



## Academic Senate Minutes

**Date:** Friday October 24, 2014

**Time/Location:** 1-3 PM / Room 113

### 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** (Vice President, CTE), **Donna Bahneman** (Adjunct), **Talwinder Chetra** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Cheryl Latimer** (Student Services), **Greg Gassman** (Social Science)

**Absent:** None.

**Guests:** L. Mangney

**Call to Order at 1:05 p.m.**

Item	Description-Type	Lead	Background and Objective
I	<b>Approval of Agenda -Action</b>		Approve agenda of 10/24/14 (MSC Howerton/Geer)
II	<b>Public Comment</b>		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: None.</i>		
III	<b>Approval of Minutes-Action</b>		Review and approve the minutes of 10/10/14.
	<i>Discussion/Decision:</i> Minutes from 10/10/14 approved (MSC Chetra/Howerton)		
IV	<b>Reports (Information/Discussion)</b> <ul style="list-style-type: none"> <li>• <b>President (attached below)</b></li> <li>• <b>VP</b></li> <li>• <b>Senators</b></li> <li>• <b>Committees</b></li> </ul>	Clark/ McGill-Cameron/ Senate	

	<p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Clark's President's Report is attached.</li> <li>2. Clark reports that TRiO is headed in the right direction with J. Ruiz returning (President's Report).</li> <li>3. Clark expresses concern that a search committee has not been formed for the Dean of Instruction and Dean of Student Services (President's Report).</li> <li>4. Chetra notes that no one has contacted him yet to convene the Counseling search committee. He is on this committee (Senator's Report).</li> <li>5. McGill-Cameron gives kudos to Gassman for completing all his course updates in record fashion for the curriculum committee (VP Report).</li> <li>6. Howerton notes that GE pattern updates will be done by the end of the semester and that the curriculum committee is well on its way to meeting that goal (Committee Report).</li> <li>7. McGill-Cameron notes that she is on the district Flex committee, which will evaluate and compare the work of Flex coordinators between WCC and YC (Committee Report).</li> <li>8. Clark notes that clerical support for committees and the senate would be considered by administration at some point in the future. He brought this up in a previous meeting with President White, who seemed open to the idea (President's Report).</li> <li>9. Ferns reports that the FALAHUM Division has experienced some confusion in the past few weeks regarding the direction/status of the library. The library is a member of the division, but it now has a separate dean. When the division was asked to prioritize requests from the program reviews, the library was cut out of the process and placed in a separate category. The division would like a more deliberate and open process of communication with administration regarding the library (Senator's Report).</li> <li>10. Gassman reports that his division has experienced some anxiety prioritizing its program review information (Senator's Report).</li> <li>11. Chetra reports that the Calendar Committee has determined that each college can determine whether it wants two summer sessions plus a winter session once the calendar is compressed. The fall and spring start and end dates will be the same for both colleges under the compressed calendar, which would begin in Fall 2016 once approved. The committee will solicit feedback as part of this process (Committee Report).</li> <li>12. Geer would like the CCOF planning committee to meet soon. CCOF students took a survey and the results of that survey will be helpful in the planning process (Senator's Report).</li> <li>13. Latimer reports that counselors don't have access to their schedules and so requests for outreach are being sent to the dean's office. Also, there are concerns with the registration process, which begins November 17, not being clearly defined (Senator's Report).</li> <li>14. Howerton reports that the PRVT-requested turnaround time has been frustrating for some faculty and divisions. Additionally, some information came in late and the elements may have been coded differently depending on each department, making this process more time consuming. We understand that this process is necessary and will inform future practices, and the senate is hopeful the process will be more efficient going forward with a less aggressive timeline (Senator's Report).</li> <li>15. Howerton reports that the IERT and BAT met in a joint meeting this past week. Also, the DC3 Team 2 met and progress is being made (Committee Report).</li> </ol>		
V	<b>Committee Appointments - Action</b>	Senate	<b>Objective:</b> Appoint faculty members to committees.
	<p><b>Discussion/Decision:</b></p> <ol style="list-style-type: none"> <li>1. E. Spears is approved as the member of the Outreach Specialist Search Committee.</li> </ol>		

VI	<b>SLO Committee Purpose Statement – Information/Discussion</b>	Howerton	<b>Background:</b> The SLO Committee has proposed changes to the committee purpose statement. First read of proposal. <b>Objective:</b> Presentation, for approval at next meeting.
	<b>Discussion/Decision:</b> 1. Howerton reports that the SLO Committee updated its purpose statement (attached). This reflects where the committee is now and how it plans to move forward. Committee membership was also updated to reflect the committee’s changing needs and recent changes among administration.		
VII	<b>Program Review Validation Team Purpose Statement – Information/Discussion</b>	Clark	<b>Background:</b> The Program Review Validation Team has proposed changes to the committee purpose statement. First read of proposal. <b>Objective:</b> Presentation, for approval at next meeting.
	<b>Discussion/Decision:</b> 1. Clark presents a revised PRVT purpose statement for discussion (attached). Howerton notes that an SLO Committee resource should be added. The purpose statement will be approved at the next meeting.		
VIII	<b>Agreements with Other Institutions – Information/Discussion</b>	Latimer, Clark	<b>Background:</b> WCC has been approached a number of times regarding establishing a working arrangement with other institutions (National University somewhat recently, Simpson University most recently). What role should the senate take in such decisions, and what a process for making such decisions might look like will be considered. <b>Objective:</b> Discussion possibly leading to a recommendation for moving forward.
	<b>Discussion/Decision:</b> 1. A process needs to be developed to evaluate whether it would be beneficial for students if WCC has affiliations/agreements with private and non-profit universities. Latimer reports that Diablo Valley College uses an extensive process to vet these organizations. The senate will form a task force to determine a process for vetting requests like this going forward. Clark will take the suggestion to administration.		
IX	<b>Academic Standards – Information/Discussion</b>	Clark, Mangney	<b>Background:</b> The Academic Standards process at WCC is not well understood. <b>Objective:</b> Begin discussions focused on better understanding the process and defining the senate role in the process.

	<b>Discussion/Decision:</b> 1. L. Mangney, who is in charge of WCC's probationary process, reports that there was no process for dismissal/return for students. WCC needs a structure for students who are academically dismissed and who wish to return. If a student is dismissed but has already signed up for classes, they can still take those classes. Under the new process, students who have been dismissed would submit a petition to be allowed to sign up for classes. L. Mangney has discovered that students who are dismissed are typically not aware of the various offerings on campus to assist students. To address this, WCC may offer targeted workshops to keep these students from being dismissed in the first place. Students on a level 1 probation would need to take an online survey to avoid dismissal. Her new process would contact students early in the progress probation process and ideally help them before they are dismissed. In Fall 2015 the BOG fee waiver will be associated with probation/ dismissal. Thus, it will be very important to get this information out to students because their fees will be affected.		
X	<b>Accreditation Update - Information</b>	Konuwa, Clark, Howerton	<b>Objective:</b> Provide the senate with an update of the status of the response to the ACCJC Recommendations and the timeline for completion of the process. Begin discussion of the process for the Midterm Report.
	<b>Discussion/Decision:</b> 1. Clark distributes the final accreditation follow up report, dated 10/15/14. On Tuesday, 10/28 the material will be shared with the campus in a noon forum in the Community Room. A site visit will take place the following Thursday, 11/6.		
XI	<b>Senate Appointees to Search Committees - Discussion</b>	Clark	<b>Background:</b> For faculty search committees, the senate can appoint 1-2 senate representatives. For a period of time we have tended to assign one. <b>Objective:</b> Decide whether we should continue choosing between 1 and 2 on a case by case basis.
	<b>Discussion/Decision:</b> 1. Clark suggests a formal policy of at least two senate representatives to search committees for faculty positions. The senate agrees this will be the policy going forward.		
XII	<b>Future Agenda Items-Discussion</b>		College Catalog, SSS Priorities, Ed Master Plan, Senate Appointees to Hiring Committees, Senate Appointees to State Committees, CCOF, WCC Committee Structure, CLC Transition, Constitution & Bylaws
	<b>Discussion/Decision: Not addressed.</b>		

Meeting adjourned 2:55 p.m. (MSC Gassman/Bahneman)

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
1	<b>Curriculum:</b> 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	<b>Communication:</b> Advocate for increase in effective communication tools and access.	Howerton, Ferns	Continuing
3	<b>Grading Policies:</b> Review, update, and distribute Faculty Handbook.	Clark	TBD
4	<b>Academic Standards:</b> 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	<b>Student Success:</b> 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	<b>Faculty Development:</b> Find more opportunities/activities focused on student success.	Chetra, McGill-Cameron	In progress
7	Improve <b>faculty evaluation</b> process.	Clark, Howerton	In progress

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
8	Work to create comprehensive <b>process for Colusa County Outreach Facility (CCOF)</b> .	Clark, Chetra, Geer	Early in process
9	Revise <b>Senate Constitution and Bylaws</b> .	Clark, McGill, Gassman, Ferns	In progress
10	<b>Professional standards</b> research	Clark	TBD
11	<b>Sustainability and grant funding</b>	Clark, McGill-Cameron	TBD
12	<b>Clearlake College transition</b>	Clark, Howerton	In progress
13	Update the <b>Student Code of Conduct</b>	Bahneman	TBD
14	<b>Accreditation</b>	Clark, Howerton	Response to Recommendations is nearly complete; work to begin on Midterm Report

President's Report  
October 24, 2014

**Meeting with WCC Administration (10/14) –**

- C. Latimer joined the meeting and we discussed overtures she received from Simpson University. They are bringing a program to Woodland and would like to work with WCC. We have had similar requests in the past from other schools (e.g., University of Phoenix and National University). Questions that were raised included: (1) Do we have any interest? (2) What would a vetting process look like? (3) Is this a WCC or YCCD issue?
- Concerns regarding electronic Ed Plans were discussed. The current version is reported to be very time consuming, is being used inconsistently, and was developed with very little input from the end-users – counselors. Counselors are also receiving mixed messages regarding the status of the product being used.
- I shared concerns that had been brought to me regarding the current status of TRIO.
- We discussed the ill-defined overlap of FLEX and Professional Development at WCC. YC has separate coordinators for each and is interested in increasing the reassigned time for the former. There are staff development funds at the district and it is not clear what control over those each college has.
- A computer was loaned to the ME Center. A printer was then requested. President White approved, but raised a number of connected questions. Who will support the computer/printer? What are appropriate uses? What is the general philosophy of the ME Center and what accountability does/should it have?
- I briefly shared concerns regarding work-study assignments, collaboration with Yocha Dehe, and silo atmosphere in the 700 Building.

**(10/21) –**

- We discussed possible steps forward for considering working with four-year schools. I agreed to share with the senate documents that another college uses as part of its decision process and begin preliminary discussions in senate.
- President White had a conversation with C. Redfield and learned some of the history behind both the studio and the digital media lab. He would like to either find uses for the lab or repurpose the space and the equipment.
- McGill Cameron reported that there is likely a niche for network security and that the regional group focused on computer applications will hold a meeting at WCC in March..
- In response to concerns about the assignment of work-study students, Interim Dean Deniz and J. Smart will form a process and associated form and take to the President's Cabinet (PC). A draft for wider consumption will follow.
- President White made inquiries regarding our probationary process and our academic standards process. He wants to know what the process is and determine how supportive it is of student retention. He would like to form a work group to map the process and then look at strengthening the process.

**DCAS (10/16) – Topics:**

- We discussed the current status of the CC Baccalaureate and where the district might go with it. Rad Tech and industrial arts are the most promising options the district could consider.
- We discussed stacking of courses and the ED Code restrictions. Although deans have been given explicit directives, it is not clear that those directives have been followed. Presidents White and Harmon agreed to investigate.
- The status and plans for several APs were discussed.
- AP 5055 continues to provide fodder for discussion and will be re-revisited again on 11/20 for yet another time.
- I asked why the person in charge of Assessment and Placement in the district is a YC employee, not a YCCD employee.

**Budget & Planning (10/16)** – We discussed many concerns regarding the CDC at WCC (not being used to capacity as a lab school, no WCC over operations or staffing...). VP Konuwa reported that President White wants to bring administrative oversight to WCC. We looked at a SSSP budget crosswalk. Supplemental instruction seems to be working quite successfully in Ag and human Services, but not as well in accounting.

**PRVT (10/16)** – We discussed the membership of PRVT and looked at the timeline for our work. As of the meeting (the day after reviews were due there were still many outstanding. It was agreed that I would contact those in Student services who were delinquent, while M. Senecal would contact those in academic programs. Based on the experiences of some at the table it is likely that some of the “missing” program reviews were missing due to not understanding one of a couple of the final steps in submission.

**DC3 (10/21)** – Highlights: There was no DC3 meeting.

Standing Committee: Program Review Validation Team (PRVT)

Sponsor: WCC VP

Committee Co-Chairs: Molly Senecal (Dean of Student Success) & Matt Clark (Faculty)

Committee Purpose: The Program Review Validation Team will provide feedback to programs submitting reviews and will forward recommendations of program priority levels (enhance, maintain, restructure or revise) with justification to appropriate college committees. The intent of the committee is to make the program review process one that improves programs at WCC for WCC students and the communities WCC serves. In doing so it will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Education Master Plan, and the WCC Accreditation Self-Study. Further, the guidance of the WCC Academic Senate and the WCC College Council shall be strongly considered.

The committee serves the following purposes:

1. Reviewing of program reviews and program review updates.
2. Providing feedback regarding program reviews and program review updates.
3. Collecting requests from program reviews and program review updates and forwarding an integrated list of requests to appropriate committees. These lists may also include support for requests.
4. Providing recommendations to improve the program review process.
5. Providing recommendations regarding college program priority levels
6. Categorizing requests and determining their alignment with the college EMP as well as the Woodland Community College and Yuba Community College District's Strategic Plans.

Guidelines and Parameters:

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



8. The sponsor and the chair will make periodic reports to the WCC College Council and the WCC Academic Senate.

Resources:

1. WCC Mission Statement
2. WCC Accreditation Self-Study
3. WCC Education Master Plan
4. Colusa Outreach Educational Advisory Committee
5. WCC Student Learning Outcomes Committee
6. YCCD Technology Committee
7. YCCD Chief Business Officer
8. WCC Student Success Committee
9. WCC Budget and Planning Committee
10. WCC Strategic Plan
11. YCCD Integrated Planning Process

Meeting Schedule:

The committee will meet on the 1st and 3rd Thursday from 12 PM – 1 PM (August to December.) January through May, meetings will be held as needed to accomplish the purposes and goals of the committee and will be posted.

How Work Is Communicated:

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

Outcomes and Deliverables:

1. Integrated list of requests from program reviews
2. Feedback regarding program reviews and program review updates
3. Recommendations for program priority levels
4. Recommendations for continuous improvement of program review process
5. Integration of planning processes touched on by program reviews and program review updates

Recommendations Go To:

1. WCC Planning and Budget Committee for review and action
2. WCC Academic Senate and WCC College Council for review
3. WCC Faculty Staff and Administrative Planning Committee, Instruction Equipment Request Committee, Scheduling Committee, WCC Curriculum Committee, District Technology Committee, and District M&O for information

**Program Review Validation Team  
Membership:**

<u>Position</u>	<u>Term</u>	
<u>Name</u>		
Sponsor	On-going	Al Konuwa (VPI)
Co- Chair – (from faculty membership)	2013 – 2015	Matt Clark
Co-Chair – Dean of Student Success	On-going	Molly Senecal (Dean)
FSAPC Rep	DBC*	Matt Clark
Curriculum Committee Rep	DBC*	Brandi Asmus
Scheduling Committee Rep	DBC*	Sherry Spina
District Technology Committee Rep	DBC*	Julie Brown
Student Services Faculty Rep	2014 – 2017	Laney Mangney
Maintenance/Facilities Rep	2014 – 2016	TBD
Dean of Instruction	On-going	Monica Chahal
Dean of Student Services	On-going	Leslie Deniz
Classified Rep	2013-2015	Denise Browning
ASWCC Rep	2014-2015	TBD

\* Determined by committee being represented.

Resource Members

District Director, Information Technologies	Karen Trimble
District Director, Maintenance and Operations	Jacob Liorenti

Standing Committee

**STUDENT LEARNING OUTCOMES**

Sponsor: Al Konuwa

Committee Chair: Christopher Howerton, WCC SLO Coordinator

Recorder: TBD

Committee Purpose:

1. The Student Learning Outcomes (SLOs) committee is responsible for providing leadership for ongoing continuous quality improvement of the WCC SLOs at the institution, program, and course level and for coordinating the staff training needed to accomplish this goal. SLOs will be developed for programs and services in Instruction and Student Services, with Administrative Services incorporated into the process, as appropriate.
2. Evaluate whether or not identified SLOs are being assessed and/or achieved.
3. Provide ongoing support to ensure that the assessment of SLOs leads to improvement or growth at each SLO level.
4. Plan and monitor the incorporation of SLOs and their assessment into the College's program review processes.
5. Coordinate the integration of SLOs into the Educational Master Plan, Accreditation reports, and other college/District reports as appropriate.
6. Recommend and provide necessary training activities.
7. Identify college wide gaps/needs for SLO development, implementation, or data collection, and provide recommendations to address any identified needs.
8. Develop sustainable processes for college-wide SLO work.

Guidelines and Parameters:

The committee operates consistently with the YCCD decision making structure.

Sponsor, coordinator, and members will carry out responsibilities assigned to this committee and function under the Team Roles as defined in the College Council Handbook.

Issues outside the committee will be referred to the appropriate representative body or committee for direction/collaboration/adjudication.

- Members of the team will solicit input from the district/campus community and maintain an open dialog with colleagues during all aspects of the planning, development, and implementation of the SLO process.
- Members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
- Agenda to be distributed at least 3 days in advance of a meeting (to committee members and posted on the WCC website)
- Draft minutes will be distributed prior to each meeting.

- Sponsor, SLO Coordinator, or their designee will make periodic reports to the College Council, Academic Senate, WCC President, YCCD Chancellor, the Board of Trustees, or to hers as requested.

Resources:

- Academic Senate “Student Learning Outcomes” statement
- WASC/ ACCJC Accreditation Standards
- Program level SLOs and other documents from the SLO Committee

Meeting Schedule:

The meeting schedule for the WCC SLO Committee is typically the 2<sup>nd</sup> and 4<sup>th</sup> Thursdays during “College Hour” 12-1pm in room 621. A current list of official meetings can be found on the WCC SLO Committee web page.

How Work Is Communicated:

- Agendas and minutes posted to the WCC website.
- Periodic progress reports will be given to College Council, Academic Senate, Curriculum Committee, and the YCCD Board of Trustees
- Newsletters

Outcomes and Deliverables:

- Monitor and adjust timelines (as appropriate) for SLO work
- SLOs for all Instructional and Student Services programs and Administrative Services, as applicable
- Process for assessment and continuous improvement at the institution, program, and course levels
- Post SLO summaries and iSLO results

Recommendations Go To:

- Academic Senate and/or Curriculum Committee
- College Council
- PRVT
- President’s Cabinet

## WCC SLO PURPOSE STATEMENT AS OF FALL 2014

### STUDENT LEARNING OUTCOMES MEMBERSHIP

Position	Term	Name
Sponsor	On-going	Al Konuwa
SLO Coordinator	(FA)2014-(SP)2017	Christopher Howerton
Curriculum Committee Faculty (Co-chair)	(FA)2013-(SP)2016	Brandi Asmus
Dean of Instruction	On-going	Monica Chahal
Dean of Student Success	On-going	Molly Senecal
Instructional Faculty Member	(FA)2013-(SP)2016	Jaya Shah
Non-Instructional Faculty Member	(FA)2012-(SP)2015	Estelita Spears
Adjunct Faculty Member	<b>VACANT (3yr term)</b>	<b>VACANT</b>
Classified Member	(FA)2013- (SP)2016	Lucy Servin
Student	<b>VACANT (1yr term)</b>	<b>VACANT</b>

## WCC SLO PURPOSE STATEMENT AS OF FALL 2014

### STUDENT LEARNING OUTCOMES

Definition of Student Learning Outcomes:

Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

Why the Learning Outcome Approach to Education?

The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many students approach education as “alienated intellectual labor,” rather than something that is good for them, learning that enhances their lives. Making education more meaningful for these students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

Some of the benefits of using student learning outcomes are as follows:

- Increased student awareness of and involvement in their own learning
- A common language and framework for discussions about learning within departments
- A context for course design and revision
- An approach to curriculum assessment and change
- An important first step toward clear communication of expectations to students
- A requirement of accrediting agencies.

Many faculty feel they already are taking a learning outcomes approach to education and all they need to do is change some terminology on their course outlines, that is, ensure that their course objectives are measurable. Others fear the imposition of a corporate model on education with outcomes being centrally imposed, courses being modularized, and faculty being de-skilled and replaced with assessors and facilitators, and perhaps even computers. Lastly, many academic faculty see the emphasis on outcomes as pressure for making education more directly serve the short term needs of the economy and demands of the business community, rather than the development of the student’s critical thinking and intellectual independence. To ensure that these fears do not become realities, faculty must embrace and take ownership of the student learning outcomes approach.

WCC’s SLO Committee’s Philosophy of Assessment Data Use.

To ensure authentic assessment, SLO data will be used to improve student learning as it relates to courses, programs, services, and degrees. Efforts to ensure anonymity of individual student and instructor should be a priority when designing data collection and assessment methodologies. Student attainment of WCC’s identified core learning outcomes should result from the collective learning experiences during their time at this college. Collected data will NOT be used to evaluate individual faculty or staff member. The collection of SLO data is to provide the college community with data necessary to increase the percentage of students that gain the core learning competencies.

#### Types of Student Learning Outcomes:

- Institutional/Degree College-level
- Result of obtaining a degree or certificate from the institution
- Program-level
- Result of finishing a program
- Result of completing a student services program activity
- Course-level
- Result of completing an instructional course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast a course should meet every one of its stated student learning outcomes.

#### WCC's Institutional/Degree College-Level Outcomes

Woodland Community College has recognized eight core competencies that will guide the SLO process for our campus(es). Each academic instructional and student service program has aligned itself with one or more of these competencies. The eight core competencies are:

Communication: effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose

Computation: use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

Critical Thinking: analyze data/information in addressing and evaluating problems and issues in making decisions.

Global Awareness: articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Information Competency: conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility: interact with others by demonstrating respect for opinions, feelings, and values

Scientific Awareness: understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Technological Awareness: select and use appropriate technological tools for personal, academic, and career tasks.

#### Process:

As a result of developing student learning outcomes, faculty in instruction and student support services should engage in discussions of ways to deliver instruction to maximize student learning. Those providing student support services should also develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution. And finally, student learning outcomes should be at the center of the institution's key processes and allocation of resources.

The process involves the following steps:

- Develop student learning outcomes.
- Identify a method to assess each of the student learning outcomes developed.
- Engage in the teaching-learning process.
- Assess whether or not the student learning outcomes are achieved.
- Evaluate the assessment technique and the level at which the outcomes are achieved.
- Make appropriate changes to the program, as needed, to achieve desired outcomes.
- Evaluate student learning outcomes in the regular program review process.

#### The use of TracDat

TracDat is a web-based software that allows us to collect, track and report out on Student Learning Outcomes (SLO) and program review requests and recommendations. Yuba Community College District, Office of Vice Chancellor of Educational Services and Planning purchased the program in December of 2010 for the purposes of meeting SLO proficiency by 2012, as well as streamlining continuous quality improvement based on evidence from program reviews.

More information can be found at the following link

<http://wcc-planning.yccd.edu/studentlearningoutcomes.aspx>

#### Definition of a Program:

The term "program" may be used to describe a Community College System approved program or more loosely describe a collection of somewhat related disciplines. (Definition approved by the YCCD Academic Senate, adapted from a State Academic Senate Definition, as outlined in "Roles and Responsibilities of Faculty Academic Chairs," adopted spring 2004.

#### SLO Resources Available in the WCC Library

1. Allen, M. J. (2004). Assessing Academic Programs in Higher Education. Boston, MA: Anker. ISBN: 978-1-882982-67-7 WCC CALL NUMBER 378.166 A4278 2004
2. Angelo, T.A., & Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jossey-Bass Publishers. ISBN: 978-1-55542-500-5 WCC CALL NUMBER 378.125 A584 1993
3. Banta, T. W., Jones, E.A., & Black, K.E., (2009). Designing Effective Assessment: Principles and Profiles of Good Practice. San Francisco: Jossey-Bass Publishers. ISBN: 978-0-470-39334-5 WCC CALL NUMBER 378.166 B2197 2009



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#### Additional Forms and Resources

Additional support materials can be found on the following WCC websites:

WCC Planning and Research website <http://wcc.yccd.edu/about/planning/planning-slo.aspx>

WCC SLO website <http://www.yccd.edu/documents/documents.php?>

## POLICY FOR CREATION OF AGREEMENTS WITH TRANSFER INSTITUTIONS (ARTICULATION AND MEMORANDA OF UNDERSTANDING)

IN ORDER TO CREATE AND ENTER INTO AN ARTICULATION AGREEMENT OR MEMORANDUM OF UNDERSTANDING WITH A TRANSFER INSTITUTION, THE INSTITUTION MUST COMPLETE THE *PROPOSAL FOR AGREEMENT QUESTIONNAIRE*. UPON COMPLETION, THE INSTITUTION'S REQUEST WILL BE EVALUATED BY THE TRANSFER SERVICES COORDINATOR (IN CONSULTATION WITH THE ARTICULATION OFFICER) BASED ON THE FOLLOWING CRITERIA.

THE INSTITUTION SEEKING THE AGREEMENT MUST:

### **INSTITUTION ACCREDITATION**

Be accredited by one of the following *Regional Institutional Accrediting Organizations*:

- MSA – Middle States Association of Colleges and Schools, Commission on Higher Education
- NWCCU – Northwest Commission on Colleges and Universities
- NCA-HLC – North Central Association of Colleges and Schools, Higher Learning Commission
- NEASC-CIHE – New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education
- SACS – Southern Association of Colleges and Schools, Commission on Colleges
- WASC-ACCJC – Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- WASC-ACSCU – Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

### **HISTORICAL TRANSFER RELATIONSHIP**

Demonstrate sufficient student interest in said institution as defined by the a minimum of twenty (20) student applications for transfer in each of the past three academic years or a total of sixty (60) student applications for transfer over the past three years.

### **PURPOSE FOR AGREEMENT**

Demonstrate a reasonable purpose for creating said agreement. Examples include *but are not limited to* facilitating smooth transfer, creating clearer transfer pathways, and providing some kind of financial benefit for DVC students.

### **BENEFIT FOR DVC STUDENTS**

Demonstrate clear benefits for DVC students. Examples include *but are not limited to* guaranteed transfer, preferential admission, reduced fees, scholarships, etc.

## **COURSE ARTICULATION**

Be able to create an articulation agreement using the DVC Catalog and course outlines with limited input from the DVC Articulation Officer at the onset. Once said agreement is created, the Articulation Officer may be utilized for review of said agreement.

## **MAINTENANCE OF AGREEMENT**

Demonstrate a willingness to maintain and update said agreement independent of DVC employees with final review by DVC employees.

## **CLARITY OF REQUIREMENTS**

Demonstrate clarity of requirements for transfer and/or graduation requirements that are easily accessible online by students and DVC employees.

## **PROVISION FOR TRAINING**

Be willing to provide clear and adequate training to DVC counselors and staff, in person, as to the details of said agreement. Training must be regular (minimum once per academic year).

## **AVERAGE INDEBTEDNESS FOR STUDENTS**

Demonstrate that students leaving said institution have no more than five (5) percent above the national average for student loan indebtedness.

## **GRADUATION RATE**

Demonstrate that students graduate at a rate of at least fifty (50) percent.

## **LENGTH OF AGREEMENT**

Said agreement must be renegotiated every three (3) years after signing said agreement. The transfer institution must re-complete the *Proposal for Agreement Questionnaire* prior to the renegotiation of the agreement for the most current information.

## **SIGNATORIES**

For Memoranda of Understanding, said agreement will be signed by the Diablo Valley College Transfer Services Coordinator, Articulation Officer, and the Vice President of Student Services.

# **DIABLO VALLEY COLLEGE PROPOSAL FOR AGREEMENT QUESTIONNAIRE**

THANK YOU FOR YOUR INTEREST PROVIDING TRANSFER INFORMATION TO DIABLO VALLEY COLLEGE (DVC) STUDENTS. WE ASK THAT YOU COMPLETE THE QUESTIONNAIRE BELOW. YOUR REQUEST TO DEVELOP **ARTICULATION AGREEMENTS OR MEMORANDA OF UNDERSTANDING** WILL BE EVALUATED BASED ON ACCREDITATION, POTENTIAL BENEFITS TO DVC STUDENTS, INTEREST IN YOUR INSTITUTION BY DVC STUDENTS, AND OUR CURRENT RESOURCES AVAILABLE TO MAINTAIN SAID AGREEMENTS. APPROVED AGREEMENTS WILL BE NO LONGER THAN THREE YEARS AND MUST BE REVIEWED AT THAT TIME.

**BASIC DEFINITIONS – PLEASE READ**

- **Transfer Information** – Information about transfer requirements, processes, or procedures that apply to all potential transfer students seeking admission to the university. Not considered an agreement but just general information.
- **Articulation Agreement** – An agreement that courses or sequences of courses at one institution will be accepted in fulfillment of requirements at another institution.
- **Memorandum of Understanding** – An agreement that a set of DVC students will receive special university admissions consideration or other benefits not offered to most other transfer students. May also obligate the college to provide institutional resources or other support not provided to other institutional partners.

**TYPE OF REQUEST – PLEASE INDICATE ONE OR MORE**

- ☐ Transfer Information                      ☐ Articulation Agreement                      ☐ Memorandum of Understanding

**REQUIRED QUESTIONS – PLEASE RESPOND TO ALL QUESTIONS IN THIS SECTION (ATTACHED ADDITIONAL SHEETS, IF NECESSARY).**

1. What is your institution's accreditation status? Does your institution have regional or specialized subject-area accreditation recognized by the U.S. Department of Education? Be specific.  

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2. Describe the historical transfer relationship between DVC and your institution. Please provide a breakdown of the number of DVC students who have applied for admission to your institution, how many were accepted, how many enrolled. (Five years of data would be appreciated.)  

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3. Describe the intended purpose for this request and how the information provided by your institution to DVC students will achieve this goal. (I.e., increase transfer volume, facilitate smooth transfer, etc.)  

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4. Have you been in contact with anyone at DVC regarding the development of an agreement of any type? If so, who? When?

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**ARTICULATION AGREEMENT/MEMORANDUM OF UNDERSTANDING QUESTIONS – PLEASE RESPOND IF YOUR INTENT IS TO CREATE AN ARTICULATION AGREEMENT AND/OR MEMORANDUM OF UNDERSTANDING AS DEFINED ABOVE.**

1. Describe the intended purpose for creating this agreement and how the agreement will reach this purpose. (I.e., increase transfer volume, facilitate smooth transfer, etc.)

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2. Will your institution accept common California transfer general education (GE) patterns (CSU GE or IGETC), and/or an AA/AS in lieu of your native GE pattern? If partial completion will be accepted, indicate potential differences.

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3. Will your institution accept preparation for major courses from DVC?

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4. Will your institution create course-to-course articulation?

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5. Given the limited amount of resources at DVC, describe how you expect to create said articulation agreement. (I.e., are you willing to use our course outlines and catalog to create your own agreement or do you require a detailed review by our articulation officer?)

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6. Who will be responsible for maintaining the accuracy of the articulation agreement over time?

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**MEMORANDUM OF UNDERSTANDING QUESTIONS – PLEASE RESPOND IF YOUR INTENT IS TO CREATE A MEMORANDUM OF UNDERSTANDING**

1. Describe the specific admission and graduation requirements that you are looking for from our students. If offering guaranteed admission, please specify this as well and how this might differ from the standard transfer student.

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2. Will courses taken concurrently with DVC after the student transfers be accepted by your institution toward graduation requirements?

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3. Will catalog rights at your institution extend to the student's first year of attendance at DVC?

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4. What are your expectations of the DVC Counseling Department for providing advising on this agreement to the student and who will provide training to the counselors? (I.e., creation of educational plans, etc.)

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5. Will your institution provide transfer admission advising to our students? If so, please indicate what this will include. (I.e., pre-evaluation of transfer units, on-the-spot admissions, etc.)

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6. Describe the student services provided to students after transfer. (I.e., financial aid, advising, library, etc.)

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7. Describe any financial benefits to our students over the standard transfer student. (I.e., waive application fee, percentage discount on tuition, waiving of tuition for first or last course, other scholarship opportunities administered by your institution)

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8. What is the average indebtedness that students incur by graduation after transferring to your institution?

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9. What is the average graduation rate of transfer students at your institution?

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10 What kind of promotional materials will be provided by DVC and which will be provided by your institution. (I.e., catalogs, brochures, financial aid/scholarship flyers, online advertising, campus tours, etc.)

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11 Who will maintain the accuracy and periodic review of the proposed memorandum of understanding and how will this maintenance occur?

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12 Who (by title) should be the point of contact at DVC for students? (I.e., any counselor, specific counselor, etc.)

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13 Describe any potential causes for termination of said agreement.

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14 Describe other potential benefits for DVC or our students not stated elsewhere. (I.e., cross-enrollment at DVC fee structure, priority enrollment for transfer students, reports on transfer volume/success/student characteristics, and access to university library/athletic events/other services, etc.)

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