



Academic Senate Meeting Minutes

Date: Friday, March 9, 2018

Time/Location: 1:00 - 3:00 PM / WCC Room 852 & LCC Room 115A

Senate Roles and Responsibilities (The 10+1)

<ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles 	<ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
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Senators: Matt Clark (President), Jeannine Mullin (CTE), Doug Stone (WCC Part-time), Shawn Lanier (Math & Science), Kevin Ferns (Secretary, FaLaHum), Greg Gassman (Social Science), Doug Harris (CCC & LCC Part-time via Polycom), Christopher Howerton (VP, At-large, President-Elect), Jose Vallejo (Student Services), Mike Papin (LCC via Polycom)

Ex-officio Members: Gurtaj Grewal (ASWCC Rep)

Absent: None

Guests: Betsy Allen, VP Konuwa, Deanna Pierro, M. Moreno, J. Brown

Call to order at 1:04 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda – Action		Approve agenda of 3/9/18 (MSC Howerton/Vallejo)
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.
III	Approval of Minutes – Action		Review and approve the minutes of 2/23/18 regular meeting.
	Discussion/Decision:		
	1. The minutes of 2/23/18 are approved as submitted (MSC Howerton Vallejo/Lanier).		
IV	Committee Appointments – Action	Howerton	Objective: Appoint faculty members to committees.
	Discussion/Decision:		
	<ol style="list-style-type: none"> 1. The senate appoints N. Kirschner and C. Howerton to the WCC VP Search/Screening Committee. A call will go out for tenured faculty from LCC or Student Services for an additional member. Clark is on this committee. 2. The senate appoints T. Sasano, J. Vallejo, and M. Moreno to the WCC Dean of Student Services Screening Committee. Clark is on this committee. 3. The senate appoints J. Hanson and P. Bordisso to the LCC Middle College Director. 4. The senate appoints G. Jones (FALAHUM), C. Stafford-Banks (CTE), J. Ruiz (Counseling) to the Curriculum Committee. 		

<p>V</p>	<p>Pathways: WCC Plan and WCC Commitment – Information/Discussion</p>	<p>Pierro, Clark</p>	<p>Background: A task force under the leadership of the Student Success Committee is tasked with drafting the WCC Guided Pathways Plan, which is due to the state at the end of March. The plan is a requirement for receiving Guided Pathways funds and the plan will require senate signoff. Further, the senate shall consider the level of WCC’s commitment to pathways. Objective: The first read of the draft plan with the intent to debate senate signoff at the next senate meeting.</p>
<p><i>Discussion/Decision:</i></p> <p>1. D. Pierro reported that much work has been accomplished on the draft WCC Guided Pathways work plan. She reported that while there are 14 key elements to the plan, WCC has picked 5 to begin the process, which will last 5 years. The key areas where WCC will focus first are the following: Cross-functional inquiry, shared metrics, improved basic skills, proactive and integrated student supports, integrated technology infrastructure, and strategic professional development. The senate will conduct a special meeting to sign off on this prior to spring break.</p> <p>➤ The senate shall embrace exploration of Guided Pathways (MSC Clark/Vallejo, 1 Abstain).</p>			
<p>VI</p>	<p>Diversity Committee Purpose – Information/Discussion</p>	<p>Howerton</p>	<p>Background: College Council, with feedback from senate leadership, issued a charge statement to the Diversity Committee. The charge statement focused primarily on reviewing the current purpose of the committee and recommending changes. College Council and the senate received an initial response from the committee Objective: Review the charge and the response and provide feedback regarding next steps.</p>
<p><i>Discussion/Decision:</i></p> <p>M. Moreno read portions of the Diversity Committee’s memo to the senate. She presented the Diversity Committee’s stance on the use of the multicultural center and offering of workshops and other activities. Due to time constraints, the senate tabled this until the next meeting.</p>			
<p>VII</p>	<p>State Distance Education Consortium – Information/Discussion</p>	<p>Clark, Brown, Konuwa</p>	<p>Background: This year’s window for joining the CCC DE Consortium is about to open. The intent to join requires signoff from the DE Committee and the senate. Objective: Review the parameters, benefits, and consequences of joining and the recommendation from the DE Committee regarding joining, with the intent of debating signoff at a future meeting.</p>

Discussion/Decision:

The updated WCC DE Plan and correspondence to the DE Committee are attached to the minutes. J. Brown reported that the DE Committee could not reach a consensus on whether WCC should join the California Community College Online Education Initiative consortium. Clark reported that administration would like to join immediately, and that a resolution would need to be approved by the senate today in order for WCC to move forward. J. Brown provided some background on the DE Committee’s previous vote not to join the OEI. She initially liked the idea because it would be good for students because it would offer them additional online courses from other colleges throughout California. However, the committee felt that the support for online students at WCC was not what the OEI expected (such as online counseling, online tutoring, Cranium Café, and a proctoring site, for example). Additionally, the IT department is not supporting the OEI and Instructional Design Resource Faculty B. Allen does not have a guaranteed position-her position ends in November. She would be essential to succeeding in the OEI. There has been no planning up to this point regarding the OEI. There may also be some curriculum implications that would need to be addressed once students begin taking online classes at other schools. Only 8 of the 114 California community colleges have joined this. B. Allen had reservations as well and her concerns are on the back end with IT.

VP Konuwa made the case that this consortium would enhance WCC’s DE profile. WCC has been working on the student support services for online classes and this initiative would assist that effort. There are still issues to work through, but the potential advantages are that it would provide opportunities that will allow our college to leverage free or reduced cost software for tutoring and test proctoring and online counseling professional development and networking. It would also provide services that enhance our IT capacity to support online offerings, it would allow our students to take courses in an online Course Exchange, which are either impacted or not available on our campus. It would also provide opportunities for our faculty to work with peers in the Exchange and it would allow WCC to leverage financial and other resources that might be made available to colleges in the Exchange. He suggested that WCC does not need to wait a year to join again. Once we join, even though we are underprepared, our students will have access to resources for free that are only available to members of this consortium. VP Konuwa also reported that the IT Director Crosby was surprised that YC had not taken advantage of this and he stated that he supports joining this. Concerns were raised about the process, particularly the administrative role in drafting the resolution for senate consideration.

- **The senate supports moving forward to join the Online Education Initiative Consortium (MSC Lanier/Mullin). (Nays 2)**

VIII	Senate Webpage – Information/Discussion	Howerton	Background: VP Howerton has redesigned the senate webpage. Objective: Review the changes and provide feedback.
	<i>Discussion/Decision: Not addressed.</i>		
IX	Senate VP Election – Action	Clark	Background: Once election of senators is complete, the senate shall elect the Senate Vice President from the senate full-time membership Objective: Elect the WCC Academic Senate VP for 2018-2019.
	<i>Discussion/Decision:</i> 1. D. Pierro is nominated and elected to be Senate Vice President. Congrats!		
		Clark, Howerton	Background: DCAS will be undertaking revisions of a large

X	AP/BP Revisions in DCAS – Information/Discussion/Action		<p>number of APs and BPs that are 10+1 in nature during the 2017-2018 Academic Year.</p> <p>Objective: Update on AP/BPs currently undergoing revision.</p> <p>Current AP/BP Revisions for Review: AP 4230, Grading Symbols AP 4231, Grade Changes</p>
<i>Discussion/Decision: Not addressed.</i>			
XI	Flex Issues – Information/Discussion	Ferns, Clark	<p>Background: Currently flex is not required for online instruction.</p> <p>Objective: First read of a recommendation to remove flex exemption for online instruction from the Flex Guidelines.</p>
<i>Discussion/Decision: Not addressed.</i>			
XII	Accreditation – Information/Discussion	Clark, Howerton	<p>Background: The Institution Self Evaluation Report (ISER), which includes a Quality Focus Essay (QFE) is due to ACCJC this summer and the visiting team will visit in October 2018. The ISER requires senate signoff.</p> <p>Objective: Update on the status of the WCC ISER and QFE.</p>
<i>Discussion/Decision: Not addressed</i>			
XIII	President’s Report –Information/Discussion	Clark	
<i>Discussion/Decision: See attached report.</i>			
XIV	Vice President’s Report 1. Curriculum Update – Information 2. Other – Information	Howerton	<p>Objective: 1. Receive update on work of the Curriculum Committees.</p>
See attached report.			
XV	Senate/Committee Reports - Information	Senate	
<i>Discussion/Decision: Not addressed.</i>			
XVI	Ex-officio Reports - Information	Grewal	
<i>Discussion/Decision: Not addressed.</i>			
XVII	Future Agenda Items-Discussion		<p>Reporting Structure and Functional Maps, Data Inquiry Group work and Dashboard, Constitution, Bylaws, and Supplementary Procedures, Senate Appointments, Dual Enrollment, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update</p>

Discussion/Decision:

Meeting adjourned 3:07 p.m.

WCC Academic Senate Goals, 2017-2018			
#	Goal	Lead(s)	Status
1	Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).		
2	Accreditation: Ensure faculty participation in all facets of the accreditation process.		
3	Equivalency Process: Revise the district equivalency process.		
4	Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.		
5	Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development.		
6	Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.		
7	Committee Structure & Reporting Structure: Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.		
8	Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning.		
9	Revise Senate Constitution and Bylaws.		
10	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.		
11	Initiative (Guided Pathways, Dual Enrollment...) Ownership: Establish process that codifies faculty roles in initiative driven work.		
12	Distance Education (DE): 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, curriculum development, technology, faculty training, student training, student supplemental resources, and ensuring regular, effective, instructor-initiated contact.		

President's Report
March 9, 2018

Meetings with WCC Administration

(3/1) – Highlights:

1. We discussed convocation and specifically the integration of pathways into the day's events. The RP Group will present and wants to tailor the presentation(s) to our needs.
2. We discussed participation in the Online Education Consortium. VP Konuwa suggests that we join. The DE committee is recommending that we delay joining.
3. We discussed using an open position to help transition LCC through Mickie Main's retirement.

(3/8) – Cancelled – traveling to LCC for Trustees' Meeting

Accreditation Steering Committee (3/8) – Missed

DCAS (2/15) – Highlights:

1. YC Senate President Kemble shared that there is interest in extending the time allowed for finishing and incomplete (defined in AP 4230) and extending the time allowed for appealing a grade (defined in AP 4231). Regarding 4230, we agreed that we had already agreed to not use the FW. However, we will be adding an EW (excused withdrawal) notation. We need to define a process for assigning the symbol.
2. Pending adoption of the state budget, (roughly) the Chancellor advised both colleges to consider approaches for advertising our participation in AB 19.
3. After discussion we agreed that documents related to institutional planning will be housed in AP 3250, not BP 3250. We approved AP 4020.
4. We discussed articulation officers and a draft AP 4050 Articulation. The articulation processes will move from the district to the colleges (without additional funding) The colleges' VPs were tasked to work with Student Services Deans to draft the scope of the positions. The YC senate is firmly committed that articulation approval is not a Curriculum Committee role. That paragraph will be pulled from the draft AP
5. We had an extended discussion regarding AB 705 and assessment. Since assessment does not appear in any AP, there is no established process for implementing new multiple measures placement. We discussed the status, the desire to implement soon, and the desire to have the same measures at both colleges, at least initially. At this point YC and WCC English have not agreed on the appropriate multiple measures
6. It was reported that evaluation focus group turnout was low at YC and moderate at WCC.

DC3 – No meeting

College Council (3/2): Deanna Pierro presented a rough draft of the pathways task force work on the pathways plan, which is due to the state at the end of this month. There was a brief discussion of the Diversity Committee's response to their charge from College Council, but lack of supporting documents led to the issue being forwarded to the next agenda.

Board of Trustees Meeting (3/8) Highlights –

1. Executive Dean Lee and President White gave a presentation on broadcast classes (point-to-point). A student from a broadcast AJ class was appreciative of the modality and complimentary of the instructor, Leslie Deniz.
2. The chancellor recommended and the board approved tenure for Manuela Dragos, Meridith Selden, Kiara Koenig, and Jan Ponticelli.
3. Trustee Hasteley opined that participation in AB 19 is, essentially, a "must". Chancellor Houston essentially agreed and shared that many of the participation requirements are underway.

Miscellany

1. The senate leadership meeting with Chancellor Houston (3/1) focused primarily on finishing the DCAS discussion regarding AB 705 and multiple measures.

2. Due to conflict with the Area A meeting, we will likely cancel the March 23 senate meeting. If we do so we may hold a special meeting earlier that week, should any pressing issues arise.

**Christopher Howerton's WCC Academic Senate President-Elect Report
Friday March 9, 2018**

1. Committee Appointments:

1. FT - Faculty representative to serve on WCC's Hiring Screening/Search Committees. **ACTION NEEDED** **Call out on 2/28 with deadline to forward name by noon 3/7**
 - A. Need to appoint 3 FT-Tenure for the **WCC VP Search/Screening Committee**
 - a. Nili Kirschner
 - b. Christopher Howerton
 - c. Deanna Pierro (FT non-tenured)
 - d. Melissa Moreno* (*put name forward for this OR the Dean of Student Service Committee*)
 - B. Need to appoint 3 Faculty(FT-Tenured) to the **WCC Dean of Student Services** (2 from Student Service and 1 from Instructional)
 - a. Student Service Faculty
 - i. Todd Sasano
 - ii. Jose Vallejo
 - b. Instructional
 - i. Melissa Moreno * (see note above)
 - C. Need to appoint FT-tenured (?) faculty for **LCC Middle College Director** (2-appointments?)
 - a. Jen Hanson
 - b. Ingrid Larsen
 - c. Andrew Miller (non-tenured)
 - d. Pamela Bordisso
 - D. **WCC Curriculum Committee** (Call out 3/5 with deadline to forward name by noon 5/8)
 - a. CTE
 - i. Jen Hanson (LCC- Business)
 - ii. Candice Stafford-Banks (WCC – Ag)
 - b. Counselor
 - i. Rajdeep Johal (FT CalWORK's Program Counselor)
 - ii. Juana Ruiz (FT-Counselor; current member of CC)
 - c. FaLaHum
 - i. Gina Jones (LCC-English FT-Tenure track)
 - ii. Jessica Aggrey (WCC –ESL 1-year FT AEBG funded)

2. Timeline for the VP and Dean of SS Screening Committees:

Position	Open	Screening Criteria & Questions	Close	Review	1st Interview	2nd Interview	Name to BOT	Board Approval
Vice President	2/7/18	3/12/18	3/9	3/19-23	4/16 or 4/23	4/30	5/3	5/10
SS Dean	ASAP	04/2-6	4/13	4/20-27	5/14	5/22 (finals)	6/7	6/14

a.

3. **Accreditation Institute.** (Feb 23-24, 2018) I attended this year's Institute with (J. Brown, S. Martinez, A. Konuwa, and Gina Jones). We attended several breakouts, and I co-presented on a session titled: Faculty Leadership in Accreditation Processes – Fleshing out the 10 +1, serving as a Chair/co-chair/tri-chair. This past Thursday our team that attended the institute reported out to ASC.
4. **Accreditation Steering Committee Meeting (3/8):** We discussed the recent ACCJC Accreditation Institute and discussed Dr. Frank Gornick's upcoming visit (3/12) to provide feedback on our ISER. Reviewed our timeline.
5. **ASCCC Executive Meeting (Butte 3/2-3/18).** I attended this month's ASCCC Executive Committee meeting. There were a number of updates and discussions including positions on legislation and emerging concerns from the field. A large portion of the discussion on Friday was on potential resolutions for the upcoming plenary and the coordination with the area meetings. All ASCCC minutes and agendas are on the ASCCC website.

6. **Area A meeting:** Area A will hold our meeting on Friday 3/23 at Merced College. I will be attending this meeting
7. **ASCCC Spring Plenary:** April 12-14, 2018 in San Mateo. Matt and I are registered to attend.
8. **ASCCC Educational Policy Committee:** As a member of this committee I just collaborated with a short article update for the next issue of The Rostrum.
9. **NEW SENATE WEB SITE:** Last week I was able to create a robust WCC Senate website...check it out for all sorts of resources. There is also a tab for Guided Pathways resources. Most Senators have sent me photos for the Senator pages; I am missing a few and would love to add more bios. Send to me by e-mail ASAP. In addition, we need to discuss how we store our Agendas and Minutes.
10. **The ASCCC Leadership Institute:** (June 14-16, 2018) at the Sheraton San Diego Hotel & Marina (Bay Towers). Registration is now open and I would like to begin my registration process and travel documents soon with the Senate's support.
11. **WCC Senate-VP Responsibilities:** As this is my last semester as our Senate's VP and we are getting ready to hopefully identify a new VP, I would like to share a brief list of some of the standing committees that I have served on in my role as VP (this does not include other committee or meetings where I represent as an SLO coordinator or as an at-large faculty appointment). These are just some of the commitments that our VP is expected to participate: (this is in addition to what is described in our Constitution and Bylaws, and may not be complete)
 - a. DCAS
 - b. Meetings with FAYCCD
 - c. Meetings with the Vice-Chancellor
 - d. Weekly meeting with WCC-administration
 - e. Chair and/lead equivalency request from HR while collaborating with YC counterpart
 - f. Senate liaison for Curriculum Committee (meets 2nd and 4th Fridays 10-12)
 - g. Attend District Leadership retreat.
 - h.

12. Calendar of upcoming ASCCC events for our Senate planning and attendance: See Below

ASCCC Events/Institutions (Mark your Calendars)

Link for all events: <http://asccc.org/calendar/list/events>

Event	Date	Location	Registration Deadline
Area A Meeting	October 13, 2017	Sierra College	
CTE Regional Meeting	October 20, 2017	College of Alameda	Oct 16, 2017 9am
Fall Plenary 2017	November 2-4, 2017	Irvine Marriott	Early Oct 2; Oct 22
Fall Curriculum Regional—North	November 17, 2017		Nov. 13, 2017 9am
Spring OER Regional Meeting—North	February 9, 2017		Feb. 2, 2018 5pm
Accreditation Institute	February 23-24	Wyndam Anaheim	Feb., 9, 2018 11am
CTE Regional Meeting-North	March 9, 2018		March 6, 2018 9am
Area A Meeting	March 23, 2018		
Spring Plenary 2018	April 12-14, 2018	San Mateo	March 15, 2018 5pm
CTE Institute 2018	May 4-5, 2018	Southern CA	April 20, 2018 11am

Faculty Leadership Institute	June 14-16, 2018	Sheraton Park Hotel Anaheim Resort	May 24, 2018
Curriculum Institute	July 11-14, 2018	Sothern CA	June 11, 2018 5pm
Fall Plenary Session 2018	November 1-3, 2018	Irvine Marriott	Oct. 15, 2018 5pm

From: Alfred Konuwa
Sent: Friday, March 9, 2018 10:48 AM
To: DE Committee WCC
Cc: Betsy Allen; Matthew Clark; Christopher Howerton; Michael White
Subject: Fw: Technical Question on the OEI Consortium

Dear DE Committee:

I first of all want to thank you for the productive work you have done thus far towards our plans for a WCC distance education (DE) profile that supports student access and success. Besides developing the attached DE Plan, in concert with a Statewide Institutional Effectiveness Partnership Initiative (IEPI) team, you have demonstrated a conscious effort to ensure that WCC meets all federal and ACCJC regulations, participate fully in the Online Education Initiative by utilizing its rubric for DE course approvals, build capacity in our faculty through professional development, and pay fidelity to a strong and compliant curriculum process. The next step in this journey is joining the Statewide Online Education Consortium, which, among others, will:

- Provide opportunities that will allow our college to leverage free or reduced cost software for tutoring and test proctoring; online counseling professional development and networking; library resources; plagiarism detection; resources for under-prepared students, among others.
- Provide services that enhance our IT capacity to support online offerings.
- Allow our students to take courses in an online Course Exchange, which are either impacted or not available on our campus;
- Provide opportunities for our faculty to work with peers in the Exchange;
- Leverage financial and other resources that might be made available to colleges in the Exchange.

Some of you had expressed some reservations for WCC joining the consortium at this stage, principally because of the absence of student support services for students taking our online courses from other colleges, the probability of losing students to other colleges, and our capacity to have a robust IT support in place by fall 2018, when the Exchange will be formally activated. These are profound concerns, and the Administration followed up with both the academic and technical leadership of the Concern to address your specific concerns, which is reflected in an email in italics in green below:

We are completing our application for the OEI Consortium and there are a few concerns from our Distance Education Committee that he couldn't answer. Basically, a)what IT issues, or what changes in our IT profile, would be necessary to offer online courses as a teaching college by Fall 2018?

b) If there are changes required, what is the timeline for making these changes?

c)If we cannot provide the IT capacity for offering these courses in the fall 18, will we be allowed a timeline to begin course offerings in the consortium in the fall of 2019?

The theme of the IT concerns is:

how we would make necessary changes internally to provide the access we will have to provide for our students, including IT changes), by fall 2018?

Kate Jordahl, the Director of Strategic Planning and Operations, was kind enough to respond to our questions and address our fears in the email below. Her response shows that we will only offer courses in the Exchange when we have completed technical requirements, for which our IT staff will receive guidance and work in concert with the OEI staff. Also, it is significant to note that no new college in the Exchange is expected to offer courses before Spring of 2019.

Today the Academic Senate will consider the pros and cons of joining the Consortium by submitting an application that is due today. The Administration and our Chief Technology Officer are poised to append our signatures to the application. I trust that, in consideration of the information presented below by Kate, and in consideration of our attached DE Plan that aligns with the goals of the OEI, you will be present at today's meeting to join in the discussion of this important initiative.

Thanks again for all the work you are doing to advance WCC's DE profile.

Al Konuwa, DPA
Vice President for Academic and Student Services
Woodland Community College
Your College, Your Future · Tu Colegio, Tu Futuro
2300 E. Gibson Road
Woodland, CA 95776
akonuwa@yccd.edu
530-661-4222

From: Kate Jordahl <kjordahl@cccconlineed.org>
Sent: Thursday, March 8, 2018 5:35 PM
To: Alfred Konuwa
Cc: Justin Schultz; Karen Oeh; Monica Chahal; Michael White
Subject: Technical Question on the OEI Consortium

Dear Vice President Konuwa:

Thank you for your email.

a) To participate in the Consortium, your college would begin to implement some of the software and process to both fully activate the tools of the OEI Ecosystem (tutoring, proctoring, readiness, etc.) and begin the technical work to activate the course exchange. There is also programmatic work to align selected classes to the OEI Rubric, and your faculty will have the opportunity to work with both Peer Online Course reviewers, Course designers and Accessibility specialists to improve their online course. Most of these tools and professional development are either fully subsidized for Consortium Colleges or significantly reduced in price.

It is unlikely that any of the new colleges to the Cohort would offer classes before Spring 2019 in the Course Exchange, but the improvement of your online courses would begin immediately.

b) We would begin work with your college after July 1st. The OEI works with a local team and will build a timeline of implementation that is good for your college.

c) If you do not have the IT capacity for these projects, we will work with you to schedule them to take that into account. Many of the aspects of the projects only need limited time or efforts from your team and will be done in collaboration with our technical team. Again, once begin we will build out schedules in cooperation with your local deployment team.

Please feel free to call me if you would like to discuss your questions. My number is 510-909-4026.

All the best,

Kate Jordahl
Director of Strategic Planning & Operations
CCC Online Education Initiative (OEI)

Office: [650-949-7318](tel:650-949-7318) - MeetMe <http://doodle.com/katejordahl-oei>

Visit us online at <http://cccOnlineEd.org>

[Online Education Initiative](#)

ccconlineed.org

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to ...

The OEI is funded by a grant from the California Community Colleges Chancellor's Office

**Woodland Community College
Update on Distance Education Plan
Adopted April, 2017
(Following Two IEPI Meetings with WCC Stakeholders)
August 2, 2017**

Name of Institution: Woodland Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of October, 2017
A. Distance Learning: Training/Certification	<p>1. Create a "Culture of Canvas" for all classes.</p> <p>2. Ensure that DE faculty meet ADA and OEI rubric compliance, through faculty trainings and ongoing professional development.</p> <p>3. Ensure that DE students are prepared to take courses in online/hybrid or broadcast modality.</p>	<p>1.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p> <p>2.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p> <p>3.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p>	<p>1 – May 2017 and ongoing</p> <p>2.1 – August 2017</p> <p>3.1 – January 2018</p>	<p>1. Create formal job description for Instructional Designer/Technologist.</p> <p>2. Hire Instructional Designer/Technologist.</p> <p>3. Re-evaluate DE Coordinator MOU and revise as needed.</p> <p>4. Implement faculty training and professional development to ensure that faculty meet ADA compliance and OEI standards. (Objective 2)</p> <p>5. Develop/implement student readiness self-evaluations and training materials for online and broadcast education.</p>	<p>1. Measure of progress will be formal job description created.</p> <p>2. Hiring of Instructional Designer/Technologist</p> <p>3. Extended or revised DE Coordinator MOU</p> <p>4. Distance Learning faculty trained and courses meet OEI standards and ADA compliance.</p> <p>5a. Student access to self-evaluation, training, and informational materials for DE modalities</p> <p>5b Increased retention and success rates corresponding with more training of faculty and students</p>	<p>A Distance Learning Training Certification is in progress; 38 faculty have received training between Fall of 2016 and Spring of 2017. Two additional faculty were certified in Fall of 2017, but are not on the list of those trained.</p> <p>A.1 A DE Committee created a formal job description to hire an Instructional Designer.</p> <p>A.2 The Board approved the hiring of an Instructional Designer on October 12, 2017.</p> <p>A.3 Evaluation of DE Coordinator MOU is planned for the evaluation cycle in March 2018.</p> <p>A.4 . Three faculty and one instructional assistant participated in an online teaching conference in Anaheim. Curriculum Committee and DE Committee adopted OEI rubric for DE courses. The DE Committee has completed OEI rubric to be used in the evaluation of DE courses.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of October, 2017
						<p>Faculty training for ADA compliance for DE faculty was held in August 2017; all DE faculty are not yet trained.</p> <p>A.5. Piloted student readiness self-evaluation with one math class. DE Committee will continue to work with Student Success Center for the development of training materials.</p>
<p>B. Distance Learning: Student Services and Academic Support</p>	<p>1. Provide comprehensive online counseling and tutoring.</p> <p>2. Expand online access to library services and academic success workshops for DE students.</p> <p>3. Provide options for test proctoring for online classes.</p>	<p>1.1 – DE Committee with Counseling, Student Success Center, Dean of Student Services, Dean of Student Success</p> <p>2.1 – Librarian, Dean of Student Success, DE Committee</p> <p>3.1 – Student Success Center, Dean of Student Success, DE Committee, DSPS</p>	<p>1.1 – May 2018</p> <p>2.1 – May 2018</p> <p>3.1 – May 2018</p>	<p>1. Research options for online tutoring and counseling; make recommendations to President through vetting process; and implement both online services.</p> <p>2. Evaluate options for students to schedule meetings with librarian (appointments can already be scheduled online in the portal), and implement at least one.</p> <p>3. Create online modules of academic success workshops.</p> <p>4. Develop and implement recommendations for face-to-face and/or online proctoring services.</p>	<p>1.1 Comprehensive online counseling and tutoring established</p> <p>1.1 Increase in successful course completion for DE students</p> <p>2.1 Expanded hours of services for counseling, tutoring, library resources, and proctoring</p> <p>2.2 100% of existing face-to-face academic success workshops converted to online modality</p> <p>3.1 Face-to-face and online proctoring services established and in place.</p>	<p>B. Distance learning Student Services and Academic Support are incorporated in two year SSSP, SEP and BSI integrated plan for 2017-2019.</p> <p>B.1 Research on options for online tutoring and counseling is continuing. Online tutoring piloted in Spring, 2017 between Woodland campus site and Colusa using Skype. Online counseling has not yet occurred, but technology as been considered for this purpose. Discussions continue about using functions in</p>

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						<p>Canvass for tutoring and counseling.</p> <p>B.2 Options for students to schedule meetings with librarian are in progress. Students continue to currently use WCC online portal.</p> <p>B.3 Online modules for academic success workshops are in progress.</p> <p>B.4 Online proctoring services are in discussion; proctoring is still available at designated times through library technician. Options for test proctoring for online classes needs further discussions and identification of support structures at the College.</p>
C. Distance Learning: IT Support/Technology	<ol style="list-style-type: none"> 1. Establish and maintain working technology to support wifi, Canvas, scheduling hybrid courses, broadcast education. 2. Provide dedicated IT DE support staff for faculty and students for tech problems at district level. 3. Ensure that all faculty who teach online or hybrid courses are certified. 	<p>1.1 – CTO</p> <p>2.1 – CTO</p> <p>3.1 – VPI, Instructional Designer/Technologist, Instructional Dean</p>	<p>1.1 – December 2017</p> <p>2.1 – December 2017</p> <p>3.1 – December 2017</p>	<ol style="list-style-type: none"> 1. Establish baseline district IT staffing and technology requirements to run a functional DE program.(functional Wi-Fi services, local Canvas support, website maintenance, Canvas faculty training, working student readiness modules) 2. Formalize district-wide coding definition of hybrid options for schedulers. 	<ol style="list-style-type: none"> 1a Formal recommendation submitted to CTO on baseline IT needs 1b Baseline recommendation implemented 2. Ability to schedule hybrid classes for Fall 2018 3. Assigned or hired dedicated IT staff for Canvas 	<p>C. Wifi technology has improved at the WCC campus.</p> <p>C.1 A draft Service Level Agreement which identifies baseline IT services to the colleges has been developed in the District. As of October 10, 2017 formal district-wide baseline for IT staffing and</p>



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				3. Assign dedicated IT staff to oversee Canvas support and training for students and faculty users. 4. Ensure that Colleague can capture DE certification to run validations on DE course assignments, and run those validations.	4. DE instructor certification validated by Fall 2018	technology requirements has not been established. C.2 Suggestions on formalizing district-wide coding definition have been advanced and at least two meetings were held in the District, but no agreement as of September 30, 2017. C.3. There is a District staff for Canvass support and training, but this is not sufficient to cover dedication to all faculty and students in the District. However, there is not a dedicated IT staff for Canvas support for the College. C.4 No progress on validations of DE course assignments.
D. Distance Learning: Degree Pathways/Curriculum	1. Create intentionally designed fully online degree/certificate. 2. Create intentionally designed hybrid/weekend pathways programs. 3. Establish point-to-point modality (broadcast education) to offer DE courses at rural sites.	1.1, 2.1, 3.1 Curriculum Co-Chair, Instructional Designer/Technologist (proposed in this Plan), DE Coordinator, Scheduling Deans and Academic Senate 3.1 T	1.1 – August 2018 2.1– January 2018 3.1 – August 2018	1. Map online gaps in GE patterns. 2. Work with discipline faculty to fill gaps as much as possible by submitting DE Addenda on CORs to Curriculum Committee. 3. Work with divisions and scheduling committee to create "pathway" to GE pattern completion in 2 years.	1. One year mark: In Spring 2018, for Fall 2018 schedule onward, GE online pathways identified in schedule of classes 2. Two-year mark: Students can complete Certificate of Achievement in IGETC or CSU GEB, AA in Social and Behavioral Sciences.	D. Objectives 1 and 2 are in progress; the President's Cabinet, the WCC Data Inquiry Group and the Academic Senate continue to explore Guided Pathways and its role in developing a distance learning degree. As of October 2017, the College completed a draft Self Assessment and the



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				4. Develop a process for tracking and reporting 50+% DE awards to ACCJC. 5. Acquire equipment and support necessary to offer point-to-point instruction to rural site 6. Establish criteria or guiding principles for creating fully online awards.	3. At two-year mark, increase in number of students certifying completion of transfer GE patterns 4. At two-year mark, increase in the number of awarded AAS in Social and Behavioral Science 5. Equipment acquired and support services are in place. 6. Join OEI consortium by 2-year mark	<p>Academic Senate is taking the lead on Guided Pathways discussions. It is anticipated that distance learning will feature in these discussions.</p> <p>D.1 Mapping online gaps in GE patterns has not happened, although there have been discussions to that effect in the Curriculum Committee and President's Cabinet..</p> <p>D.2 DE Addenda are being submitted to the Curriculum Committee as part of course launch</p> <p>D.3 Curriculum Committee has submitted an IGETC Certificate for approval; this may pave the way for a "Pathway" to GE pattern completion in two years.</p> <p>.D.4 Process for tracking and reporting 50+% DE awards to ACCJC has not occurred.</p> <p>D.5 Modalities for point to point broadcast education has been established at all WCC. A pilot was launched in an Administration of Justice class in the Fall 2017.</p>

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						D.6 Criteria for creating fully online awards have not been established.