



Academic Senate Minutes

Date: Friday May 8, 2015

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

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| <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), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Talwinder Chetra** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large),

Absent: **Cheryl Latimer** (Student Services), **Greg Gassman** (Social Science)

Guests: M. Moreno, ASWCC Representative B. James, C. Strode, S. Beaver-Alder

Call to order at 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda -Action		Approve agenda of 5/8/15 (MSC Howerton/Chetra)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	Discussion <ol style="list-style-type: none"> ASWCC Representative B. James reports that ASWCC learned a lot about Robert's Rules at the latest General Assembly and will be applying what they learned to their meetings going forward. M. Moreno continues to have concerns with the policies and procedures regarding current investigations and campus safety. It has been a month and administration is just finally responding to the situation. She has been a part of three investigations on campus, and each one was handled differently. She would like to see responsiveness and consistency in this matter. Howerton expresses empathy and concern for M. Moreno. Despite the current difficulties, M. Moreno states she is doing her best to continue teaching a full course load and maintain her leadership on the Ethnic Studies Cross Cultural Series while she deals with this issue. Bahneman expresses her support for M. Moreno and this difficult situation. M. Moreno expresses support for campus awareness and LGBTQIA inclusiveness. M. Moreno appreciates the work done by the senate and diversity committee regarding inclusiveness. 		
III	Approval of Minutes-Action		Review and approve the minutes of 4/24/15.
	Discussion/Decision: <ol style="list-style-type: none"> Minutes approved as amended (MSC Howerton/Bahneman). 		
IV	President's Report - Information/Discussion	Clark	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. See the attached report. 2. Clark reports that the Equivalency Committee will meet to discuss the three equivalencies currently before the senate. Two are in disciplines in which we have full time faculty, and a recommendation will be solicited from those faculty. The third is in a discipline in which neither YC nor WCC have full time members. The committee will explore ways to develop a recommendation. 3. Clark is exploring how the senate can best respond to the issues brought up by M. Moreno previously and in her public comment and will work with administration to develop an appropriate response. 4. On the topic of the compressed calendar, the chancellor is expecting the senates to offer a letter of support to be sent to the State Chancellor's Office by July 10, 2015. VC Carabajal was apparently unaware of the concerns WCC has had with the process thus far. While the senates approve of the move to the compressed calendar, it might be better to postpone the move for another year given the difficult circumstances and the resignation of WCC's representative on the calendar committee. VC Carabajal appeared to be open to this idea in discussions with Clark. This will be agendized for a future senate meeting. VC Carabajal would like Chetra to consider rejoining the committee. Another co-chair also resigned from the committee for reasons similar to those of Chetra. 5. Clark notes that the CLC is hiring a full time English faculty and a member of the WCC faculty will sit on that committee. He would like to offer CLC the opportunity to sit in on the upcoming English faculty hiring committee for WCC as well. 		
V	Committee Appointments - Action	Senate	Objective: Appoint faculty members to committees.
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. None. 		
VI	Senate/Committee Reports - Information	Senate	
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Howerton has noticed a lack of consultation with faculty that appears to be worsening. In particular, the Student Success Center is being developed without consulting with faculty who would be displaced when the center is implemented. Howerton also reports that some discipline faculty were not consulted regarding additions of classes for summer and fall. Clark notes that the scheduling committee will be addressing this issue soon. 2. Howerton reports the IEPI meeting took place today. Faculty received notification on Wednesday that problem statements would be developed prior to the meeting. However, the statements did not get sent out until the meeting had begun, and faculty were not consulted prior to CHEX developing the statements. 3. On the topic of faculty evaluations, Howerton notes that the HR website does not have the correct adjunct faculty evaluation document. A Word document needs to be posted by HR. Faculty have been forced to redo the evaluations, thus wasting their time, because they used the wrong form and tried to attach additional pages because the PDF form could not accommodate longer paragraphs. 4. Howerton wonders when faculty will be updated regarding recent hires. It would be nice to hear the official word from administration. 5. 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. 6. Ferns asks about the status of the faculty staffing committee. We never received updated numbers and now it's very difficult to make recommendations considering new faculty for fall should have been hired by now. Clark responds that an update will be coming soon and that next year's process will begin in early fall. Clark states that no new faculty will be hired this year anyway. 7. Ferns reports that the English department congratulates Dean Chahal on her recent hire as Dean of Instruction. The department would like to make a permanent hire for a new English faculty to begin in January 2016. 		

	<ol style="list-style-type: none"> 8. Ferns reported to the Scheduling Committee this past week that a 5 minute overlap existed in the summer schedule regarding AJ 19, which runs from 12:30-2:35 pm. Approximately 10 classes this summer end at 12:35. He thanks the committee for rescheduling the class to a later time to avoid the conflicts. 9. Ferns thanks the English department, members of the board, and WCC faculty for supporting the <i>Ink Magazine</i> open mic yesterday. More than 60 students, faculty, and staff turned out for the event, which raised more than \$300 to print the student-created magazine. If you'd like a copy, Ferns has the magazine for a \$5 donation. 10. McGill-Cameron reports that the summer academies are being announced at local high schools. She is actively recruiting new students. 11. McGill-Cameron announces that the Flex Committee deadline for flex agreement submission is May 13. Be sure to get your agreements submitted via the portal. The annual flex survey will come out next week. Please fill it out! 12. McGill-Cameron reports that WCC has almost depleted the staff development funds. YC, which has some funds left, has kindly offered to donate funds to WCC staff if needed. 		
VII	Diversity Committee Report, LGBTQIA Update, & Safe Zones at WCC	Strode	<p>Background: The WCC Diversity Committee has been busy this semester. One activity was a presentation on strategies for making a college a better environment for inclusiveness of and success of LGBTQIA students.</p> <p>Objective: Receive an update on the work of the Diversity Committee and explore ways that the senate can support the work underway to make WCC an institution that fosters success of LGBTQIA students.</p>
	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. See attached report. 2. C. Strode reports that the diversity committee has successfully staged a number of events, panels, and discussions promoting diversity and awareness on campus. 3. C. Strode reports that the senate and WCC can assist the Diversity Committee to address diversity issues on campus. Specifically, we can implement Safe Zone training for faculty and staff. This has been done in the past with the LGBTQ Student Alliance, but it did not have the support of administration. With the support of the senate and administration, this training would be even more effective. 4. S. Beaver Alder reports that Safe Zone placards around campus would also help increase the visibility of the program. 5. Clark suggests that this may be something we could do during convocation when everyone is present. Howerton asks how other schools have handled this. Perhaps a strategy could be found that gains the greatest buy-in by those present. Another option may be to promote it during convocation and then offer a flex activity the next day or within a few days. Clark will take this up with administration. 6. The senate asks the Diversity Committee to develop standard language that all faculty could include in their syllabi on the topic of diversity and inclusiveness. The senate also asks the committee to find out how HSI institutions address the need for diversity in hiring announcements. One particular recent issue is in the Desired Qualities of job announcements asking for bilingual speakers (English/Spanish). 		
VIII	Summer Authority for Senate Executive Team – Action	Clark	<p>Background: Annually the senate grants the executive team the authority to represent the senate during the summer.</p> <p>Objective: Grant the executive team the authority to represent the senate during Summer 2015.</p>

	Discussion/Decision: ➤ Motion to grant the executive team (Clark/Ferns through 6/30/15, Clark/Ferns/Latimer after 7/1/15) the authority to represent the senate during Summer 2015 (MSC Howerton/Chetra).		
IX	HSI Grant Writing Update – Information/Discussion	Konuwa, Brown	Background: A team is working on the WCC Title V (HSI) grant. Objective: Receive an update of the work to date and the timeframe for feedback.
	Discussion/Decision: 1. Please forward any questions for administration on this to Clark. The draft has not yet been distributed.		
X	Senate Meeting Schedule for 2015/16 - Action	Ferns	Background: At the last meeting of each academic year the senate shall adopt its meeting schedule for the subsequent year for dissemination. Objective: Review and adopt the 2015/16 WCC Academic Senate meeting schedule.
	Discussion/Decision: Ferns proposes the following schedule: Meetings for Fall Semester 2015 <ol style="list-style-type: none"> 1. August 14, 2015 (Joint Meeting with College Council, Room 852) 2. August 28, 2015 3. September 11, 2015 4. September 25, 2015 5. October 9, 2015 6. October 23, 2015 7. November 13, 2015 8. November 20, 2015 9. December 4, 2015 (Joint Meeting with the College Council, Room 852) Meetings for Spring Semester 2016 <ul style="list-style-type: none"> ➤ January 22, 2016 ➤ February 19, 2016 ➤ February 26, 2016 ➤ March 11, 2016 ➤ March 25, 2016 ➤ April 15, 2016 ➤ April 22, 2016 ➤ May 13, 2016 (1:00-5:00 p.m.) Motion to adopt the proposed 2015/2016 Senate Meeting Schedule (MSC Howerton/Ferns)		
XI	Senate Evaluation – Information/Discussion	Clark	Background: As part of CQI, the senate should assess its work and identify areas of improvement and strategies for improvement. Objective: Discuss tool for assessing this year’s senate work.
	Discussion/Decision: 1. Clark would like to see an internal assessment this year. Next year an external assessment should be made. The assessment will be discussed at the senate retreat.		
XII	Resolutions of Appreciation – Information/Discussion	Clark	Background: A number of transitions have taken (and will take) place this year at WCC and within the district. Objective: Identify people to thank for their efforts at WCC and within the district.

	Discussion/Decision: 1. Clark would like the senate to consider how to recognize faculty and administrators who leave us, such as J. Ortiz and VC Carabajal. We don't have a formal process or set of criteria in place, and we have missed opportunities in the past when people have left and their good work went unnoticed.		
XIII	Library Advisory Purpose Statement – Information/Discussion/Action	Clark	Background: LAC has suggested some modifications to its purpose statement. Objective: Consider adoption of the revised purpose statement.
	Discussion/Decision: 1. Clark distributes proposed revisions to the purpose statement. 2. Howerton expresses the concern that having the senate president serve as chair may be a burden for a senate president. We shouldn't ask someone with reassigned time to take on additional roles simply because they have the reassigned time. <ul style="list-style-type: none"> ➤ Motion to adopt the purpose changes recommended by the Library Advisory Committee (MSC Chetra/Bahnman, 6 ayes, 1 no) ➤ Motion to adopt the membership change recommended by the Library Advisory Committee (M Chetra; Motion dies without a Second). 		
XIV	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:		

Meeting adjourned (3:00 p.m.)

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

LGBTQIA Forum: Notes from C. Strobe

On April 28th, the Diversity Committee and Counseling Department sponsored a facilitated forum on LGBTQIA issues. Our goal: to identify specific steps that the college can take to support LGBTQ students and foster a welcoming, inclusive environment. The event was attended by 31 people, including 6 faculty members, an administrator, and several staff members. Many specific activities were recorded – both doable short term action items and long term goals. This report will go to the Diversity Committee for follow up (in collaboration with other campus groups).

In particular, the group prioritized several activities that can (and should) be done right away in order to build momentum and facilitate other types of activities:

- 1. **Safe Zone Trainings** for faculty, staff, and administrators (Fall 2015)*
- 2. Re-establish the **LGBTQ Student Alliance organization** (Fall 2015) -- ideally with faculty and administrator co-sponsorship to encourage sustainability*
- 3. Purchase **LGBTQIA Ally placards** for staff/faculty who participated in campus Safe Zone trainings last year.*

Here are the action items generated at the forum (presented in no particular order):

CELEBRATE LGBTQIA

- Re-establish the LGBTQ Alliance student group
 - make it sustainable with faculty and administration co-sponsorship
- Have an LGBTQIA table with resources during Welcome Week
- Social media presence (Facebook page, etc.)
- Pride Week Festival (expand our concept of what LGBTQIA is, show common ground: we're all human, like same music, have fun together)
- Film series with discussion
- Book club/group to read/discuss LGBTQIA authors
- LGBTQIA student lounge or some type of dedicated space
- Events that emphasize creativity / arts / music
- Events that focus on building bridges with non-LGBTQIA – e.g. focusing on commonalities
- Team-building events
- Exposure to culture / struggle so far and where it can / will go
- Rallies that are open to questions / discussions
- Sponsor an AIDS walk/run
- LGBTQIA activities / worship that send message that "it's ok to be gay/LGBTQIA and Christian"
- Various types of LGBTQIA clubs / groups
- Incorporate some kind of LGBTQ awareness-raising information at student orientations
- Pride Parade down Main St. in Woodland!

INSTITUTIONALIZE LGBTQIA

- Safe Zone trainings for staff, faculty, AND students
 - Support for all to attend, not just the same people who already do
- Pursue grant funding but look for ways to institutionalize funding sources for sustainability.
- Identify a work group on campus focused on LGBTQIA issues (perhaps a subcommittee of Diversity Committee)
- LGBTQIA counselor
- An LGBTQIA booth at orientation and welcome week
 - Discuss LGBTQIA issues, group, or safe zones during new student orientation
- Have LGBTQIA information/visibility at Jump Start outreach (send welcoming and positive message early on)
- Ally placards (for staff/faculty who have completed Safe Zone training)
- Make it easy and anonymous to report harassment (of any kind) -- i.e. an anonymous online reporting form like many colleges have. Reports can then be reviewed by faculty/staff/admin who have been trained in LGBTQIA sensitivity. Napa College, Sac City, and Sierra College are models in this).
- Student LGBTQIA Alliance organization can collaborate with ASWCC and Diversity Committee
- Collect data on LGBTQIA persistence/retention etc. – include not just quantitative data but also qualitative data: student testimonies regarding obstacles to their success (and things that support their success)
 - Having possibly a designated person or group to do this, for students to turn to
- Expand library resources (of various LGBTQIA resources)
- Counseling support group for LGBTQIA students
- Broaden curriculum: faculty can use examples and readings, etc. that are broader than the heterosexual paradigm
- Expand student awareness of LGBTQIA so they can be more open about it
- College (including LGBTQIA student group) can network with other community groups.
- Hire student life staff person.
- Develop an LGBTQIA Resource Center on campus (long term goal -- but short term goal: identify a safe/welcoming space dedicated for LGBTQIA students & allies on certain days)
 - Possible collaboration or shared staffing with campus life position/staffing to help keep sustainability

SAFETY

- More campus police presence needed (bus stop does not feel safe).
- gender-neutral restrooms
 - and family restrooms
- Develop a way to report bias/harassment (online, anonymous)
- Counselors with Safe Zones
 - Strong visibility
- Well-labeled physical space for LGBTQIA and allies
- Faculty: provide link to student code of conduct on syllabus (and go over it in class -- what is unacceptable behavior/language, etc. in classroom).
- Provide sex safety information and education

President's Report
May 8, 2015

**Meeting with WCC Administration –
(4/28)**

1. I was tasked with working with YC senate president Kemble about possibly having WCC English faculty members serve on the hiring committee for the CLC English position.
2. Dr. White expressed interest in adding a high school instructor to the Ag/Dual Enrollment search committee. I suggested that that might be problematic as the committee work was already underway.
3. We discussed Convocation possibilities. The suggestions so far include: our accreditation midterm report, the revision of our mission statement, the WCC brand, ADA compliance (suggested by LAC), our new website (with emphasis on ownership and content management).
4. We received an update on the Title V grant writing.
5. We were updated on the various components of the campaign to promote our summer and fall schedules.
6. We were given a draft of the Instructional Service Agreement for Dual Enrollment.
7. We agreed to invite CRC AS President BJ Snowden to share with us possible uses of our studio and its equipment.

(5/5 – canceled for extended CHEX meeting)

DCAS (5/7) – Highlights:

1. AP5055 Priority Enrollment is done for now. We will revisit ASWCC, ASYC, and ASCLC next year.
2. AP 4231 Grade Changes is awaiting clarification from Chancellor Houston regarding appeals to the board.
3. AP 4260 Prerequisites and Corequisites and AP 4100 Graduation Requirements for Degrees and Certificates have been kicked back to DCC to define “successfully completed” and differentiate from “passing with a C or better” and “passing” as appropriate. These definitions may also affect AP 4230 Grading Symbols.
4. A concern about athlete’s attendance policies morphed into a discussion regarding the status of AP 4500 Faculty Handbook. Carabajal indicated that CLAS is doing the heavy lifting on 4500 and that it will be brought to DCAS in the not-to-distant future. Currently it is not directly accessible in BoardDocs, which is leading to problems.
5. We discussed the senates’ concern that too much work on budget and resource allocation is being done in CHEX and therefore without senate involvement in the budget and planning process (a clear 10+1 issue). Some changes that have been made from last year’s process are in response to recommendations made by IERT, which were reviewed in DCAS, but the changes to the process responding to those recommendations again lacked senate involvement. It was generally agreed that what happens in CHEX frequently needs to be disseminated, but isn’t. We often get conflicting reports about what happened in CHEX. It was also acknowledged that the two colleges had different assumptions leading into this year’s process and that led to a delay in finishing the process. Better information from CHEX (or senate involvement) might have mitigated the problem.
6. We discussed the possibility of conducting an external review of DCAS work. We talked about the target population, the purpose of such a review, and the possibility of over-surveying employees.
7. The packet that will be sent to the State Chancellor’s Office on July 10, 2015 must include letters from both senate presidents supporting the conversion to a compressed calendar. Early survey results are purported to indicate broad support. I pointed out that at WCC we have concerns about the process and that an early heads-up was in order.
8. YC Professor Angela Willson expressed concern about the progress of the Faculty Evaluation and Tenure Process Task Force. The last meeting was poorly attended and HR Director Whitfield was not in attendance. Given the Board’s strong statement at the March Trustees’ meeting, I suggested that the Chancellor be urged to increase his involvement or at least provide HR with a clear message of the urgency of this work.

Board of Trustees Meeting (4/9) – Highlights:

1. A sizeable portion of the meeting was devoted to congratulating the three newly tenured YC faculty members (all of whom worked at WCC in some capacity at different points – or as Greg Kemble said “slummed it”) and saying farewells to a number of retirees (including Marcia Stranix, Vice Chancellor Carabajal, Kate Hodge, CLC English Professor Janelle Strik, and YC Dean of Student Services, Dr. Maricela Arce).
2. The trustees also expressed appreciation for the student trustees, WCC’s Jesse Foster who will return next year, and YC’s Emma Willard who is transferring to UC Davis in the fall.
3. The closed session following the meeting was devoted to the Chancellor’s performance review, but I didn’t stay to hear the results.
4. I met the incoming Dean of Student Services, Dr. Miguel Molina. Dr. White and Chancellor Houston both lauded his addition to the WCC administration. Both also were complimentary in congratulating Dean Chahal on having shaken the interim tag.

DC3 (4/28) – After reviewing the board agenda, we had an extensive discussion regarding the 2015/16 Fiscal planning and Resource Allocation Process. Kemble and I both expressed concerns about how much was being done in CHEX and how information regarding what the colleges were expected to do was not interpreted consistently. There were also concerns with the perception of changing rules and the length of time the process was taking.

Miscellany

1. You all received the email from Dr. Moreno regarding the flyer left under her door and subsequent events. I am trying to sort out what portions of her concerns are senate issues. I had planned on talking to the administration this week, but that meeting was canceled.
2. Thursday I was told by a number of sources that there are issues with the allocation of last year’s Perkins monies. More specifically, it may be that some WCC Perkin’s money was transferred to YC without WCC being notified. I will share details as they become clear.
3. At DC3T2 we discussed the feedback received so far about the two-way email lists (minimal, but negative) and the process for assessing the lists. We are nearing completion of updating the communication AP (3721) and will be creating a survey for input regarding the two-way lists and other tools.
4. At B&P we agreed that Dean Senecal would map the PRVT recommended priorities to the district goals and that she would pool the WCC 2015/16 AAP from a mix of plans not achieved in 2014/15 and new plans from this year’s PRVT work.

Good day all, below you will find my first attempt at capturing our rich Title V discussion this morning: It was acknowledged that our Logic Model is strong and serves as a theoretical basis for the Distance Learning-focused Title V application. This morning's meeting addressed the sequencing of activities as a challenging but achievable 5 year plan.

First Year emphasis upon **planning and infrastructure growth**

- On-line orientation
- Equipment purchase and installation
- Recruitment and hiring of Project Director and one Activity Director (note the use of director as federal term and not our own YCCD management definition).
- K-14 professional development (PD) in the areas of existing Get Focused, Stay Focused curriculum
- Redesign a College Distance Learning Council focused on student and staff Distance Learning Certification
- Distance Learning Council develop scaffolding developmental to transfer course competencies for web enhanced, hybrid, and 100% on-line (see AP 4105)
- K-14 staff Distance Learning certification PD for all dual enrollment partners
- Distance Learning Council develop program/discipline sequencing recommendations
- CAT consider Spanish Web page enhancement as well as Parent services page
- Student Success Committee develop Early Alert system
- Counseling Dept. develop on-line counseling services recommendations

Second Year emphasis upon **implementation**

- Following faculty PD and the identification of programs and services poised for DL, bring first year recommendations to instructional design consultant
- Target fall continuing students for web competency scaffold
- Target fall continuing students wrap around services
- Target spring Student Certification for incoming frosh
- Charge Library Committee with analysis of and enhancement of on-line Information Literacy- meet CCOF students' needs

Third Year emphasis upon **scaling second year and assessment activities**

- Implement Library support/information literacy
- Implement math transfer (ME First) via DL
- Leverage 2-year scheduling to develop IGETC-driven student opportunities – blend DL activities and scheduling redesign to improve capacity
- Sequence support services aligned with redesign
- Assessment of all first and second year activities
- *** Should budget allow, implement WCCF Endowment in support of technology replacement

Year 4 and 5 focused upon **acceleration and institutionalization within the context of ESL students**

- Use the first three years of PD and infrastructure building as institutional capacity improvements
- Address the Title V "High Need" students focus (ELL)
- Use scaffolding methodology practiced in first three years for this ESL phase

Note: It is absolutely important for all writers to have pp 14 and 15 of the RFP to address Title V requirements and the competitive priority points before them when writing. MW

Timeframe (The “When”)	Action Plan (The “What”)	Responsible (The “Who”)	Communication Plan
Week of April 5	Academic Senate leadership meeting to discuss writing team Call to Hanover to define functions/responsibilities Draft Logic Model(s) to President’s Cabinet Notify Chancellor of intent to apply for Title V	Dr. White Dr. White/Konuwa Dr. Konuwa Dr. White Dr. White	Email College community Title V overview
Week of April 12	Review Logic Model with Dr. Carabajal – reader’s view Refine substantiated Problem Statement Draft Timeline to President’s Cabinet President’s Cabinet identify communications sequencing using CAIRO tool Identify final writing team Establish writing team meetings Establish Title V writing team One Drive Folders Establish college-wide Survey Monkey resource/contribution site Follow up call to Hanover with draft Logic Model	President’s Cabinet Dean Senecal/President’s Cabinet Dr. White President’s Cabinet Dr. White Dr. Konuwa Dr. Konuwa Dean Senecal Dr. Konuwa/Dr. Carabajal? M. Senecal Dr. White Dr. White	 update to employee base Formal notification to Chancellor
Week of April 19	College-wide distribution of draft Logic Model. Include Title V update in each weekly President’s email College Council update – logic model, timeline, Survey Monkey tool to be distributed week of 5/3 Logic Model to Hanover	Dr. White Dr. White Dr. White Dr. Konuwa Dr. White	
Week of April 26	Summary of draft Title V activity budgets to Kuldeep Kaur	Dr. Konuwa/Jennifer Gibson Dr. Konuwa Dr. Konuwa/M. Senecal Dr. White Dr. White M. Senecal	PRVT – April 30 Budget & Planning – April 30 College Council – May 1 Logic Model to employee base Post SurveyMonkey comments site for employee base
Week of May 3	Draft budget meeting with Kuldeep Kaur Hanover research deadline	Dr. Konuwa/Dr. White Dr. Konuwa M. Senecal M. White	Student Success – May 8 Academic Senate – May 8

<i>Week of May 10</i>	Evaluation meeting with Dr. Carabajal	Dr. Konuwa Writing team	Draft Title V proposal distributed college-wide
<i>Week of May 17</i>	Final Proposal due electronically May 19, 2015 at 4:30 pm Washington, DC time	Dr. Konuwa	