



## Academic Senate Minutes

**Date:** Friday, October 27, 2017

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

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

**Ex-officio Members:** **Gurtaj Grewal** (ASWCC Rep)

**Guests:** Dean Ortiz-Mercado, D. Pierro, M. Moreno, President White

Call to order 1:06 pm

Item	Description-Type	Lead	Background and Objective
I	<b>Approval of Agenda - Action</b>		Approve agenda of 10/27/17.
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 10/6/17 regular meeting.
	<i>Discussion/Decision:</i> The minutes of 10/6/18 are approved as submitted (MSC Vallejo/Gassman)		
IV	<b>Committee Appointments - Action</b>	Howerton	<b>Objective:</b> Appoint faculty members to committees.
	The search committee for a counselor at LCC will be coming out soon.		
V	<b>Draft Integrated Budget Plan for SSSP, Equity, and BSI – Information/Discussion</b>	Dean Ortiz-Mercado, Lanier, Pierro	<b>Background:</b> The state has given colleges flexibility to integrate three funding streams: SSSP, Equity, and BSI. College plans must be submitted to the state by mid-Dec. and requires senate sign-off. <b>Objective:</b> First review of the WCC Integrated Budget Plan.
	<i>Discussion/Decision:</i> 1. Dean Ortiz-Mercado reported that there is a new CCCC reporting format. The new report is a two-year plan that includes a simplified reporting format and a consultative process. She and D. Pierro presented to the senate the new plan's goals, which include increasing the number of male students, course completion		

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	rates, persistence rates, certificate award rates, and the percentage of students taking college level courses. The presentation is attached to these minutes.		
VI	Integrated Management Plan – Information/Discussion	President White, Clark, Howerton	<p><b>Background:</b> A draft Integrated Management Plan, which will feed the WCC EMP will be presented to the senate for first review. The WCC Budget &amp; Planning Committee has reviewed the plan and recommends adoption (some edits and next steps were also recommended).</p> <p><b>Objective:</b> First review of the WCC Integrated Management Plan, with the intent of providing feedback and debating endorsement at the next senate meeting.</p>
	<p><i>Discussion/Decision:</i></p> <p>1. The draft is attached to these minutes. Additional changes still need to be made to this document. President White presented to the senate the thinking behind the plan and the purpose behind it. Once this is endorsed by the senate, the details will be filled in by the parties responsible for the various sections of the report. President White called the current plan skeletal because the details will need to be added in the future.</p>		
VII	Guided Pathways (GP)– Information/Discussion	Howerton, Asmus	<p><b>Background:</b> On September 26, a team from WCC attended a GP workshop. YC is one of twenty CCCs that is in the California Guided Pathways Project. ASCCC Resolution 9.12 Fall 2015 urges local senates and curriculum committees to be genuinely involved in decisions regarding curricular pathways. <b>Objective:</b> Recommend a process for next steps, including a leadership group, for exploration of GP.</p>
	<i>Discussion/Decision: Not addressed.</i>		
VIII	ASCCC Plenary Resolutions – Information/Discussion	Clark, Howerton	<p><b>Background:</b> The revised slate of resolutions and amendments for the ASCCC Fall Plenary is available. These will be voted on at Plenary on Nov. 4.</p> <p><b>Objective:</b> Review the resolutions with the intent of informing the WCC vote at Plenary</p>
	<p><i>Discussion/Decision:</i></p> <p>The resolutions are attached. If you have any issues or questions regarding the resolutions, forward them to Clark. In particular, Clark brought up resolution 9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus. He is revising this one and would appreciate any comments. He also asked about resolution *17.01 F17 Faculty Involvement in Scheduling of Courses and resolution 17.05.</p>		
IX	Accreditation Update -	Clark, Howerton	<p><b>Background:</b> WCC is in progress of preparing the first draft of the Institutional Self Evaluation Report (ISER) for ACCJC. The report will go to ACCJC in July 2018 and an evaluation team will visit the college in Fall 2018. The senate shall review Standard IV.</p>

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			<b>Objective:</b> Receive an update on the status of the work of the Accreditation Steering Committee (ASC) and the timeline for next steps.
	<i>Discussion/Decision: Not addressed.</i>		
<b>X</b>	<b>AP/BP Revisions in DCAS</b>	Clark, Howerton	<b>Background:</b> DCAS will be undertaking revisions of a large number of APs and BPs that are 10+1 in nature during the 2017-2018 Academic Year. <b>Objective:</b> Update on AP/BPs currently being revised. <b>Current AP/BP Revisions for Review:</b>
	<i>Discussion/Decision: Not addressed.</i>		
<b>XI</b>	<b>WCC Reporting Structures and Functional Map – Information/Discussion</b>	VP Konuwa, Clark, Howerton	<b>Background:</b> President’s Cabinet has drafted a functional map and reporting structure charts to clarify roles in light of the many recent changes at WCC (LCC realignment, new admin positions...). <b>Objective:</b> Review of drafts with intent to provide feedback.
	<i>Discussion/Decision:</i> President White outlined the draft new reporting structures at WCC. Once finalized, these will be communicated with the entire campus. Howerton recommended that the charts be consistent with either names or titles. On the topic of evaluations, Howerton asked that if part time faculty are at multiple locations, who is the supervisor who makes sure the evaluations take place. There has been some confusion regarding supervising deans that still needs to be clarified. Additional conversation took place on the topic of the roles of the executive deans at our sites versus the program-specific deans at WCC. Further questions or comments should be directed to Clark, who will send all comments to VP Konuwa.		
<b>XII</b>	<b>President’s Report –Information/Discussion</b>	Clark	
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> <li>1. Clark asked senators to provide any 2019/2020 calendar feedback to Papin this week.</li> <li>2. Clark asked senators to review important APs that will be sent out next week.</li> <li>3. Clark and Howerton have set up regular meetings with the part time union leadership.</li> <li>4. Clark got confirmation that part time senators can sit on the equivalency committee and the academic standards committee.</li> </ol>		
<b>XIII</b>	<b>Vice President’s Report</b> <b>1. Curriculum Update – Information</b> <b>2. Other – Information</b>	Howerton	<b>Objective:</b> 1. Receive update on work of the Curriculum Committees.
	<i>Discussion/Decision: Not addressed.</i>		
<b>XIV</b>	<b>Senate/Committee Reports - Information</b>	Senate	
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> <li>1. Vallejo reported that he has not heard anything regarding the two vacant counseling search committees.</li> <li>2. Stone reported that the spring course schedule was posted but some part time faculty were not told what classes they would be teaching.</li> </ol>		
<b>XV</b>	<b>Ex-officio Reports - Information</b>	Grewal	
	<i>Discussion/Decision:</i> <ol style="list-style-type: none"> <li>1. Grewal reports that the wellness center will open soon.</li> <li>2. Grewal reports that the food pantry is going to open soon.</li> </ol>		
	<b>Future Agenda Items-Discussion</b>		Data Inquiry Group work and Dashboard, Constitution, Bylaws, and Supplementary

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<b>XVI</b>			Procedures, Senate Appointments, Dual Enrollment, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update
	<i>Discussion/Decision: Not addressed.</i>		

Meeting adjourned 3:02 p.m.

<b>WCC Academic Senate Goals, 2017-2018</b>			
#	Goal	Lead(s)	Status
1	<b>Student Success:</b> Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).		
2	<b>Accreditation:</b> Ensure faculty participation in all facets of the accreditation process.		
3	<b>Equivalency Process:</b> Revise the district equivalency process.		
4	<b>Professional Development:</b> Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.		
5	<b>Faculty Evaluation:</b> Improve the faculty evaluation process with an increased focus on professional development.		
6	<b>Sabbatical Leave:</b> Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.		
7	<b>Committee Structure &amp; Reporting Structure:</b> Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.		
8	<b>Colusa County Campus (CCC) Planning:</b> Create comprehensive process for CCC scheduling and planning.		
9	Revise <b>Senate Constitution and Bylaws.</b>		
10	<b>Sustainability and Grant Funding:</b> Define process for seeking grants and sustaining work after grants or categorical funds expire.		
11	<b>Initiative (Guided Pathways, Dual Enrollment...) Ownership:</b> Establish process that codifies faculty roles in initiative driven work.		
12	<b>Distance Education (DE):</b> Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, curriculum development, technology, faculty training, student training, student supplemental resources, and ensuring regular, effective, instructor-initiated contact.		

## WCC INTEGRATED MANAGEMENT PLANS

### PURPOSE

The true value any Educational Master Plan lies within thoughtful execution demonstrated through staffing, technology, and facility resource management plans. The execution of WCC's Educational Master Plan may commit resource allocation for years to come. Informed by program review data, internal and external scans, as well as emerging regional educational and industry trends or initiatives, WCC staffing, technology, and facility management plans are framed by the needs of our current and far future students.

### PRODUCT

Each of the management plans (staffing, technology, and facilities) include three distinct sections: 1) WCC's *Current State*, 2) a summary *Desired State*, and 3) *Key Factors for Change (gap analysis)*. The WCC Integrated Management Plan closes with an *Action Plan* reflecting a total cost of ownership (TCO) for that desired state. The Integrated Management Action Plan, as the final product of the gap analyses, makes the WCC Educational Master Plan "real", bringing forward true costs and benefits.



### PREPARING for 21<sup>st</sup> CENTURY LEARNERS

Experts claim 21st century learning must take place in an environment that promotes engagement and a sense of community; enabling formal, informal, face-to-face, and virtual learning. Indeed, the term “learning environment” suggests place and space – a classroom, a support center, a library. Learning environments are also the structures, tools, and communities that engage students and educators. As WCC plans for current and future learners, our College is well-served to think of 21st century learning environments as support systems; organizing the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning.

The following integrated management plans consider how College-wide staffing, technology, and facility needs combine to optimize the learning environment. For example, a staffing gap analysis considers both demand-side and supply-side strategies beyond human resources.

*Demand-side* analysis may include the following considerations:

- Student Retention - how the College/Department/Discipline may first increase student turnover/failure through retention incentives and thereby reduce perceived student demand (i.e. intrusive support technologies, common learning spaces);
- Employee Retention - how the College/Department/Discipline may reduce employee turnover rates through retention and redesign strategies (i.e. collaborative facilities, electronic user guides and FAQs to reduce knowledge and skill loss vulnerabilities);
- Program Redesign - how the College/Department/Discipline may reorganize and increase efficiencies, where possible (i.e. adequate support, freedom to create, organizational redesign across sites);
- Work Process Redesign – how the College/Department/Discipline staffing needs may be effected by streamlining workflows and leveraging untapped technologies (i.e. electronic forms and signatures).

Likewise, WCC’s integrated management plans consider how staffing, technology, and facilities may increase the *supply-side* of any possible staffing consideration. For example, when addressing a staffing supply gap, the College may consider:

- Recruitment – how the College/District may expand applicant pools through targeted electronic marketing (i.e. social media, Hispanic-serving journals);
- Modify Qualifications – how the College/District may expand pools through considering broader, transferable skills earned outside of higher education (i.e. industry experience);
- Training and Succession Planning – how the College/Department/Discipline may leverage technology and facilities to cross-train and keep current incumbent employees (i.e. intentional College-wide electronic and face-to-face professional development curricula);
- Workforce Development – how the College/Department/Discipline may “grow our own” (i.e. internal internships and external industry apprenticeship programs).

Finally, 21<sup>st</sup> century learning environments promote social relationships highlighted by the CCCSE benchmarks of *Active and Collaborative Learning, Student Effort, Support for Learners*, and the like. Said another way, the relationship of physical spaces and technological systems to learning are indeed important, but are most certainly secondary to the human relationships (faculty, staff, and administrators) that matter most to learning. Woodland Community College's integrated Management Plans, thus, begins with staffing.

## **YCCD PLANNING**

Long range District Strategic Goals articulate the Board's Vision, driving institutional change implemented through College Master Plans as well as District Services Master Plans. In so doing, College and District Services Master Plans become operational in nature, addressing program and service sustainment, expansion, or even reduction as deemed appropriate within the local planning processes.

1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion;
2. Integrate planning and institutional effectiveness processes within a culture of evidence;
3. Strengthen our CORE\* as a 21st-century, learning-centered organization; employ, develop and sustain highly professional, qualified faculty and staff;
4. Complete multi-college district transition in structure, roles, responsibilities, and processes;
5. Assert regional educational, economic and workforce leadership; prioritize Economic and Workforce Development Programs based on regional, state and national imperatives. (Adopted October 2014)

## ***WCC Planning Objectives and Actions***

College Objectives, and specific Actions documented in the WCC 2016-2019 Educational Master Plan most certainly inform staffing, technology, and facility resource management plans supporting 21<sup>st</sup> century learning environments. The 2016-2019 Objectives and Actions (tables 1-5 below) are grounded in quantitative Labor Market Data as well as qualitative data collected through internal College and external service area scans. College decision-makers must consider the staffing, technology, and facility implications for each of these proposed Actions as they are planned and executed.

**Table 1. CONNECTION PHASE OBJECTIVES and ACTIONS**  
***Students' initial interest through submission of the application***

2016-2017 Objective: Increase male College application rate  
by 5% on or before June 30, 2017.

Hire and Train WCC & LCC/CCC (2) Permanent Full-time Outreach Specialists

Design, Execute and Assess a Single Online College Orientation

Design, Execute and Assess a WCC/LCC/CCC Peer Ambassador Inreach/Outreach Program

2017-2018 Objective: Increase male College application rate  
by 5% on or before June 30, 2018.

Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High  
School Academic Calendars

Design, Execute, and Assess Unique WC/LCC/CCC Student Success Stories Marketing  
Strategy Leveraging "Your College, Your Future" Brand

Design, Execute, and Assess an On-site Matriculation Process for High School Students

2018-2019 Objective: Increase male College application rate  
by 5% on or before June 30, 2019.

Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors

Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include  
Instruction, Academic and Student Service Support

Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House"  
Activity

Design, Execute, and Assess an On-site Matriculation Process for Adult Learners

**Table 2. ENTRY PHASE OBJECTIVES and ACTIONS**  
***Students' enrollment through completion of first year "gatekeeper" courses***

2016-2017 Objective: Increase spring 2017 course completion rate  
by 2% on or before June 30, 2017.

Design, Execute and Assess a Pilot Spring FYE (Math and English First) Policy for First  
Semester Remedial Students

Design, Execute and Assess a Pilot Online Tutorial Service

Design, Execute, and Assess Phase One of Woodland Student Success Center Capital  
Project



2017-2018 Objective: Increase fall 2017 course completion rate by 2% on or before June 30, 2018.

Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument  
Design, Execute, and Assess Mandatory LEARN Tutorial (CDCP) for All Remedial Students  
Design, Execute, and Assess a Scaled Online Tutorial Service

2018-2019 Objective: Increase fall 2018 course completion rate by 2% on or before June 30, 2019.

Design, Execute, and Assess a Comprehensive Supplemental Instruction Program  
Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Education Partners  
Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) Policy for Remedial Students  
Design, Execute, and Assess Phase Two of Woodland Student Success Center Capital Project

**Table 3. PROGRESS PHASE OBJECTIVES and ACTIONS**  
***Students' entry into courses of study through completion of 75% of requirements***

2016-2017 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2017.

Design, Execute, and Assess Degree Audit Program  
Design, Execute, and Assess Automated CbD-based "Momentum Point" Email/Text Program  
Design, Execute, and Assess a Student Welcome Space on Woodland Campus

2017-2018 Objective: Increase fall to spring persistence rate of all students by 2% on or before June 30, 2018.

Design, Execute, and Assess Execute Electronic Education Plans (SEPs)

Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First)

Design, Execute, and Assess College-wide Canvas Gradebook Policy

2018-2019 Objective: Increase fall to spring persistence rate of all students  
by 2% on or before June 30, 2019.

Design, Execute, and Assess College and Career Pathways

Design, Execute, and Assess a CCC Shuttle Program

Design, Execute, and Assess a Faculty Mentoring/Advising Program that Includes  
Momentum Point Check-Ins

**Table 4. COMPLETION PHASE OBJECTIVES and ACTIONS**  
***Students complete course of study through certificate/degrees with labor market value***

2016-2017 Objective: Increase certificate award rate  
by 20% on or before June 30, 2017.

Design, Execute, and Assess a Graduation Workshop Program

Design, Execute, and Assess CCC Curriculum Gap Analysis and Enhancement Plan

Design, Execute, and Assess CCC Student Services Delivery Plan to Include Facility,  
Technology, and Service Hour Enhancements

2017-2018 Objective: Increase certificate award rate  
by 20% on or before June 30, 2018.

Design, Execute, and Assess a Pilot Online Educational Resource (OER) Program

Design, Execute, and Assess an Online Counseling Program

Design, Execute, and Assess CCC/LCC/WC Alumni Associations as Peer Mentors

2018-2019 Objective: Increase certificate award rate  
by 20% on or before June 30, 2019.

Design, Execute, and Assess Two-Year Course Enrollment Program

Design, Execute, and Assess Academic Programs (3) using 100% OER Materials

Design, Execute, and Assess Comprehensive CCC Curriculum Enhancement as Identified in  
Gap Analysis

**Table 5. INSTITUTIONAL ADVANCEMENT ACTIONS**  
***Advancement Activities Informed by Regional and Educational Trends***

Complete the LCC Realignment Plan

Design, Execute, and Assess a Culinary Arts Capital Outlay Plan within the Context of  
Technology, Facility, and Staffing Planning

Design, Execute, and Assess a WCC Committee Structure to Improve Institutional  
Effectiveness

Design, Execute, and Assess a College-wide Data Inquiry Group (DIG)

Design, Execute, and Assess a Distance Learning Program to Include Courses, Academic,  
and  
Student Support Services

Design, Execute, and Assess LCC and CCC Foundation Advisories

Design, Execute, and Assess a College-wide Structure to Support Guided Pathways

Design, Execute, and Assess WCC EMP with Associated Technology, Facility, and Staffing Plans

**STAFFING MANAGEMENT PLAN**

Said simply, a human resource (staffing) gap analysis identifies where the College is (or will be) in need of faculty, classified professionals, and administrators. In contrast to the aforementioned “demand” side of this gap analysis, the College may also find where the organization has a staffing “surplus”.

***YCCD Human Resource Staffing Plan Pillars***

The March 21, 2014 Yuba Community College Human Resource Staffing Plan acknowledges the role District-level services plays in the successful achievement of the College Mission:

- Mission, Vision and Purpose of the Institution
- Programmatic Needs of the Colleges – student success
- Financial Resources of the Institution
- Identifiable Mathematical Ratios such as:
  - Numbers of Students per Site (unduplicated student headcount)
  - Numbers of Full-Time Faculty
  - Types/Numbers and priorities of Academic Programs (Gen Ed, CTE, etc.)

District-level YCCD Human Resources personnel may also support WCC with additional data for the College’s staffing analysis. These data provide College decision-makers with context

before evaluating how potential staffing decisions engage our 21<sup>st</sup> century learners. Below are additional elements the College may consider:

- Percentage of acceptable total College allocation that should be committed to staffing
- Consideration of the various employee classification to operate: Classified/Classified Managers, Faculty, Non-Teaching Faculty, Academic Administration
- FON, 50%, 75/25, AB 1725, SSSP Match, BFAP Match, etc.
- Current staffing levels by location, unit, classification, and budget source
- Retirement projections by location, unit, classification, and budget source
- Current training and professional development plans
- Regional and state future labor supply that includes, but is not limited to:
  - “Silver Tsunami” (“Baby Boomer” retirement wave)
  - Graduate programs in immediate service area – fellowships, internships, etc.
  - Woodland Community College and other CC graduates (GYO)
  - Business & industry in the area that may provide eligible staff
- Site-specific and regional considerations – Yolo County, Lake County, and Colusa County for each of the above.

### **WCC Current State**

Woodland Community College’s *current state* of staffing prioritization processes is insufficient to encourage students’ program completion rates (Appendix A). At present, College decision-making processes prioritize instructional and non-instructional faculty positions using multiple weighted quantitative criteria as well as qualitative regional and higher educational data. Similar decision-making criteria for Classified and Administrative hiring prioritization does not currently exist. Faculty prioritization decision-making using these criteria are evaluated through established College participatory governance processes, with recommendations made to the College President. Below are the current criteria:

- Program FTES/FTEF
- Historical growth patterns
- Number of Full Time FTEF and Adjunct FTEF
- Number of Program FTEF Taught by Adjunct
- Relationship to Other Programs in the College
- Full Time Faculty to Lead Program
- Correlation with College Goals/Planning
- Correlation with College Mission
- Division Support for Position
- Educational/industry trends
- Program growth potential

➤ Community/student engagement

For non-instructional faculty positions (librarian, counselor, other) a similar weighted measure prioritization process includes:

- Program meets professional standards for faculty ratios
- Adjunct in discipline
- Scale to which program is currently providing service
- Demonstrated growth
- Program growth potential
- Program interaction with faculty to support instruction
- Full time faculty to lead Program
- Correlation with college goals/planning
- Correlation with college mission
- Academic senate resolutions/professional publications/state initiatives
- Available grant/categorical funding
- Mandates
- Request is ranked in top 50% of positions by forwarding division

***WCC Desired State***

Woodland Community College's *desired state* is to design and implement a sufficient (faculty, classified, and administration) staffing plan encouraging existing and new program student completion rates. In so doing, the College will consider staffing alongside technology and facility planning; the Total Cost of Ownership (TCO) for new and existing programs.

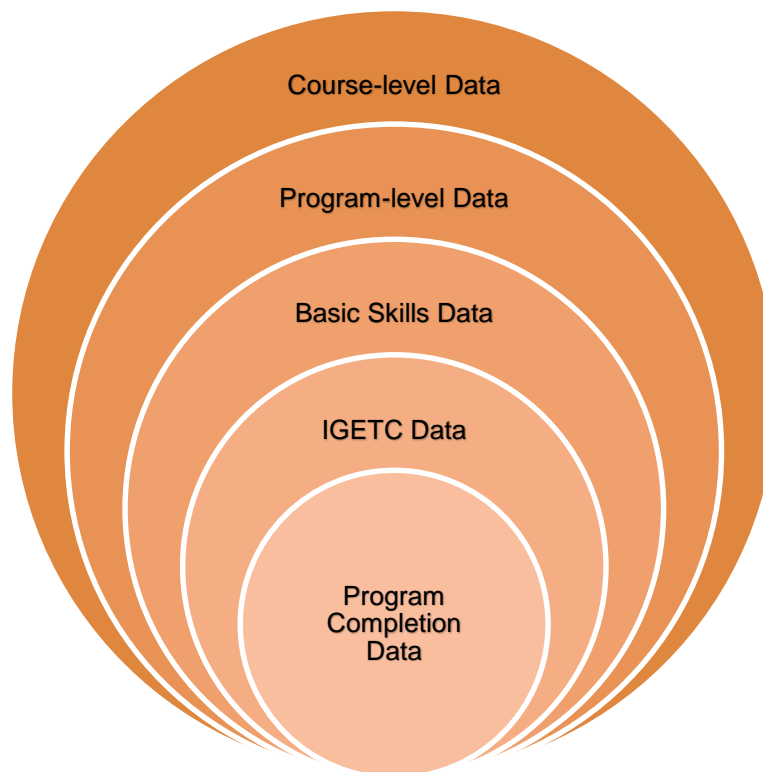
For example, the alphabetical list below summarizes areas for future Strategic Exploration. These areas for possible programmatic development or expansion were identified through the College's external scan of labor market data (see page 43 of this 2016-2019 Educational Master Plan). A sufficient staffing plan considers the Total Cost of Ownership for these areas of Strategic Exploration:

- Access improvement, providing students the opportunity to identify, select, and complete all WCC Arts and Sciences programs (degrees and certificates)
- Administration of Justice (AJ) Associate Degree for Transfer (ADT) scheduling emphasis at CCC and LCC
- Agriculture Associate Degree for Transfer (ADT) scheduling emphasis
- Agriculture Engineering/Technologies program development (meets varying regional industry clusters) at CCC and LCC
- Business Administration Associate Degree for Transfer (ADT) scheduling emphasis at CCC and LCC

- Culinary Arts and Wine Industry program development/linkages at LCC and WCC
- Elementary Education Teacher Associates Degree for Transfer (ADT) development at all WCC sites
- Health Care industry cluster program(s) development at all WCC sites

### ***WCC Key Factors for Change***

Key factors for change (gap analysis) are identified first through the lens of student program completion rates. These student completion rates are influenced by institutional scheduling patterns as well as student success rates at the General Education, Basic Skill, program-level, and course-level.



**Program Completion Rates.** The WCC staffing gap analysis begins with an inventory of current Woodland Community College academic programs (Appendix B). Woodland Community College currently offers 18 California State University-recognized Associate Degrees for Transfer (ADTs), other non-ADT degrees, and state-recognized Certificates. Besides regional CSU campuses, Woodland Community College students also transfer into the University of California system, primarily to UC Davis. The University of California's Transfer Pathways are not nearly as explicit as CSU associates for Transfer degrees, but many courses within WCC's 18 ADTs also align in part (i.e. Biology) or in all (i.e. Business Administration) with the University of California's 21 Transfer Pathways course work.

The College considers 3-year historical WCC academic program completion (degree and/or certificates) rates for all academic awards in Appendix B. Future projected completion rates are based upon self-identified student goals. Confounding variables such as program marketing, program pathway clarity, advising behaviors, and others may also be reflected.

**General Education Completion.** A deeper program completion analysis requires examination of College General Education (GE) scheduling patterns; required courses common to all Associates degree granting programs. It stands to reason that a significant portion of College resource allocations (staffing, technology, and facilities) may best be distributed across the academic calendar proportionate to GE area requirements. Appendix C provides an example 3-year scheduling pattern by the 6 IGETC subject areas. Semester section counts are averaged along with the historical College-wide Full-time Equivalent Students (FTES) by Full-time Equivalent Faculty (FTEF).

Appropriate staffing (human resources) and scheduling patterns (facilities and technology) combine to optimize student GE-pattern completion opportunities, encouraging students' degree completion. For example, said resource allocations and scheduling patterns should consider that fact that Associates-bound students are required to fulfill three transfer-level Arts and Humanities courses (9 units) to one (3 units) math course. In this manner, the College staffing allocations are viewed through the lens of student completion opportunities, rather than a more traditional discipline, or department-level allocation.

Increased student GE area opportunities, though, may not necessarily require significant financial cost increases. As a result of these analyses, College decision-makers might, for example, decide to limit the number and type of courses taught by part-time faculty if instead students can fulfill the same YCCD graduation and CSU/UC Intersegmental General Education Transfer Curriculum (IGETC) requirements in other disciplines taught by full-time faculty. It is generally understood that student and community engagement, as well as programmatic development, is more likely to improve when full-time faculty lead a discipline because of their on-campus availability to do so.

**Basic Skills and ESL Completion.** While the College prioritizes all future staff needs within the context of students' known/projected program completion rates and the associated General Education required within all Associate degrees. The vast majority of California's Community College students, however, do not enter prepared at the transfer math and/or English level. Thus, the College staffing plan may also consider pre-collegiate (basic skills) course (staffing, facilities, and technology) allocations, examining total English/math/ESL student success rates at pre-collegiate and college levels where applicable (Appendix D). Said another way, staffing allocations may consider the historical 3-year relationship between pre-collegiate and transfer-level course offerings and student success rates.

As was the case earlier with GE area courses, increased basic skills opportunities may not necessarily require significant financial cost increases. As a result of these analyses, College decision-makers might instead endeavor to redesign pre-collegiate/basic skills/ESL courses



and/or programs for the purposes of increasing student success as well as shortening the pathway to collegiate/transferrable courses. In so doing, staffing resources may then be allocated to full-time faculty, support staff, or administrators in new or expanding programs.

**Academic Program Completion.** The College has considered existing and projected program completion rates (Appendix B) within the context of proportionate transferrable General Education (Appendix C) and pre-collegiate (Appendix D) student opportunities. Further staffing analyses now turn to WCC's academic programs themselves. The College considers subject-level section counts and FTES/FTEF ratios organized by California Community Colleges Taxonomy of Program (TOP) code (Appendix E). A more focused look into academic programs by subject (Appendix F) examines scheduling allocations, FTES/FTEF ratios, and student success rates. Finally, 3-year course level (Appendix G) scheduling allocations, FTES/FTEF, and student success rates at the course level within each subject.

**WCC Staffing Priorities**

(This is a placeholder for a summary staffing priority list to include all classifications. This staffing list will be gleaned from projects identified in the WCC Management Plan.)

PROJECT NAME		STAFFING PRIORITY
<b>2017-2018</b>		
1.	Woodland Campus Culinary Arts	FT Faculty
2.		
3.		
<b>2018-2019</b>		
1.	Woodland Campus Culinary Arts	FT Instructional Aide
2.		
3.		
<b>2019-2020</b>		
1.		
2.		
3.		

**TECHNOLOGY MANAGEMENT PLAN**

Instructional and support technologies enhance 21st century learning environments; systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Studies find that most undergraduates today are "digital natives" who have grown up immersed in technology in some form. Progressive 21<sup>st</sup> century digital learning environments are the structures, tools, and communities that promise to engage students and educators now and in the future.

### ***YCCD IT Objectives***

The September 9, 2016 YCCD Instructional Technology (IT) Service Level Agreement, commits the department providing Service Excellence and system wide Four Nines Enterprise Hardware and Software Availability, increasing to Five Nines by the end of the current Strategic Technology Plan. Subordinated to that will be:

- Providing clear reference to service ownership, accountability, roles and/or responsibilities.
- Presenting a clear, concise and measurable description of service provision to users.
- Match perceptions of expected service provision with actual service support & delivery.
- Responding to requests for support within published time frames.
- Interacting with the YCCD community with professionalism & respect – ALWAYS
- Soliciting feedback for opportunities for improvement
- Regularly reviewing and monitoring performance based on this SLA.
- Using Six Sigma practices for continuous service quality improvement

### ***WCC Current State***

Woodland Community College's *current state* of Instructional Technology prioritization processes is insufficient to encourage students' program completion rates. At present, College IT investment decisions are largely driven by equipment replacement cycles managed by District staff. College decision-making processes prioritize instructional and non-instructional equipment through established program review processes. Appendix **XX** is a technology equipment inventory.

### ***WCC Desired State***

Woodland Community College's *desired state* is to design and implement a sufficient technology plan encouraging existing and new program student completion rates. In so doing, the College will consider technology alongside staffing and facility planning; the Total Cost of Ownership (TCO) for new and existing programs.

### ***WCC Key Factors for Change***

Results of a recent National Social Science Association survey of 2 and 4-year college instructors suggests three general technology areas as a framework for the College technology gap analysis and the ensuing WCC Technology Management Plan. The unique framework provides the College with an inventory unlike other more traditional technology management plans. Instead of a hardware or software list by function and vendor, the WCC Integrated Management Plan framework considers three faculty and student engagement constructs effected by technology:

1. **Instructional support and information sharing** (i.e. helping faculty prepare to teach by using the internet and related resources such as Slideshare, graphic, photo and audio/video capture resources, smartboards, “real-time” clickers as a means to check for understanding, and online quizzes, etc. These technologies also helped faculty to enhance the in-class experience by using the internet as an “on the spot fact checker and question answerer” as well as creating new and re-playable podcasts through capture software).
2. **Collaboration technologies** (i.e. synchronous and asynchronous supplements or extensions of the classroom through real-time document/project creation and editing such as Skype, discussion boards, blogs, wikis, and the like allowing students and faculty to share knowledge).
3. **Individual technologies** (i.e. equipment such as computers, digital cameras, recorders, scanners, maker spaces offering hands-on tools of the field and software supporting student assignments/projects as well as e-reserves and file exchanges allowing students to archive and submit work. Products like E-portfolios allow students to share work with future employers and colleagues).

**WCC Technology Priorities**

(This is a placeholder for a summary priority list framed by the three technology constructs.)

PROJECT NAME		TECHNOLOGY PRIORITY
<b>2017-2018</b>		
1.	Woodland Campus Culinary Arts	Kitchen Demonstration Technology
2.		
3.		
4.		
<b>2018-2019</b>		
1.		
2.		
3.		
4.		
<b>2019-2020</b>		
1.		
2.		
3.		

4.		
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**FACILITIES MANAGEMENT PLAN**

Along with staffing and technology, facilities enhance 21st century learning environments; systems that accommodate the unique learning needs of *every* learner and support the positive human relationships needed for effective learning. Progressive 21<sup>st</sup> century facilities house and enhance tools and communities that promise to engage students and educators now and in the future.

The Organization for Economic Co-operation and Development (OECD) has considered learning needs around the globe in recommending that schools “accommodate both the known and identifiable needs of today, and the uncertain demands of the future. They should provide an environment that will support and enhance the learning process, encourage innovation, foster positive human relationships--in short, be a tool for learning.” Design for flexibility and engagement extends beyond the College borders. College decision-makers consider how facilities may serve multiple functions or co-locate similar functions. These flexible spaces, whether on or off campus, may be shared with external partners.

***YCCD Facilities Objectives***

(Director Willis will provide.)

***WCC Current State***

Woodland Community College’s *current state* of facility planning is insufficient to encourage students’ program completion rates (Appendix XX). At present, College decision-making processes prioritize instructional facility development using, irregularly, program review data. President’s Cabinet serves as the College facility committee in concert with District-wide Maintenance and Operations leadership.

**WCC Desired State**

Woodland Community College’s *desired state* is to design and implement a sufficient facilities plan encouraging existing and new program student completion rates. In so doing, the College will consider facility development alongside staffing and technology planning; the Total Cost of Ownership (TCO) for new and existing programs.

**WCC Key Factors for Change**

While the term “learning environment” suggests formal places and spaces – a classroom, a support center, a library – a great deal of learning occurs in informal spaces. Students gather and learn in outdoor spaces, food service spaces, and the like. A recent Higher Ed Impact article, *Improving Student Learning with Well-Designed Academic Facilities*, notes two significant qualities defining 21<sup>st</sup> century “learning environments” to be considered by College decision-makers. These qualities may be applicable to formal and informal “learning environment” development projects:

1. **Ability to support multiple learning activities** at the same time, with minimal disruption. "The same session may include lecture, group work, and individual work. You need a classroom that can support all three modes of learning with minimal disruption when transitioning between them."
2. **Seamless integration of technology.** "Technology should no longer be a feature of the room but a tool that is available in the room to faculty and students... make technology-integrated classrooms similar enough to other classrooms that there isn't much of a learning curve required in the use of the new space."

**WCC Facilities Priorities**

(This is a placeholder for a summary facility priority list gleaned from the WCC Integrated Management Plan.)

PROJECT NAME		FACILITY PRIORITY
<b>2017-2018</b>		
1.	Woodland Campus Culinary Arts	Planning Phase
2.		

Senate Roles and Responsibilities (The 10+1)

3.		
4.		
<b>2018-2019</b>		
1.	Woodland Campus Culinary Arts	
2.		
3.		
4.		
<b>2019-2020</b>		
1.	Woodland Campus Culinary Arts	
2.		
3.		
4.		

**WCC INTEGRATED MANAGEMENT PLAN**

Each of the example management priorities (staffing, technology, and facilities) were gleaned from the WCC Integrated Management Plan below. The WCC Integrated Management Plan closes with a total cost of ownership (TCO) for that desired state. The Integrated Management Action Plan, as the final product of the gap analyses, makes the WCC Educational Master Plan “real”, bringing forward true costs and benefits.

<b>PROJECT PRIORITY: 1</b>		
DATE/VERSION:		
PROJECT NAME: <b>Woodland Campus Student Success Center</b>		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:
<b>TECHNOLOGY</b>	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$  FUNDING SOURCE:

(i.e. Instructional Support, Collaboration, Individual Engagement constructs)	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$  FUNDING SOURCE:
<b>FACILITIES</b>  (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$  FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$  FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$  FUNDING SOURCE:

PROJECT PRIORITY: 2
DATE/VERSION:



PROJECT NAME: <b>Woodland Campus Culinary Arts</b>		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<p style="text-align: center;"><b>PERSONNEL</b></p> <p>(i.e. Classification, FT/PT Status)</p>	<p>RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.</p> <ul style="list-style-type: none"> <li>• <i>Full-time Culinary Arts Instructor</i></li> <li>• <i>Full-time Culinary Arts Instructional Assistant</i></li> <li>• <i>Yolo County Food Bank Instructional Assistant</i></li> <li>• <i>PT Building Services</i></li> </ul>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p style="text-align: center;"><b>TECHNOLOGY</b></p> <p>(i.e. Instructional Support, Collaboration, Individual Engagement constructs)</p>	<p>RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p style="text-align: center;"><b>FACILITIES</b></p>	<p>RECURRING: List all ongoing operations and maintenance considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>

(Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$ FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$ FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$ FUNDING SOURCE:

<b>PROJECT PRIORITY: 3</b>
DATE/VERSION:
<b>PROJECT NAME: WCC Distance Education</b>
PROJECT OBJECTIVE(S):
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.

<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:
<b>TECHNOLOGY</b>  (i.e. Instructional Support, Collaboration, Individual Engagement constructs)	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$  FUNDING SOURCE:
<b>FACILITIES</b>  (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$  FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$  FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$  FUNDING SOURCE:

PROJECT PRIORITY: 4		
DATE/VERSION:		
PROJECT NAME: <b>Woodland Campus Makerspace</b>		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:

(i.e. Classification, FT/PT Status)	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$ FUNDING SOURCE:
<b>TECHNOLOGY</b>  (i.e. Instructional Support, Collaboration, Individual Engagement constructs)	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$ FUNDING SOURCE:
	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$ FUNDING SOURCE:
<b>FACILITIES</b>  (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$ FUNDING SOURCE:
	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$ FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$ FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$ FUNDING SOURCE:

PROJECT PRIORITY: 5		
DATE/VERSION:		
PROJECT NAME: <b>WCC ESL</b>		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:

<p><b>TECHNOLOGY</b></p> <p>(i.e. Instructional Support, Collaboration, Individual Engagement constructs)</p>	<p>RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>FACILITIES</b></p> <p>(Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)</p>	<p>RECURRING: List all ongoing operations and maintenance considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>TOTAL COST of OWNERSHIP</b></p>	<p>RECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NONRECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>

PROJECT PRIORITY: 6		
DATE/VERSION:		
PROJECT NAME: <b>CCC Student Services Delivery</b>		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:
<b>TECHNOLOGY</b>	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$  FUNDING SOURCE:



<p>(i.e. Instructional Support, Collaboration, Individual Engagement constructs)</p>	<p>NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>FACILITIES</b> (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)</p>	<p>RECURRING: List all ongoing operations and maintenance considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>TOTAL COST of OWNERSHIP</b></p>	<p>RECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NONRECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>

<b>PROJECT PRIORITY: 7</b>		
DATE/VERSION:		
PROJECT NAME:		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:
<b>TECHNOLOGY</b>  (i.e. Instructional Support, Collaboration, Individual Engagement constructs)	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$  FUNDING SOURCE:
<b>FACILITIES</b>	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$  FUNDING SOURCE:

(Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$ FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$ FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$ FUNDING SOURCE:

PROJECT PRIORITY: 8
DATE/VERSION:

PROJECT NAME:		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>  (i.e. Classification, FT/PT Status)	RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$  FUNDING SOURCE:
<b>TECHNOLOGY</b>  (i.e. Instructional Support, Collaboration, Individual Engagement constructs)	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$  FUNDING SOURCE:
<b>FACILITIES</b>  (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$  FUNDING SOURCE:
	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$  FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$  FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$

		FUNDING SOURCE:
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<b>PROJECT PRIORITY: 9</b>
DATE/VERSION:
PROJECT NAME:
PROJECT OBJECTIVE(S):
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.
<b>TOTAL COST of OWNERSHIP</b>

<p><b>PERSONNEL</b></p> <p>(i.e. Classification, FT/PT Status)</p>	<p>RECURRING: List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>TECHNOLOGY</b></p> <p>(i.e. Instructional Support, Collaboration, Individual Engagement constructs)</p>	<p>RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>FACILITIES</b></p> <p>(Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)</p>	<p>RECURRING: List all ongoing operations and maintenance considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
<p><b>TOTAL COST of OWNERSHIP</b></p>	<p>RECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>
	<p>NONRECURRING:</p>	<p>MODELED COST: \$</p> <p>FUNDING SOURCE:</p>

<b>PROJECT PRIORITY: 10</b>		
DATE/VERSION:		
PROJECT NAME:		
PROJECT OBJECTIVE(S):		
PROJECT SCOPE: Includes personnel, technology, facility design, and implementation.		
<b>TOTAL COST of OWNERSHIP</b>		
<b>PERSONNEL</b>	<b>RECURRING:</b> List all ongoing personnel; those throughout the life of the project, generally including faculty, classified personnel, student employees, and administration.	<b>MODELED COST:</b> \$  <b>FUNDING SOURCE:</b>

(i.e. Classification, FT/PT Status)	NON-RECURRING: List all temporary or short-term personnel, necessary only once during the analysis, design, development, and implementation of the project.	MODELED COST: \$ FUNDING SOURCE:
<b>TECHNOLOGY</b>  (i.e. Instructional Support, Collaboration, Individual Engagement constructs)	RECURRING: List anticipated ongoing technology items; purchased more than once throughout the life of the project, generally including software and hardware maintenance costs.	MODELED COST: \$ FUNDING SOURCE:
	NON-RECURRING: List anticipated technology items purchased only once during the analysis, design, development, and implementation of the project, including installation and professional development.	MODELED COST: \$ FUNDING SOURCE:
<b>FACILITIES</b>  (Flexed Capacity, Multi-functionality, Location/Co-location, Shared?)	RECURRING: List all ongoing operations and maintenance considerations.	MODELED COST: \$ FUNDING SOURCE:
	NON-RECURRING: List all one-time facility analysis, design, development, and implementation considerations.	MODELED COST: \$ FUNDING SOURCE:
<b>TOTAL COST of OWNERSHIP</b>	RECURRING:	MODELED COST: \$ FUNDING SOURCE:
	NONRECURRING:	MODELED COST: \$ FUNDING SOURCE:





Appendix A. summarizes the current WCC staffing inventory by classification; verification?

	<b>WCC Site</b>			<b>Total Woodland CC FTES: 2,444.39</b>
Educational Administrators				8
Faculty				42
Academic Temporary				0
Classified Administrator				3
Classified Support				45
<b>Total</b>				<b>98</b>

Appendix B. WCC 3-year Academic Program Completion Rates and Projections

WCC ADT Disciplines (AS-T/AA-T)	3-year Program Completions (# and % of College Total)						Student Education Plan Projections (# and % of College Total)	
	2014-2015		2015-2016		2016-2017		2017-2018 Projections	
Administration of Justice								
Agriculture Animal Science								
Agriculture Plant Science								
Agriculture Business								
Anthropology								
Biology								
Business Administration								
Early Childhood Education								
Economics								
English								
History								
Math								
Nutrition Dietetics								
Psychology								
Sociology								
Social Justice Studies								
Speech Communications								

Geology								
<b>Non-ADT Programs (AS/AA)</b>								
Accounting								
Corrections								
Law Enforcement								
Agriculture Science								
Environmental Horticulture								
Business Computer Applications								
General Business Management								
Personnel Management								
Small Business Management								
Business Administration								
English								
Arts and Humanities								
Natural Science and Mathematics								
Social and Behavioral Science								
Geology								
History								
Chemical Dependency Counselor								
Human Services								
Mathematics								
Psychology								
Social Science								
Sociology								
Chicana-o Studies								
Culinary Arts								
Early Childhood Education								
Administrative Assistant								
<b>State-recognized Certificates (COA/COAd)</b>								

Agriculture Business								
Agriculture Research Technician								
Welding Technologies								
ECE Associate Teacher								
Accounting								
Child Development Teacher								
Environmental Horticulture								
Infant and Toddler								
School Age Children								
Small Business Management								
Digital Media								
Drinking Water & Wastewater Technology								
Baking								
Culinary Arts								
Administrative Assistant								
College Success								
Sustainable Agriculture								
Chemical Dependency Counselor								

Appendix C. Historical Section and FTES/FTEF IGETC

IGETC Subject & Units	% Success	14SU # Sec. & FTES/F		14FA # Sec. & FTES/F		15SP # Sec. & FTES/F		15SU Sect. Ct. & FTES/F		15FA Sect. Ct. & FTES/F		16SP Sect. Ct. & FTES/F		16SU Sect. Ct. & FTES/F		16FA Sect. Ct. & FTES/F		17SP Sect. Ct. & FTES/F		Ave Semester Section Count	Ave FTES/FTEF	
English Comm. 6 units																						
Math Concepts Quant. Reason. 3 units																						
Arts and Humanit. 9 units																						
Social Behavior Sciences 9 units																						
Physical Biological Sciences 7-9 units																						
Lang. Other than English Proficient																						
Totals 11 Course and 34																						



Appendix E. WCC 3-year FTES/FTEF and Success Rates by 2-digit TOP Code and Subject

<b>05 BUSINESS and MANAGEMENT</b>																					
Subject	14SU # Sec. & FTES/F		14FA # Sec. & FTES/F		15SP # Sec. & FTES/F		15SU Sect. Ct. & FTES/F		15FA Sect. Ct. & FTES/F		16SP Sect. Ct. & FTES/F		16SU Sect. Ct. & FTES/F		16FA Sect. Ct. & FTES/F		17SP Sect. Ct. & FTES/F		Ave Semester Section Count	Ave FTES/ FTEF	
ACCT																					
BCA																					
GNBUS																					
MGMT																					
MKT																					
COUNS																					
CWEE																					



Appendix F below shows program-level (ADT, AA/AS, and Certificate major courses) FTES by FTEF and student success rates for the same 3 years. Note that student success rates (C or better) are often not considered in FTES/FTEF analyses. Without program and course-level student success rates, perceived student demand (FTES/FTEF) may mask potential enrollment repeats and “churning”.

Appendix F. WCC Academic Program 3-year FTES/FTEF and Success Rates

<b>ACCOUNTING</b>								
<b>Term</b>	<b>Sects</b>	<b>Census</b>	<b>End</b>	<b>Students/ Section</b>	<b>FTEF</b>	<b>FTES</b>	<b>FTES/FTEF</b>	<b>Success %</b>
<b>2014-2015</b>	10	289	240	28.90	1.46	38.54	26.37	68.17%
<b>2015-2016</b>	12	326	271	27.17	1.62	44.34	27.43	67.28%
<b>2016-2017</b>	13	311	268	23.92	1.62	41.13	25.44	67.95%

Appendix G below shows course-level FTES by FTEF and student success rates for the same 3 years. Again, note that student success rates (C or better) are often not considered in FTES/FTEF analyses. Without program and course-level student success rates, perceived student demand (FTES/FTEF) may mask potential enrollment repeats and “churning”.

Appendix G. WCC Course-level 3-year FTES/FTEF and Success Rates

<b>ACCOUNTING 1L Principles of Accounting-Financial</b>								
<b>Term</b>	<b>Sects</b>	<b>Census</b>	<b>End</b>	<b>Students/ Section</b>	<b>FTEF</b>	<b>FTES</b>	<b>FTES/FTEF</b>	<b>Success %</b>
<b>2014-2015</b>	10	289	240	28.90	1.46	38.54	26.37	68.17%
<b>2015-2016</b>	12	326	271	27.17	1.62	44.34	27.43	67.28%
<b>2016-2017</b>	13	311	268	23.92	1.62	41.13	25.44	67.95%

<b>Instructional Support and Information Sharing</b>
Infrastructure
Software
Skills Training
<b>Collaboration Technologies</b>
<b>Individual Technologies</b>

**WCC Classified Professional Prioritization Processes**  
 (Tables from YC Staffing Plan as placeholders only.)

**WCC Administrative Prioritization Processes**

Year	Woodland CC	FTES Per Manager
2011-2012	5	475.25
2012-2013	6	395.44
2013-2014	5	434.24
2014-2015	9	271.60
2015-2016	8	305.55
<b>5-YR Average</b>	6.60	376.41



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **50<sup>th</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON OCTOBER 13-14, 2017***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 4, 2017.*

#### Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Carrie Roberson, ASCCC North Representative  
Geoffrey Dyer, Taft College, Area A  
Leigh Anne Shaw, Skyline College, Area B  
Michael Dighera, Rio Hondo College, Area C  
Donna Greene, College of the Desert, Area D

## RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*1.01 F17 Emeritus Status for Paul Setziol
- \*3.01 F17 Support for DACA Students
- \*4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions
- \*7.01 F17 Creating Guidelines for Veteran Resource Centers
- \*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
- \*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus
- \*10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty
- \*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications
- \*13.01 F17 Recognition of Course Sections with Low-Cost Text Options
- \*14.01 F17 Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions
- \*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems
- \*17.01 F17 Faculty Involvement in Scheduling of Courses
- \*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks
- \*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors
- \*17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines

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## **1.0 ACADEMIC SENATE**

### **\*1.01 F17 Emeritus Status for Paul Setziol**

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals;

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:

- Service on committees including Standards and Practices and Educational Policies
- Participant on ASCCC papers including *Tenure: Towards a Model Four Year Process*
- Author of numerous resolutions and *Rostrum* articles, dating from the 1980s forward
- Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

Whereas, Paul's passion for the California community colleges and his interest in ensuring student access led him to be one of the most vociferous opponents of student fees, as well as a powerful advocate for low and no cost textbooks; and

Whereas, Paul's service on the De Anza College Academic Senate has extended over three decades, providing a level of institutional memory and continuity of service that is the envy of other colleges in the system;

Resolved, That the Academic Senate for California Community Colleges recognize Paul Setziol's extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Paul Setziol its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.

Contact: Area B

## **3.0 DIVERSITY AND EQUITY**

### **\*3.01 F17 Support for DACA Students**

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college<sup>1</sup>;

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to students who are attending our colleges under DACA; and

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

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<sup>1</sup> <https://edsources.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746>

Contact: Dolores Davison, Executive Committee, Equity and Diversity Action Committee

#### **4.0 ARTICULATION AND TRANSFER**

##### **\*4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions**

Whereas, At the September meeting, the Board of Governors adopted the systemwide goals outlined in the California Community Colleges (CCC) *Vision for Success*, including goal which states “Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.”;

Whereas, The Associate Degrees for Transfer have created significant opportunities for California community college students to transfer into the California State University (CSU) system;

Whereas, The Academic Senate for California Community Colleges and the Academic Senate for University of California (UC), in cooperation with the California Community College Chancellor’s Office and UC Office of the President, are facilitating the transfer of CCC students to the UC by establishing a pilot program that will define the parameters for local development of associate degrees based on the UC Transfer Pathways and include guaranteed admission to a UC campus for students who complete the degree with a minimum grade point average in the transfer pathway courses; and

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions to serve students in attaining their educational goals, and the California Community Colleges Chancellor’s Office has established transfer agreements with institutions such as Historically Black Colleges and Universities<sup>2</sup>;

Resolved, That the Academic Senate for California Community Colleges support the increase in the number of students transferring to a University of California or California State University campus; and

Resolved, That the Academic Senate for California Community Colleges affirm its support for students transferring to private non-profit and out-of-state institutions.

Contact: Executive Committee

#### **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

##### **\*7.01 F17 Creating Guidelines for Veteran Resource Centers**

Whereas, Approximately 89,000 veterans and their dependents attended a California community college during the 2015-16 academic year<sup>3</sup>;

Whereas, Senate Bill 694 (Newman, as of September 21, 2017) would require that all California community colleges, “ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veterans transition successfully from military life to educational success through the core components of academics, wellness, and camaraderie”; and

Whereas, Many colleges would benefit from information regarding how to establish veteran resource centers;

Resolved, That the Academic Senate for California Community Colleges research effective practices and models of veteran resource centers that exist in California and at other community colleges nationwide; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other interested stakeholders to create guidelines for the establishment of veteran resource centers at all 114 colleges in the California Community College System.

Contact: Michael Wyly, Solano Community College, Equity and Diversity Action Committee

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<sup>2</sup> <http://extranet.cccco.edu/HBCUTransfer.aspx>

<sup>3</sup> <http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx>



## **\*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses**

Whereas, There is increased interest in expanding noncredit course offerings as a means to provide students who are not college-ready with pathways into college programs of study that lead to transfer and/or employment;

Whereas, A recent survey conducted by the San Diego School of Continuing Education Office of Institutional Effectiveness on noncredit offerings in the California community colleges revealed that while 104 colleges offer distance education courses (credit or noncredit), only 29 of those institutions offer noncredit instruction via distance education<sup>4</sup>, signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

Whereas, The required method for calculating weekly student contact hours (WSCH) for noncredit distance education courses stated in Title 5 §58003.1(f)<sup>5</sup>, which includes accounting for the total hours of outside-of-class work and instructor contact in addition to the total hours of instruction, are confusing because outside-of-class-work is not a required element of noncredit course outlines of record per Title 5 §55002(c)<sup>6</sup> and instructor contact is typically not quantified by curriculum committees separately from the total hours of instruction required by Title 5 §55002(c);

Whereas, The method for calculating WSCH for noncredit distance education courses in Title 5 §58003.1(f) may not be well understood and thus may be regarded as a fiscal disincentive to offering distance education noncredit courses, thus creating barriers to access to students who may benefit from such educational opportunities that could provide a pathway to transfer and/or employment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education.

Contact: Curtis Martin, Modesto Junior College, Noncredit Committee

## **9.0 CURRICULUM**

### **\*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus**

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development and Title 5 §53203 requires "the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters";

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<sup>4</sup> The survey methodology and results are described in the report *The Past, Present and Future of Noncredit Education in California* (San Diego Continuing Education, November 2016). The report also notes that according to the survey results, 81 colleges offer noncredit instruction. The report is available at [https://sdce.edu/sites/default/files/iep/The\\_Past\\_Present\\_and\\_Future\\_of\\_Noncredit\\_in\\_CA.pdf](https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf).

<sup>5</sup> Title 5 §58003.1(f) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

<sup>6</sup> Title 5 §55002(c) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

Whereas, A “meta major” or an “area of focus”, a recommended element of the guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest<sup>7</sup>; and

Whereas, Colleges nation-wide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest<sup>8</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200.

Contact: Executive Committee

## 10.0 DISCIPLINES LIST

### **\*10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty**

Whereas, Education Code §87357 states that the Board of Governors “shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives” when establishing minimum qualifications for apprenticeship instructors;

Whereas, The California Community Colleges Chancellor’s Office recognizes the Academic Senate for California Community Colleges as the appropriate representative of apprenticeship teaching faculty and agreed to a process<sup>9</sup> where representatives of the Academic Senate for California Community Colleges would collaborate with apprenticeship instructors to draft a recommendation for revisions to the credit apprenticeship faculty minimum qualifications outlined in Title 5 §53413(a);

Whereas, The Academic Senate for California Community Colleges engaged in the agreed-upon process in good faith to review and revise the minimum qualifications for instructors teaching credit apprenticeship courses by working with apprenticeship instructors at a meeting on April 6, 2017 to develop the following proposed revision to Title 5 §53413(a):

*(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:*

- (1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or*
- (2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.*
  - (A) The 12 units may be completed within two years of the date of hire; or*
  - (3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or*
  - (4) The equivalent; and*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has deemed that the process for working with apprenticeship instructors was followed and endorsed the outcome of the April 6, 2017, meeting between apprenticeship instructors and representatives of the ASCCC;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors amend Title 5 §53413(a) by adopting the proposed revision to the minimum qualifications for teaching credit apprenticeship courses.

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<sup>7</sup><https://www2.calstate.edu/csuo-system/news/Pages/Meet-the-Meta-Major.aspx>,  
<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Redesigning%20CC%20for%20Student%20Success%20Jenkins%20August%202014.pdf>,

<sup>8</sup><http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>, <http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm>, [http://www.mtsac.edu/instruction/guided\\_pathways\\_of\\_study.html](http://www.mtsac.edu/instruction/guided_pathways_of_study.html)

<sup>9</sup> For more information, go to <http://asccc.org/apprenticeship-minimum-qualifications>.

Contact: Executive Committee

**\*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications**

Whereas, The Academic Senate for California Community College believes that students are best served by well-qualified faculty members who exemplify the value of an education that is both well-rounded and specialized and who act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge in a specific discipline;

Whereas, While the general oversight of apprenticeship programs operated by local education agencies (LEAs)<sup>10</sup> is the domain of the California Department of Industrial Relations and the California Apprenticeship Council (CAC), faculty minimum qualifications for service in the California community colleges, including those for teaching of apprenticeship courses, is an academic and professional matter under the purview of the Academic Senate; and

Whereas, Recent efforts<sup>11</sup> by the California Apprenticeship Council to recommend significant revisions to the credit apprenticeship faculty minimum qualifications that were in conflict with the Academic Senate’s principles, and the subsequent efforts by the Academic Senate<sup>12</sup> to work with apprenticeship faculty to propose revisions to the credit apprenticeship minimum qualifications and engage in dialog with representatives of the California Apprenticeship Council and the apprenticeship community have revealed the critical need for the Academic Senate to engage in sustained dialog and collaborate with apprenticeship faculty, the California Apprenticeship Council, and the Department of Industrial Relations;

Resolved, That the Academic Senate for California Community Colleges, as the representative of all faculty on academic and professional matters, continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California community colleges.

Contact: Executive Committee

**13.0 GENERAL CONCERNS**

**\*13.01 F17 Recognition of Course Sections with Low-Cost Text Options**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER) and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

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<sup>10</sup> Local education agencies (LEAs) include school districts, community college districts, and regional occupational programs.

<sup>11</sup> The California Apprenticeship Council approved a recommend change to Title 5 section 53413 at its meeting January 25-26, 2017. For more information, go to <https://www.dir.ca.gov/das/DASMeetings.html#1>.

<sup>12</sup> For more information go to <http://asccc.org/apprenticeship-minimum-qualifications>.

Resolved, That the Academic Senate for California Community Colleges support efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Task Force

## **14.0 GRADING**

### **\*14.01 F17 Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions**

Whereas, Many California community colleges allow students to repeat courses with substandard grades in order for students to improve their grade point average (GPA) and move closer to completion of their educational goals if the course is deemed equivalent and repeated at another regionally accredited institution;

Whereas, California community colleges apply a wide range of policies regarding course repetition for substandard grades and some have more punitive policies that only allow students to repeat courses with substandard grades if they do so at the college/district in which they earned the substandard grade, which is impractical for students since they may no longer be enrolled at the college, the course has been deleted, or the course is only offered once a year;

Whereas, The California State University (CSU) system announced their intention to enforce a policy that will not consider the grade of a repeated course when reviewing for transfer admission if a course with a substandard grade is not annotated as repeated on the student's community college transcript; and

Whereas, Both the California Community Colleges system and the CSU system have committed to increasing the number of graduating students, moving students more efficiently towards completion of their educational and career goals, and improving overall student success, and the practice of disallowing grade forgiveness for a repeated course that was not repeated at the campus the substandard grade was earned is inconsistent with these commitments and harms students;

Resolved, That the Academic Senate for Community Colleges investigate and disseminate by Spring 2019 effective practices and policies surrounding the repetition of courses where students earned substandard grades.

Contact: Dave DeGroot, Allan Hancock College, Transfer, Articulation, and Student Services Committee

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems**

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;

Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus and colleges must develop courses that satisfy the expectations of and articulate to both systems;

Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and

Whereas, The different expectation from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and

Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California Systems.

Contact: Executive Committee

## **17.0 LOCAL SENATES**

### **\*17.01 F17 Faculty Involvement in Scheduling of Courses**

Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges *Vision for Success* and the Chancellor's emphasis on the Guided Pathways framework, on their campuses;

Whereas, The implementation of local initiatives and reforms based on the guided pathways framework may result in changes in course section scheduling procedures that potentially infringe on areas of faculty purview such as curriculum development, student preparation and success, and educational program development, which are academic and professional matters with academic senate primacy as defined in California Education Code section 70902(b)(7) and Title 5 §53200;

Whereas, Resolution 6.02 S91 stated, "shared governance should include faculty involvement in deciding the scheduling of classes," and local senates should "develop a procedure whereby faculty are involved in scheduling classes and determining which courses are offered"; and

Whereas, The Academic Senate for California Community Colleges is developing resources to highlight effective practices to assist community colleges that are exploring and implementing pathway models per Resolution 9.03 S16 including resources related to scheduling and curriculum development;

Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals.

Contact: Executive Committee

### **\*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks**

Whereas, The California Community Colleges Chancellor's Office has stated in the recently approved *Vision for Success* that "Colleges can use the Guided Pathways framework to bring about transformational change" and "the entire system is expected to adopt Guided Pathways over time";

Whereas, A guided pathways framework calls on colleges to make significant change to processes that support existing curriculum and academic standards that have been agreed upon through governance processes that respect and uphold local districts' 10 + 1 agreements;

Whereas, Education Code §70902 (B)(7) states "The governing board shall ... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards" and Title 5 §53203 requires that a local college governing board shall adopt policies

delegating authority and responsibility to its academic senate and those policies are adopted through collegial consultation with the academic senate; and

Whereas, Resolution FA14 17.01 “Consulting Collegially with Local Senates on Participation in Statewide Initiatives” reminds “governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters;”

Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and reforms that grow from a guided pathways framework.

Contact: Executive Committee

**\*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors**

Whereas, While apprenticeship programs may be operated by colleges, apprenticeship instructors assigned to teach credit and noncredit Related and Supplemental Instruction courses (RSI) within apprenticeship programs are normally selected, trained, and supervised by trade union apprenticeship training center directors, and typically are not integrated into the professional life of the colleges that have apprenticeship programs;

Whereas, A lack of integration of apprenticeship instructors into the professional life of college faculty may result in policies and procedures on faculty hiring and equivalency not being applied to apprenticeship instructors, and furthermore, apprenticeship instructors may not be required to adhere to faculty policies under local academic senate purview, such as faculty professional development requirements, those aspects of faculty evaluation delegated to senates, nor may they be required to adhere to requirements that are the joint responsibilities of local senates and faculty collective bargaining units; and

Whereas, Recent discussions about allowing colleges to change the funding of apprenticeship instruction to full-time equivalent students (FTES), rather than Related and Supplemental Instruction (RSI) funds (also known as Montoya Money) to encourage the expansion of apprenticeship programs beyond the traditional trade unions, shifting the responsibility to the college to directly pay for the cost of instruction of apprenticeship courses, including instructor salaries, raises concerns that local policies and procedures that apply to faculty may be circumvented as new apprenticeship programs are created and existing apprenticeship programs are expanded;

Resolved, That the Academic Senate for California Community Colleges assert that applicants for faculty positions to teach apprenticeship courses for which full-time equivalent students (FTES) are computed and reported to the California Community Colleges Chancellor’s Office are subject to all local equivalency processes established pursuant to Education Code §87359, and to all faculty hiring processes established pursuant to Education Code §87360;

Resolved, That the Academic Senate for California Community Colleges assert that all policies and procedures within the purview of local academic senates that apply to faculty employed by districts, including, but not limited to, the aspects of faculty evaluation processes for which local academic senates are responsible, and faculty professional development requirements, including any FLEX requirements, apply to all faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor’s Office; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with local collective bargaining units to ensure that all policies and procedures that apply to faculty employed by districts for which there may be joint senate/union purview are applied to faculty assigned to teach

apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office.

Contact: Executive Committee

**\*17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines**

Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates;

Whereas, The placement of courses within disciplines determines the minimum qualifications required for faculty assigned to teach courses in the California community colleges;

Whereas, The purview of local academic senates over the placement of courses within disciplines applies to all courses, including courses required for completion of apprenticeship degrees and certificates; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 17.03 S17 that asserted "that local academic senate purview over academic and professional matters applies to all academic programs, including apprenticeship";

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates exercise their authority over the placement of all courses required for completion of apprenticeship degrees and certificates within disciplines.

Contact: Executive Committee