, along with a student success course to provide a solid foundation for success. Dedicated counselors and staff provide case management services, and work with peer mentors to coordinate activities and workshops throughout the year.

One of the college's Education Master plan goals is to bring WCC's FYE program to scale for all entering first year students who are degree and/or transfer seeking. In 2010, WCC signed MOU's

with California State University, Sacramento (CSUS) and each of the feeder HS districts with the goal of increasing student readiness and preparation for college. As part of the MOU, WCC agreed to adopt the 11th grade standardized test results through the Early Assessment Program (EAP) for placement of students who test “college ready” in English and/or math. In 2014-15, WCC’s math department also approved the use of high school math grades for placement as an alternative measure. Another strategy to improve student readiness for transfer-level math is a pilot currently away that allows entering high school graduates to use transcript data to place into a “Math 50 Plus” (taking the higher level math course than they initially placed into with supplemental instruction support).

## 6. Completion and Transfer Outcomes (500 word maximum)

Describe in the box below the results over the past 5 years of your institution’s **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

MONICA

## 7. Labor Market Information (500 word maximum)

Describe in the box below how and to what extent to which your institution **systematically uses current labor market data/information to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.**

Also indicate the **number and percentage of entering students** who currently experience career counseling, including labor market information as an established part of the college intake process.

As reflected in the WCC 2016-2019 Educational Master Plan, curriculum development and maintenance processes, counseling services, and assessment strategies, the College systematically uses current labor market data (LMI).

Examining local Labor Market Information (LMI) provides our College a “window” into current and future regional employment trends; a tremendous opportunity to build intentional, value-added programs. Yolo, Lake, and Colusa County LMI data are prepared by the California Employment Development Department (EDD) and Economic Modeling Specialists International (EMSI).

**Will need others to complete this section re: curriculum and counseling. Sonia can provide SARS career counseling data...**

## 8. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

Yes  No If yes, check all routinely disaggregated variables that apply

Race/ethnicity  Gender  Income  Enrollment status (FT/PT)

College readiness  First time ever in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

Briefly describe in the box below your institution's **most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds**. Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

## 9. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

## 10. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

## 11. Allocation of Resources (250 word maximum)

Briefly describe in the box below your college's significant uses of California's Student Success Initiative and Equity funding to support your college's student success and equity agenda.

WCC implemented several key initiatives that support efforts to launch the proposed *College Promise Pathways Program (College Promise)*, designed to increase student access, success, and completion. Included in the college's Education Master Plan, the initiatives are coordinated through the college's Student Success Committee to ensure synergy among the student success strategies, ensuring they are well-coordinated and complementary, with funding braided and targeted to achieve institutional priorities and goals. The Student Success Committee is responsible for providing input into the development and coordination of the college's Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative (BSI). As a result, these initiatives, strategies, and activities are institutional priorities, further supporting the sustainability of WCC's CP<sup>2</sup> program beyond the life of this grant. Examples of how the college leverages funding from different programs to provide a more targeted approach to improving student success and equity include the college's First Year Experience program. SSSP funding is leveraged to support FYE student orientations each semester, dedicated counseling, peer support, and student engagement activities. FYE is also funded through Student Equity to provide entering students with free (through

a lending library) math and English books. As the college brings FYE to scale for all entering students, the recently awarded Online Education Resource grant will help support faculty efforts to develop and/or identify and refine textbooks for use in FYE.

## 12. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

SI is an interactive academic support program that links peer assisted study sessions with specific courses. Students who attend SI sessions in addition to class show a significant increase in course achievement. WCC first launched its SI program in Spring 2016 and has expanded to 15 SI supported classes in math, English, Biology, and Sociology. To date, more than 1,500 students have participated in SI.

WCC's Dual Enrollment courses provide high school (HS) students with an opportunity to earn college credit while in high school, increasing students' self-efficacy as a college student and reducing time to degree. Dual enrollment has shown to increase student's rates of persistence and degree completion and as such, plays an important role in helping students to prepare and succeed in college. Launched in 2014 with a pilot of an Agricultural Science degree pathway, WCC's dual enrollment program has expanded to include culinary and university pathways, with a business pathway and other programs under development. WCC has MOU's with 5 high schools: Esparto, Lower Lake, Middletown, Pierce and Williams. Through these partnerships, WCC has offered more than 30 classes with more than 300 students participating.

(SONIA and SIRIA)

## 13. Guided Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to **design and implementation** of guided academic and career pathways for students.

Leveraging the Center for Urban Education (CUE) and the Completion by Design (CbD) "loss/momentum framework", the College opened the 2014 Convocation (current President's first) with a resource mapping exercise - policies, practices, procedures, and programs -that continues to evolve today. Subsequent convocation and other College-wide planning activities at all three sites have broadened the institution's understanding of the four student experience phases, the framework upon which the WCC Educational Master Plan (EMP) process and product was built. The 2016-2019 WCC Educational Master Plan (EMP) directs the College to: "Design, Execute, and Assess a College-wide Structure to Support Guided Pathways." Faculty, staff, student, administration and community partners across three campuses contributed to all of the work underway intended to ready our College for the Guided Pathways work ahead:

**Clarify the Path** - Despite WCC's relatively small number of full-time faculty (**need #**) the College offers **#** Associate Degrees for Transfer and has several more (Plant Science, Animal Science, and Agricultural Business) in the CCCCQ que for certification. The College has developed an exceptionally robust curriculum development and review process, viewed regionally as a model in the North/Far North regional and state level. The College was selected as a pilot college for the CCCCQ Curriculum Inventory (COCI) project because of its reputation for developing and maintaining high value degrees and certificates. A burgeoning dual enrollment program in Lake,

Colusa, and Yolo Counties intentionally defines college/career pathways in Agriculture, Business, Early Childhood Education, and an IGETC-patterned "University Pathway".

**Enter the Path** - Approximately 500 dual enrollment students are first-time WCC students this year, with all indications that high school students' participation in intentionally-designed pathways will continue to rise. Woodland Community College has also implemented electronic student education plans along with other intrusive student support services, such as scaled Supplemental Instruction and a case support system for identified "at risk" students. The College is implementing an on-site matriculation process (orientation, application, advising, and registration) at all service area high schools, removing barriers to student enrollment. This fall marked the pilot year for a math/English "ME First" First Year Experience program, with College-level scaling scheduled in the EMP for 2019. The math department launched an accelerated "math plus" course this fall using the co-requisite model. English faculty have developed an integrated reading and writing strategy program culminating in a zero-credit Career Development and College Placement (CDCP) certificate, for .

**Stay on the Path** - Design, Execute, and Assess Automated CbD-based "Momentum Point" ; Design, Execute, and Assess Degree Audit Program Email/Text Program ; Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First); Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes Momentum Point Check-Ins

**Ensure Learning** - Program Review SLO; STREAM grant participation ; Advisory Committees, Regional Leadership - CTE Enhancement project,



## INSTRUCTIONS FOR SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

IN THE FOLLOWING SECTION #3,  
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP  
TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND  
THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS  
SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON  
CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

*REMARKS SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR  
STRENGTHS OR CHALLENGES THE INSTITUTION  
MAY BRING TO THE GUIDED PATHWAYS WORK.*

**PLEASE NOTE** THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A  
PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS NOT A QUANTITATIVE  
MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO NOT AVERAGE RESULTS ACROSS  
INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.

**READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION**

**LEADERSHIP**

**Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree**

Capacity and Commitment	Assessment and Remarks
<p>College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college’s academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college’s service area.</p>	<p><b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• 2016 WCC Completion by Design-based Ed Master Plan began with a critical review of existing program, policy, practice, and procedures across the four student experience phases.</li> <li>• College Council and Academic Senate critical review and redesign of governance/decision-making committee structures intended to improve institutional effectiveness and student achievement.</li> <li>• Recent WCC design and implementation of a Data Inquiry Group (DIG) charged with developing an infrastructure for a culture of evidence (BRIC).</li> </ul>
<p>College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.</p>	<p><b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• WCC President introduced at his initial WCC convocation as President (2014) Cbd language with College Policy, Program, Practice, and Procedures Resource Mapping Exercise (CUE/CbD).</li> <li>• 2015-2016 internal (College) and external (community) scans informing 2016 Educational Master Plan examined CCCCO Scorecard and other student achievement data.</li> <li>• From a 2016 Aspen Institute College Excellence Program site team visit: “Site visit participants frequently referred to CBD and discussed different aspects of the loss/momentum framework, indicating its utility in focusing and directing change efforts at the college.”</li> </ul>
<p>College leadership is committed to a reform process that will likely take 4-5 years for full implementation.</p>	<p><b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• 2016 WCC Educational Master Plan has identified an Institutional Effectiveness Action</li> </ul>

	<p>Plan committed to “Design, Execute, and Assess a College-wide Structure to Support Guided Pathways”.</p> <ul style="list-style-type: none"> <li>• A College commitment to reform processes is demonstrated in our multi-year Lake County Campus Realignment Plan, first initiated in 2014.</li> <li>• 2016 WCC Educational Master Plan Guiding Principles includes: “Apply systematic and structural changes to improve program coherence.” (RP Group)</li> </ul>
<p>President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• YCCD Management professional development training sessions, led by the Chancellor, have focused upon Change Management.</li> <li>• From WCC’s Data Inquiry Group (DIG) purpose statement: “Effective colleges consider making changes at the design level rather than “nibbling around the edges.” (Kappan)</li> <li>• College leadership across all levels participated in Aspen Institute College Excellence Program site visits and eventual Feedback Report, demonstrating a desire for transformational change.</li> </ul>
<p>Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input checked="" type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• WCC has identified clear student achievement data measurements that are examined, prompting hypotheses for any identified student success outcomes.</li> <li>• Established Objectives are then reaffirmed or adjusted according to these “discoveries” and hypotheses.</li> <li>• Action Plans are then adjusted or affirmed according to these “discoveries”. (Aspen)</li> </ul>
<p>Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>
<p>Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5</p> <p><u>Remarks:</u></p>

## SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**MAGNITUDE OF INSTITUTIONAL CHANGE**

Scale: (1) strongly disagree    (2) disagree    (3) neutral    (4) agree    (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.</p>	<p><b>Check one:</b>   <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>Student intake: the College has made strides to improve assessment (multiple measures pilot), and have Action Plans documented in 2016-2019 Ed Master Plan to launch on-site matriculation processes at service area high schools as well as develop, implement, and assess a two-year catalog.</li> <li>Curriculum:</li> <li>Instruction:</li> </ul>
<p>College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.</p>	<p><b>Check one:</b>   <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input checked="" type="checkbox"/> 4   <input type="checkbox"/> 5</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>From the WCC Ed Master Plan Guiding Principles: “Design and build integrated data-informed program and service solutions at scale to benefit all students.”</li> <li>Accredited as California’s 110<sup>th</sup> community college in 2008, WCC has documented its commitment to strengthening existing under-developed functions across all three sites, such as weekend services, appropriate online student services, and advising.</li> </ul> <p>From the 2016 WCC Aspen Institute College Excellence Report: “We were impressed by the motivation, determination, and passion these leaders have for advancing student outcomes, and their universal recognition of the need to do better. At the same time, while these individuals had a sense of what needed to be done and some good ideas for a few initiatives, they seemed unsure of how to proceed in improving the college-wide culture, expressing frustration with the <i>status quo</i> culture and offering limited suggestions for how it might be improved.”</p>
<p>College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.</p>	<p><b>Check one:</b>   <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input checked="" type="checkbox"/> 4   <input type="checkbox"/> 5</p> <p><b>Remarks:</b></p> <ul style="list-style-type: none"> <li>WCC’s Curriculum Committee has demonstrated a practice</li> <li>WCC’s existing Scheduling Criteria Committee has demonstrated practices reducing students’ time to completion through strategic scheduling.</li> <li>As a small rural community college with two remote sites, curriculum streamlining.</li> </ul>
<p>College is committed to integrating important and</p>	<p><b>Check one:</b>   <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5</p>

<p>effective supports into student pathways as the alternative to typically disconnected and optional services.</p>	<p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• The College has piloted a First Year Experience fall 2016, requiring students enroll in math and English (“ME First”) courses as well as counseling contacts.</li> <li>• WCC has made significant strides towards a scaled Supplemental Instruction (SI) program in recent semesters across all three sites, though has much work to do in this arena.</li> <li>• From the WCC 2016-2019 Educational Master Plan Action Plans, not yet accomplished: “Design, Implement, and assess mandatory Tutorial services for all remedial students.”</li> </ul>
<p>College leaders understand that pathways reforms will involve more structure and more prescription for students.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• From the WCC 2016-2019 Educational Master Plan Action Plans, not yet fully scaled: “Design, Implement, and assess a scaled College-wide “ME First” (math and English first) policy for all remedial students.”</li> <li>• 2016 WCC Educational Master Plan Guiding Principles includes: “Apply systematic and structural changes to improve program coherence.” (RP Group)</li> <li>• The College hosted a CCCSE data team to campus in spring 2016 and followed that with a WCC team participating in a team workshop in Austin Texas, developing a working knowledge of the phrase “students don’t do optional well”.</li> </ul>
<p>College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• As a small college with three remote locations, WCC continually makes such decision-making a necessity, documented as the WCC Strategic Execution methodology: “ As initiatives emerge from the internal and external scans, College leadership at all levels must undergo a necessary mental exercise, asking ourselves whether we have the necessary: 1) alignment with District and College <i>Strategies</i>; 2) agreement with the <i>College Objectives</i>; 3) appropriateness of <i>Projects</i>; 4) supportive <i>College Structures</i>; and 5) resourced <i>People</i>. Once confirmed, our College can be reasonably assured that our Actions will achieve the desired results.”</li> <li>•</li> </ul>
<p>College leaders have the will and capacity to reallocate resources at a substantial scale.</p>	<p><u>Check one:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p> <p><u>Remarks:</u></p> <ul style="list-style-type: none"> <li>• The College has demonstrated the will and</li> </ul>

	<p>capacity to reallocate resources in response to the YCCD governing board’s decision to separate the Lake County Campus from Yuba College and realign with Woodland Community College.</p> <ul style="list-style-type: none"> <li>• In order to improve student achievement and access, the College has demonstrated the will and capacity to evaluate and recommend categorical and general fund resource reallocation from the main Woodland campus to the much smaller Colusa County Campus in Williams, CA.</li> <li>• Each academic year begins with a review of established College 3-year Objectives (<u>what</u> we want to do) and associated Action Plans (<u>how</u> we plan to do it) designed to “move the needle” on our annual Objectives. Clear student achievement data measurements are examined, prompting hypotheses for any identified student success outcomes. Established Objectives are then reaffirmed or adjusted according to these “discoveries” and hypotheses. Resource allocations developed in the early spring semester may reflect year 1, 2, and/or 3 College Objectives, depending upon the initiative complexity and cost.</li> </ul>
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<b>READINESS FOR GUIDED PATHWAY DESIGN &amp; IMPLEMENTATION</b>	
<b>FACULTY ENGAGEMENT</b>	
<b>Scale: (1) strongly disagree    (2) disagree    (3) neutral    (4) agree    (5) strongly agree</b>	
<b>Capacity and Commitment</b>	<b>Assessment and Remarks</b>
<p>College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.</p>	<p><b>Check one:</b>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>There is commitment from the Academic Senate to support the Guided Pathways Project work. [See also signature requirements and College Participation Agreement below.]</p>	<p><b>Check one:</b>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>At least one faculty representative is on the project</p>	<p><b>Check one:</b>    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>5  <u>Remarks:</u></p>

leadership team.	
College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
College faculty are committed to reviewing, revising, and aligning course and program student learning outcomes with (1) employer-vetted career/occupational competencies and (2) primary transfer institutions' requirements to support the Guided Pathways work.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>

<b>READINESS FOR PATHWAY DESIGN &amp; IMPLEMENTATION FRAMEWORK</b>	
<b>DATA COLLECTION, ANALYSIS AND USE</b>	
<b>Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree</b>	
<b>Capacity and Commitment</b>	<b>Assessment and Remarks</b>
At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college IR and IT functions regularly track student participation in support services.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
The college governing board regularly sees, reviews and discusses data on student progress and success.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>
Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.	<b>Check one:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <u>Remarks:</u>



<p>College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.</p>	<p><b><u>Check one:</u></b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5 <b><u>Remarks:</u></b></p>

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**TECHNOLOGY**

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
<p>The college has in place technology tools to support academic planning and advising.</p>	<p><b>Check one:</b> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5  <u>Remarks:</u>                      The Student Planning/Self-Service application within the Districts ERP system provides the tools for this area. Academic (curriculum) planning is supported by CurricunetMETA.                      The underlying data requires constant validation.                      The technology tool set is more than adequate when fully utilized.</p>
<p>The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.</p>	<p><b>Check one:</b> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5  <u>Remarks:</u>                      The Student Planning/Self-Service application provides the tools for this area. (see above)                      This also requires the data to be in place to support the component of the ERP. It appears that 100% data is not yet in place, but should be by fall 2017.                      Success in this area demands all academic planning and academic program data be up to date in Colleague (ERP).                      The technology tool set is more than adequate when fully utilized.</p>
<p>The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.</p>	<p><b>Check one:</b> <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5  <u>Remarks:</u>                      Tools to support career counselling and transfers are adequate.                      The college has access to WEB based employment and salary information but it is not (to the best of our knowledge) used by counsellors.</p>
<p>The college has in place technology to support learning analytics.</p>	<p><b>Check one:</b> <input type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5  <u>Remarks:</u>                      The District institutional research support some learning analytics. With other commitments this is only a medium priority at the District. Tableau is the platform of choice for all BI. Staff and faculty at the college need to be trained and develop the expertise to provide the analytics                      The need for 'clean' data is essential to meaningful analytics.</p>

**General Notes & Comments:**

Overall the two areas needing most attention in support of Pathways Implementation at YCC, from the IT perspective, is the need for additional staff development to maximize the efficacy of the toolset provided, coupled with a continuous need for data validation to ensure data integrity.

The IT department can do little to help with data accuracy without access to source materials, often in hard copy. The responsibility for Date Integrity and Accuracy therefore remains with the end user (Staff & Faculty)

The IT department is in the process of realigning resources to create an End User Support and Training Group in a bid to help address the dire need for staff development in most, if not all, areas of information technology. It is anticipated this realignment delivering increased training and support capabilities will be in place by fall of 2017.

The District IT department is fully committed to supporting (as may be necessary) this initiative by WCC !!

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**PARTNERSHIPS**

**Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree**

Capacity and Commitment	Assessment and Remarks
<p>The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>
<p>The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.</p>	<p><b>Check one:</b>   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>5  <u>Remarks:</u></p>

## SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Woodland Community College (WCC) *wishes to participate* in the California Guided Pathways Project as the institution's next step following adoption of our 2016 Educational Master Plan (EMP). Completion by Design (CbD) and Center for Community College Student Engagement (CCCSE) research undergird the EMP for the three campuses comprising Woodland Community College - Woodland main campus, Lake County Campus, and Colusa County Campus. In combination, these two well-established bodies of research provide our College a comprehensive framework from which to examine overall institutional effectiveness.

The College recently participated in the Aspen Institute College Excellence Program, after which a Feedback Report noted: "WCC is at an unusual moment of significant opportunity. As a relatively new organization with highly motivated leaders and a seeming openness to improvement with the goal of improving student outcomes across faculty, staff, and administrators, now is the time to move the college from a culture and operation of good intentions to a high-functioning institution achieving exemplary student outcomes." Thus, the College demonstrates a *shared aspiration* to meet and exceed its potential, as noted by the 2016 Aspen site team:

- WCC has adopted a new framework for completion.
- Work is already underway to improve student success.
- The need for change is understood.

The College presents a *compelling case as to why the Guided Pathways Project is critical* to improving student completion rates. Of note, ours is California's 110<sup>th</sup> in the 113 college system. Accredited in 2008, the institution is provided the opportunity to develop policies, programs, practices, and procedures relatively unfettered by the past. College leadership is committed to a system redesign intended to improve our current student degree/transfer rates (37.4% for unprepared students and 41% overall) as well as certificate completers (17 total for 2015-2016).

Secondly, the institution is faced with the challenge of meeting the educational needs of a remote, rural, and diverse student body many of whom are Hispanic (47%), first-generation (67%), and low-income students (73%). Lake County is California's poorest, and two consecutive summers of fires have ravaged the region, designated a federal disaster area in 2015. City, County, and State officials all agree that higher education attainment is critical to Lake County's recovery.

In what may present the most compelling case for why the Guided Pathways Project is critical to improving WCC student completion rates, the College is undergoing final phases of the Lake County Campus (LCC) realignment project, directed by the YCCD governing board in 2014. This project shifted administrative oversight from Yuba College, where it had existed for over 40

years, to WCC as of July 1, 2016. Successful design, implementation, and assessment of the Guided Pathways Project will greatly improve student achievement rates, positively effecting current service area Opportunity Index measures across our Yolo (B-), Lake (C-) and Colusa County (C) service areas. The Opportunity Index assigns communities one of five (A-F) categories, focusing on economic, social, and education conditions present and is designed to help identify concrete solutions to lagging conditions for economic mobility like those so conspicuous in Lake County.

Indication of governing board support (describe action taken and date):

The Yuba Community College Governing Board

Indication of academic senate and/or faculty union support (describe action taken and date):

The WCC Academic Senate

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED, SIGNED BY THE PRESIDENT, ACADEMIC SENATE PRESIDENT, AND DISTRICT CHANCELLOR AND SUBMITTED WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS **FEBRUARY 28, 2017.**