# Academic Senate
## Minutes

**Date:** Friday April 24, 2015            **Time/Location:** 1-3 PM / Room 113

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

**Senators: Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Cheryl Latimer** (Student Services)

**Absent: Talwinder Chetra**

**Guests: President White**

**Call to order at 1:09 p.m.**

| Item | Description-Type | Lead | Background and Objective |
|---|---|---|---|
| I | **Approval of Agenda -Action** | | Approve agenda of 4/24/15 as amended (MSC Bahneman/Howerton). |
| II | **Public Comment** | | Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item. |
| | *Discussion: None* | | |
| III | **Approval of Minutes-Action** | | Review and approve the minutes of 4/17/15. |
| | *Discussion/Decision:*<br>1. The minutes for 4/17/15 are approved as amended. (MSC Howerton/Gassman) | | |
| IV | **President's Report - Information/Discussion** | Clark | |
| | *Discussion/Decision:*<br>1. Clark reports that the BAT meeting was cancelled this week.<br>2. The second senate/administration meeting was also cancelled. This is a concern considering convocation is coming up and planning needs to take place. | | |
| V | **Committee Appointments - Action** | Senate | **Objective**: Appoint faculty members to committees. |
| | *Discussion/Decision: None* | | |
| VI | **Senate/Committee Reports - Information** | Senate | |

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| | *Discussion/Decision:*<br>1. Geer reports that the CCOF task force still has not met. She would like to know why this group has not been able to meet. Also, she would like to know what happened to the great ideas that came out of the initial meeting of the CCOF community summit. President White responds that the CCOF will be looked at closely over the summer as we assess facilities and programs. The Title V submission, due May 19, is taking priority at the moment.<br>2. McGill-Cameron reports that CTE has selected a representative to sit on the ag faculty hiring advisory committee.<br>3. Gassman would like to find out the status of the district consultant feedback regarding campus climate from 2012.<br>4. Latimer reports that counseling is understaffed and that walk in traffic is heavy for registration for next semester.<br>5. Latimer reports that D. Rodriguez has been asked by VP Konuwa to write for a Perkins grant and was given four days to turn in her work. The grant was focused on counseling and other student services programs so D. Rodriguez came to counseling and those programs. It was then discovered they were not included in the discussion of the grant. Howerton adds that a faculty member was asked to give feedback on this document with a 24-hour turnaround.<br>6. Howerton reports that the latest issue of the SLO Lane is out and has received positive feedback.<br>7. Howerton reports that the Curriculum Committee is currently assessing the GE Pattern and working on the curriculum handbook. | | |
| **VII** | **IEPI** | Clark | **Background**: The Student Success Committee makes recommendations to the senate and College Council regarding Institutional Effectiveness Partnership Initiative targets.  They have recommended changes in three targets.<br>**Objective**: Consider recommendations and approve or return to Student Success Committee. |
| | *Discussion/Decision:*<br>1.  M. Senecal sent the following written report regarding the IEPI suggestions from Student Success.<br>**The changes recommended are:**<br>**Item 9 (degrees) - recommend changing from 190 to 220.**<br>**Item 10 (certifications) - recommend changing from 30 to 20.**<br>**Item 11 (transfers) - recommend changing from 110 to 200.**<br>We realize that items 9 and 11 targets are still lower than the average finding for 13-14, but we don't want to put the bar too high too quickly in case that year was a "harvest" year. Also, we don't want to lower the certificate target too low, since this is something that CTE programs are actively working on now.<br>The Student Equity Plan and SSSP plans both list the specific activities that the college is engaging in to meet all 18 targets. The plans and activities can be found here: http://wcc-planning.yccd.edu/planningdocuments.aspx<br>2. Latimer responds that these new targets are still reasonable.<br>3. Clark notes that as we develop new certificates, we need to develop a process to review them.<br>4. The connection between financial aid and certificate programs also needs to be assessed.<br>    ➢ **Motion to approve the revisions to the IEPI goals (MSC Gassman/Howerton)** | | |

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| **VIII** | **Formation of HSI Grant Team – Information/Discussion** | Clark | **Background**: The administration asked for two faculty members to work with two administrators to write this year's Title V (HSI) grant.  Due to the scoring that will be used for this year's process, emphasis on DE and student services were requested.  Clark asked to add a third faculty member be added representing the WCC Student Success Committee.  Appointments have been made and a faculty member has raised concern about the process and composition of the writing team. <br> **Objective**: Discuss the concerns raised and consider further steps. |
| | *Discussion/Decision:*<br>1. Clark reports that J. Brown, J. Vallejo, and S. Lanier were appointed to this grant writing team. M. Moreno had expressed concern to Clark that she be considered for the team as well. Latimer reports that classified staff also expressed disappointment at not being included on the team. Howerton notes that the entire campus should be consulted and that a draft should be reviewed by those outside the committee prior to submitting it. President White responds that the senate and College Council will see a draft of this in May, and that the larger campus will be consulted via email. He would like to keep the writing team as small as possible due to the targeted nature of the grant being pursued. Howerton would like to see the grant writing process follow a predictable pattern so that faculty are aware of needs and roles on committees of this nature. Clark will follow up with M. Moreno to let her know that the committee will keep current membership rather than add members. | | |
| **IX** | **MQs and Equivalency Task Force Update – Information/Discussion** | Clark | **Background**:  DCAS tasked a group to review and update the district policies for MQs and equivalencies. <br> **Objective**:  Update the senate on the work to date of the task force, the next steps, and seek senate feedback. |
| | *Discussion/Decision:*<br>1. Clark reports that this committee has met twice and has made good progress. The state requires that MQs be updated every two years. They are currently being updated and going forward the district will update every two years as required. The last update was in 2010.<br>2. Clark suggests that the WCC and YC senates have a calendar that asks us to review current MQs every two years and agendize this to review them and suggest changes. Both colleges will need to work together to implement equivalencies district-wide. Clark will work with YC Senate President Kemble on this and will request feedback of senators over the summer and next fall. A policy should be developed by Fall 2015. | | |
| **X** | **AP 5055 Enrollment Priorities – Information/Discussion** | Clark | **Background:** The three associated student groups have requested their members be granted enrollment priority status at the same level as, for example athletes.  There is also an update on the lingering issue of what units to count in determining enrollment status. <br> **Objective:** Discuss the associated students' request with the intent of inform our senate vote at DCAS for such a proposal. Also, provide an update on the units to be used. |
| | *Discussion/Decision:*<br>1. A task force recommended making district units count in the enrollment status. The senate's preference is also to use district units. This is common throughout the state.<br>2. Clark reports that the three campus student government groups would like to have enrollment priority status similar to that of athletes. This would affect about 20 students across the district.<br>3. The general consensus of the senate is to support this change. | | |

| XI | **AP 4100 Graduation Requirements for Degrees and Certificates,  AP 4231 Grade Change, and AP 4105 Distance Education – Information Discussion** | Clark, McGill-Cameron | **Background:** All three APs are in some stage of updating. Feedback is being sought.<br>**Objective:** Provide feedback and inform the senate vote in DCAS on each of the APs. |
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| | *Discussion/Decision:*<br>1. The District DE group is working on AP 4105.<br>2. On AP 4231, the senate has no comment.<br>3. On AP 4100, Latimer asks why the health/P.E. requirement requires a C when the state requires a D. Clark questions whether WCC needs to include this requirement for graduation if the college has control over the requirements. The use of "successful" may be too ambiguous.<br>4. Clark will follow up and bring this back to the senate. | | |
| XII | **Plenary Debriefing, ASCCC Work, and Senate Liasons – Information/Discussion** | Clark, Chetra | **Background:** The ASCCC Spring Plenary took place April 9-11. Among the resolutions passes were three that suggested that local senates establish liaison positions for CTE, noncredit, and legislation and a fourth suggesting that senates establish a process for faculty recognition.<br>**Objective:** Continued discussion of the resolutions that were passed and their impact on WCC.  Discuss the need for the recommended liaison positions. We will also discuss the extent to which state issues should be part of our agendas |
| | *Discussion/Decision: Not discussed.* | | |
| XIII | **IEPI Recommendations from Student Success Committee - Discussion/Action** | Clark | |
| | *Discussion/Decision: Not discussed.* | | |
| XIV | **Senate Goals Update – Information/Discussion** | Senate | **Background**:  Annually the senate establishes goals.<br>**Objective**: Update status of 2014-15 goals and begin discussion of 20-15-16 goals. |
| | *Discussion/Decision: Not discussed.* | | |
| XV | **Future Agenda Items- Discussion** | | Senate Meeting Schedule for 2015/16, Division Chairs, College Catalog, SSS Priorities, Ed Master Plan,   Committees, CCOF, WCC Committee Structure, CLC Transition, Constitution & Bylaws, LAC Purpose Statement |
| | *Discussion/Decision: Not discussed.* | | |

Meeting adjourned 3:01 p.m.

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

| Senate Goals, 2014-2015 (14 goals) | | | |
|---|---|---|---|
| # | Goal | Who | Status |
| | | Gassman, Ferns | |
| 10 | **Professional standards** research | Clark | TBD |
| 11 | **Sustainability and grant funding** | Clark, McGill-Cameron | TBD |
| 12 | **Clearlake College transition** | Clark, Howerton | In progress |
| 13 | Update the **Student Code of Conduct** | Bahneman | TBD |
| 14 | **Accreditation** | Clark, Howerton | Response to Recommendations is nearly complete; work to begin on Midterm Report |

Book: Administrative Procedures

Section: Chapter 4: Academic Affairs

Title: Graduation Requirements for Degrees and Certificates

Number: AP 4100

Status: Active

Legal

Adopted: July 21, 2004

Last Revised: August 29, 2011

*Reference: Education Code Section 70902(b)(3); Title 5, Sections 55060, et seq.*

Degrees

The Woodland Community College Catalog and the Yuba College Catalog cite the specific requirements for Associate in Arts and Associate in Science degrees. Courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5, Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

These requirements specify that students must:

- Pass the reading, writing, and mathematics competency examinations or equivalents listed in the respective college Catalog.
- Complete a minimum 18 units of general education, selecting from each of the six areas listed in the Catalog and at least 18 units in a single major/discipline or related disciplines listed in the California Community Colleges "Taxonomy of Programs."
- Complete the designated degree major courses with a grade of "C" or better. Majors are listed in the Catalog.
- Complete the Health/Physical Education requirement with a grade of "C" or better as listed in the Catalog. Students who will be completing degrees in the Allied Health areas, Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), and students who submit documentation of active military service are exempt from this requirement.
- Complete the Multi-cultural Graduation Requirement (MGR) with a grade of "C" or better as listed in the Catalog. Students who will be completing Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are exempt from this requirement.
- Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- Complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 ("C") grade point average.
- Complete a minimum of 12 semester units with at least a 2.0 ("C") grade point average in associate degree level classes in the College.
- File a petition card as a Candidate for Graduation by the College deadline.

Certificates

Requirements for certificate programs are included in the Woodland Community College Catalog and Yuba College Catalog. The Curriculum Committees provide oversight to
ensure that certificate programs are consistent with the mission of each College, meet the needs of students and the communities served, and adhere to guidelines of academic achievement. In general, for a certificate of achievement, a student must

- Complete a course of study that consists of 18 or more semester units of degree-applicable coursework with at least a 2.0 ("C") grade point average.
  - For shorter credit programs that lead to a certificate, see the appropriate College Catalog.
- Complete a minimum of 3 semester units at the certificate-awarding College.
  - A certificate with program or accreditation regulations may require exceptions to the 3-unit minimum.

Revised: 8/29/2011; 9/29/2008; 12/17/2007; 12/01/2006
Adopted: 7/21/2004