



Academic Senate Minutes

Date: Friday November 13, 2015

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
|--|--|

Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large, VP Elect), **Jose Vallejo** (Student Services), **Donna Bahneman** (Adjunct)

Ex-officio Members: **Harry Lyons** (Clear Lake Faculty), **Ali Harder** (ASWCC Rep)

Absent: **Michael Sramek** (ASWCC Rep)

Guests: Dean Chahal, Chief Technology Officer Clague, Vice President Konuwa, Dean Ortiz-Mercado, President White, Brandi Asmus

Call to order at 1:03 p.m.

| Item | Description-Type | Lead | Background and Objective |
|------|--|-------|--|
| I | Approval of Agenda -Action | | Approve agenda of 11/13/15 as amended (MSC Howerton/Geer) |
| II | Public Comment | | Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item. |
| | <i>Discussion:</i> No public comment | | |
| III | Approval of Minutes-Action | | Review and approve the minutes of 10/23/15 and 10/30/15. |
| | <i>Discussion/Decision:</i> Minutes from 10/23/15 approved (MSC Howerton/Gassman) Minutes from 10/30/15 approved as amended (MSC Gassman/Vallejo) | | |
| | President's Report - Information/Discussion | Clark | |
| IV | <i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. Clark states that DC3 and DCAS are discussing planning and district level committee restructuring. Faculty representation on these committees is being discussed as well. 2. CLC is funded via a state funding stream into which they have been grandfathered in. They need to remain above 500 FTES despite the drop in enrollment caused by recent fires. 3. Chancellor Houston presented a safety plan at the latest board meeting that featured increased communication and door locks on the insides of doors to protect students and faculty in the event of an active shooter. 4. Clark commends President White on two effective presentations at the board meeting. | | |

| | | | |
|------|--|--------------------|--|
| V | Committee Appointments - Action | Senate | Objective: Appoint faculty members to committees. |
| | <i>Discussion/Decision:</i> No appointments | | |
| VI | Senate/Committee Reports - Information | Senate | |
| | <i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. Vallejo reports that priority registration begins November 16. Counselors are booked through November. The schedules are online and printed versions will be available soon. The last UC/CSU workshops take place in late November. There is a concern that there is no tenure track faculty member on the EOPS/CalWORKS advisory committee. Faculty names have been removed from counseling courses being taught pending dean approval. This may have an impact on enrollment. 2. Shah learned a lot at plenary and found it very informative. 3. McGill-Cameron reports she is updating the flex guidelines with her counterpart at YC. This will be coming through the senate for approval. 4. Geer asks what the purpose of the Colusa County Outreach Committee is because the committee does not meet. Clark notes that this is an ad hoc work group that has not done what it was tasked with. 5. Howerton reports that the Career Development College Placement (CDCP) discussion is taking place in the Curriculum Committee. He also is on a team working on IEPI and he had a great experience in San Diego recently working on this. Also the CAT committee has completed the college branding exercise and reported back to the administration for next steps. | | |
| VII | Ex-officio Reports - Information | Ex-officio members | |
| | <i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. H. Lyons reports that an adjunct English instructor from WCC helped out a colleague at CLC who recently lost a loved one by taking over some classes at the last minute. Thanks to George Vela for stepping up. H. Lyons reports that he lost approximately one in 20 students due to the recent area fires. He thanks his WCC colleagues for assisting CLC with curriculum issues. 2. A. Harder reports that the recent student forum was a success, and one idea that came out of the meeting was for a spirit day some time in early December. | | |
| VIII | Student Success and Support Program (SSSP) Plan – Action | Ortiz-Mercado | Background: WCC is currently scheduled to submit its SSSP plan and budget to the State Chancellor’s Office on November 20. The plan requires senate sign-off. Objective: Second read of the SSSP plan and update on the budgetary status with intent to recommend approval of senate sign-off on the submission to the state. |
| | <i>Discussion/Decision:</i> <ol style="list-style-type: none"> 1. Dean Ortiz-Mercado presents the final draft SSSP plan and budget (attached to these minutes). The district has not yet finalized the CLC realignment allocation, so an approximation of 11% was made (page 36 of the budget). CLC and CCOF have also budgeted for additional positions. The positions we have had in the past have been budgeted for. Clark asks whether money has been sent from the district back to the state in recent years due to unaccounted for allocations. Dean Ortiz-Mercado indicates that the monies received under the program have been effectively used. One area that is being worked on is data sharing with YC. Dean Ortiz-Mercado is working closely with CTO Clague to rectify the data issue and ensure that the correct student data is being sent to the state. <ul style="list-style-type: none"> ➤ Motion to approve President Clark’s signoff of the SSSP when it is finalized on 11/20/15 (MSC Howerton/Gassman) | | |

| | | | |
|----|--|-------------------------------|--|
| | AB 798 College Textbook Affordability Act– Action | Sramek, Foster | Background: ASWCC has passed a resolution asking the WCC Academic Senate to take advantage of AB 798 which allows California Community College to apply for grants to increase student access to open source resources with the intent of reducing student costs and increasing student access. The first step would be a senate resolution to increase student access to high quality open source materials. Objective: Debate a resolution supporting WCC seeking the aforementioned grant. |
| IX | <p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Ali Harder reports that open source resources would potentially save students hundreds of dollars per semester because they would be accessing the resources for free online. Geer notes that textbooks are very expensive. Would this limit academic freedom. Clark responds that this grant would allow us to select the appropriate resources to be made available and would potentially expand academic freedom. The yellow and green highlighted whereases in the document attached here are updated. Howerton requests that the Curriculum Committee investigate the legality of professors assigning to students textbooks written by them and receiving royalties based on those sales. Based on the discussed edits today, Clark will update/distribute this and the senate will review for approval at the next meeting. We also need to decide how to work on this plan and who will be asked to do the work. | | |
| X | Colusa County Outreach Facility (CCOF) Educational Master Plan (EMP) Activity, Next Steps – Information/Discussion | Clark, Howerton , White | Background: Last week, a Compression Planning activity was held at CCOF. The activity is part of developing an EMP for CCOF and that process will also be a pilot for the development of the WCC EMP. Objective: Receive a debriefing of the activity and information regarding next steps. |
| XI | Department Chairs/Data Inquiry Groups (DIGs) | Senate, White | Background: There are gaps in division administration. Objective: Have an initial discussion with administration about these leads. |

| | | | |
|------|--|-------|--|
| | <i>Discussion/Decision:</i> 1. President White would like for the senate to consider a redesign of the college structure into academies as opposed to divisions (the term “division” indicates divisiveness as opposed to unity. BRIC is an acronym for bridging research and integrating culture. The BRIC model would allow us to flatten the use of data across academies. The academy liaison would not be a traditional department or division chair, but would develop a set of procedures by which to gather and use student data to inform a research agenda that would allow the student services and student success areas to develop appropriate programs. Howerton supports the idea and feels that with the proper training, these liaisons would really help improve communications and student success. Clark expresses concerns that the issues that the senate has identified as necessary in the divisions are very different from the BRIC model proposed by administration. President White sees the positions as being compatible to some degree, but this BRIC process is more of a data-oriented position that would work closely with the Dean of Student Success, who would serve as a resource for these individuals. He would like to pilot the program beginning next year, which he says would broaden and flatten our data-sharing processes. | | |
| XII | Curriculum Support Across the District – Information/Discussion | Asmus | Background: The senate asked Asmus to form a recommendation for comprehensive support for curriculum across the district. Asmus worked with DCC to create a proposal and will present the proposal to the senate. Objective: First read for information and feedback before recommending and forwarding to DCAS. |
| | <i>Discussion/Decision:</i> 1. B. Asmus notes that the day to day work across the district regarding curriculum has increased disproportionately relative to the people assigned to the work. Lani Aguinaldo is now doing curriculum work for both campuses and the amount of work she is being asked to perform can be overwhelming. The Curriculum Committee Chair has also been asked to take on some of the load, but there is a need for support at the college level to work with the district articulation officer and the Curriculum Committee Chair. The Curriculum Committee is recommending that the senate support the creation of a curriculum specialist staff position. The articulation officer would be a faculty member with reassigned time. Clark notes that a question came up as to whether the same support is needed at both colleges because YC has a much larger curriculum. This proposal will be forwarded to DCAS. | | |
| XIII | Library Advisory Committee (LAC) Purpose Statement – Information Discussion | | Background: LAC has proposed an additional purpose. Objective: First read for information and feedback before approving. |
| | <i>Discussion/Decision:</i> 1. Clark distributed the new purpose statement for review. It will be approved at the next meeting. | | |
| XIV | Senate Constitution Revision – Information/Discussion | | Background: The senate is overdue for a periodic review and potential revision of its constitution and bylaws. We will revise the, as needed separately over the course of the academic year, beginning with the constitution. Objective: First read of proposed changes to the agenda as a precursor to taking the proposed changes to the entire faculty for consideration and eventual adoption. |
| | <i>Discussion/Decision:</i> 1. This will be addressed at the next meeting. Clark reports that senators should speak with constituents about any edits or changes. | | |
| XV | Future Agenda Items-Discussion | | College Catalog, SSS Priorities, CCOF, ADA in the Classroom |
| | <i>Discussion/Decision:</i> | | |

| Senate Goals, 2015-2016 | | | |
|-------------------------|--|-------------------------------|---|
| # | Goal | Who | Status |
| 1 | Student Success: Identify and address barriers to student success (counseling availability, course offerings...). | Clark, Bahneman, | |
| 2 | Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP. | McGill, Howerton | Ongoing |
| 3 | Clear Lake College (CLC) Transition: Integrate the faculty, staff, and students at the Clear Lake Campus into the governance, planning, and budgetary processes at WCC. | Clark, Howerton, Lyons | In progress |
| 4 | Sabbatical Leave: (Re)define the sabbatical leave process in light of the multi-college transition. | Clark | In progress |
| 5 | Faculty Evaluation: Improve the faculty evaluation process. | Clark, Howerton | In progress |
| 6 | Grading Policies: Review, update, and distribute Faculty Handbook. | Clark | Awaiting Work of CLAS |
| 7 | | | |
| 8 | Colusa County Outreach Facility (CCOF): Create comprehensive process for Colusa County Outreach Facility (CCOF). | Clark, Geer | Midway through CCOF Compression Planning |
| 9 | Revise Senate Constitution and Bylaws. | Clark, McGill, Gassman, Ferns | In progress |
| 10 | Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire. | Clark, Konuwa | TBD |
| 11 | Education Master Plan (EMP): Work with College Council to create the new WCC EMP. | | |
| 12 | Distributive Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact. | Clark, Shah | DE Coordinator position has been established. |

Administrative/Faculty Roles Which Lack a Consistent/Defined Lead in Disciplines without Full-time Faculty

1. **Program Review** – Dean Senecal has asked for guidance regarding program reviews. Currently, some disciplines are handled by division faculty, others by adjunct faculty, and occasionally, some slip through the cracks.
2. **SLOs** – Assessment of SLOs is typically done by adjunct, but tracking of SLOs and more importantly, making adjustments based on tracking is sporadic at best.
3. **Curriculum Updates** – Sometimes done by FT faculty members in the division, sometimes, by adjunct faculty members, and sometimes not done.
4. **Scheduling** – As with curriculum, but also sometimes done by scheduling deans and sometimes through the scheduling process.
5. **Adjunct orientation, support, and coordination** – handled in a mix of ways that vary by both division and discipline. [Editorial comment – this seems to be a significant gap throughout the district.]
6. **Adjunct interviews** – frequent scrambles to find FT faculty members to sit in on adjunct interviews.

Faculty Roles that Might Benefit from a Quasi-Administrative Role (Such as a Division Chair)

1. **Governance Structures** – a division chair might fill the divisions slot on one or more college committees (e.g., Curriculum). This would need to be navigated carefully, since that might remove the senate from the process of filling such positions.
2. **Coordination with YC** – Although core-curriculum is gone, there are still places where interaction with our colleagues at YC could help one or both colleges. Finding time to foster such conversations is hampered by an overburdened faculty.
3. **Division Meetings** – Division meetings could occur more frequently (if needed) and be better organized at times if there was a faculty member from the division tasked with running meetings that a dean cannot and with working with the dean to establish agendas for those meetings that the dean will run.
4. **Professional Development** – If faculty members are relieved of some of the tasks above, there would likely be more availability to attend conferences and workshops truly focused on PD to fulfill FLEX obligations, rather than using the tasks as meeting the FLEX requirements.

Standing Committee: Library Advisory Committee

Sponsor: Dean of Student Success and Planning

Committee Chair: Faculty member selected from division reps

Committee Purpose: The Library Advisory Committee (LAC) is a subcommittee of the WCC Academic Senate. The LAC will make recommendations to the Dean of Student Success and Planning regarding collection development, library services, and library policies. The LAC will make recommendations to the WCC administration on policies and budgetary decisions that affect the library, with the goal of making the WCC Library an outstanding resource for WCC students, WCC faculty members, and the communities WCC serves. In doing so the LAC will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Education Master Plan, the WCC Accreditation Self-Study, the YCCD Board of Trustees Policies and Procedures, and professional library organizations. Recommendations and requests of the WCC Curriculum Committee shall be strongly considered.

The committee serves the following purposes:

1. Promote the library's role in instruction across the curriculum and enhance the library's effectiveness in the education process.
2. Advocate for growth and development of the WCC library.
3. Reviewing of existing collection development processes and providing recommendations for collection development.
4. Recommending establishment of new processes or clarifying existing processes, as needed.
5. Reviewing library student learning outcomes (SLOs) and library SLO assessment plan.
6. Foster the use of library student learning outcomes (SLOs) and library SLO assessment plan that feed into district planning processes, including tracking into institutional SLOs.
7. Providing recommendations regarding library services to Colusa County Outreach Facility.
8. Foster communication between the library and the communities it serves.
9. Encourage faculty involvement in use of library services. Encourage faculty to incorporate and implement library resources into coursework.

Guidelines and Parameters:

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

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

Resources:

- WCC Mission Statement, WCC Accreditation Self-Study, WCC Education Master Plan
- YCCD Board of Trustees' Policies and Procedures
- Colusa Outreach Educational Advisory Committee
- Director of the WCC Office of Planning and Research
- WCC Curriculum Committee and WCC Student Learning Outcomes Committee
- WCC Catalog
- DSPS Coordinator
- Association of College and Research Libraries
- C.A.L.A. Library Bill of Rights and A.A.S.L. School Library Bill of Rights

Meeting Schedule:

The committee will meet at least once each semester. Additional meetings will be held as needed to accomplish the purposes and goals of the committee.

How Work Is Communicated:

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

Outcomes and Deliverables:

- Current collections development policies
- Input regarding plans for library access for CCOF students, faculty, and community
- Collections reflecting WCC curriculum and the needs of the communities that WCC serves
- Recommendations supporting best practices for staffing, facility use, and budget

Recommendations Go To:

- Dean of Student Success
- WCC Academic Senate and WCC Curriculum Committee for review
- WCC College Council for information
- The WCC Budget Committee

Library Advisory Committee

Membership:

Sponsor: Siria Martinez (Dean of Student Success and Planning)

| <u>Position</u> | <u>Term</u> | <u>Name</u> |
|---|-------------|----------------|
| Chair – Faculty Member from Division Reps | | Matt Clark |
| Curriculum Chair (or designee) | On-going | Brandi Asmus |
| Librarian (1) | On-going | Vacant |
| Math & Science Rep | 2015-2018 | Ralph Robinson |

| | | |
|--|-----------|------------------|
| Language Arts Rep | 2013-2016 | Vacant |
| At Large | | Vacant |
| Social Science Rep | 2013-2016 | Alison Buckley |
| CTE Rep | 2015-2018 | Vacant |
| At Large | | Matt Clark |
| Student Services Rep | 2015-2018 | Manuela Dragos |
| ASWCC Reps (1-2*) | 2015-2016 | Adeline Bermudez |
| Classified Rep (1-2*) | 2014-2016 | Traci Johnson |
| Other Librarians (YC, UCD, CSUS, Los Rios, Yolo) | | Vacant |

Resource Members

| | | |
|------------------|----------|-------------|
| DSPS Coordinator | On-going | Todd Sasano |
|------------------|----------|-------------|

* Preferably at least one from library staff.

Curriculum Committee Support Recommendation:

Background: With the growing work of Curriculum Committee in the Yuba Community College District, the Academic Senate is seeking recommendations of the support structure at district/colleges for curriculum. District Curriculum Committee (DCC) provided feedback responses below.

Recommendation: It is critical to have support for curriculum (ie: curriculum specialist) at both college locations. Tasks may include: record keeping, database management (real time in CC meeting), CC webpage information, board agendas, Catalog and addendum, Degree Audit, etc. It is also important to recognize the importance of Articulation, which could still be housed at the District, and can remain as the CC “point person” for all College to state relay of information.

Curriculum Support Structure – Proposed (sent out for review 9/23/15)

Background: With the current discussions around VCEP position being eliminated, and our current curriculum support structure, I have been tasked by WCC Academic Senate to work through DCC to provide a Curriculum Support Structure Recommendation. Currently our support staff is (1) staff member at the district. Below I have expanded on a “possible” option of what support staff may look like at each college.

Please provide input (in a different color font) so that we can collect input from DCC and submit to our respective Academic Senates (or DCAS).

Thank you! Brandi

College (Woodland and Yuba)

Curriculum Specialist (Classified Staff)

- Curriculum Committee Attendee
 - Move courses in Curricunet during the actions in the meeting
- Update CC Webpage (Approved agenda/minutes)
- Curricunet Administrative steps (input new faculty, assign roles/departments)
- Develop and submit CC Board Report to co-chairs for review
- Catalog (and Degree Audit)
- Submit courses / programs to CIV2
 - TOP Codes
 - CB elements
 - Respond to requested revisions
 - Update CB elements if course changes from stand alone to degree applicable
- Compile and Submit CCC 501 / CCC 510 to Regional Consortium
- Create Records in Colleague for scheduling
- Colleague roll-over for scheduling
- Compile hard-copy file of all courses/degrees at college
- Articulation Officer (Faculty – counseling? – percentage release time ~20%)
 - Attend all Curriculum committee meetings v
 - Submit courses to IGETC / CSU-GEB
 - Submit courses to C-ID
 - Submit course-to-course articulations
 - Update CSU GE B and IGETC sheets (after new courses have posted)

13.03 F15 Opposition to Compensation for Adoption of Open Educational Resources

Whereas, The development of curriculum, which includes the choice of textbooks and other course materials, is an area of faculty primacy under Title 5 §53200 and a responsibility of every community college faculty member;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of Open Educational Resources (OER) and was supported by the Academic Senate for California Community Colleges in its form as of April 6, 2015 but has since been amended to allow for direct compensation of faculty who choose to adopt open educational resources in the form of reassigned time from instructional duties;

Whereas, Evaluation and approval of grant applications under AB 798 (Bonilla, 2015) is granted to the California Open Educational Resources Council, which includes representatives from the California State University and University of California systems who may differ in their perspectives regarding the proper use of the AB 798 grant funds; and

Whereas, The practice of incentivizing faculty to adopt any specific instructional materials over others could potentially compromise academic quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound;

Resolved, That the Academic Senate for California Community Colleges inform the California Open Educational Resources Council of its objection to direct compensation to individual faculty members for adoption of open educational resources;

Resolved, That the Academic Senate for California Community Colleges direct the community college faculty appointees to the California Open Educational Resources Council to oppose approval of any grant application that allows direct compensation to individual faculty members for adoption of open educational resources; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates not to approve any grant submissions for AB 798 funding that include direct compensation to individual faculty members for adoption of open educational resources.

Contact: Dan Crump, California Open Educational Resources Council

Academic Senate AB 798 Resolution
College Textbook Affordability

Whereas, textbook costs have risen 1041 percent since 1977 according to the Bureau of Labor Statistics, outpacing the median wage increase two fold, according to the Social Security Wage Index,

Whereas, electronic courseware licensed at a cost to students does not meet Title 5 § 59400 requirements that such materials are of continuing value to a student outside of the classroom setting;

Whereas, open source textbook and courseware solutions reduce the cost to districts and students;

Whereas, reducing the overall cost of attendance will result in a growth in enrollment for Woodland Community College and allow for higher levels of student success by allowing students to spend more time studying and less time working to pay for expensive textbooks;

Whereas, by preventing the free distribution of course textbooks and software, copyright holders limit the extent to which students and schools may benefit from the aforementioned cost savings;

Whereas, the use of open source courseware curated by WCC Faculty would result in high quality customizable course materials that would increase student success;

Whereas, AB 798 would authorize the local academic senate of a campus of the California Community Colleges to (A) adopt a local campus resolution to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students, and (B) upon adoption of the resolution, develop a specified plan, in collaboration with students and the administration, that describes evidence of the campus' commitment and readiness to spend an initial grant of up to \$50,000;

Whereas, High textbook prices are an increasingly significant barrier to student success, as many students cannot afford and thus do not purchase necessary course materials without which their performance in the corresponding courses is impeded;

Whereas, Open Educational Resources, when reviewed and selected by discipline faculty for their own courses, can in many cases offer appropriate low-cost alternatives to published textbooks for students;

Whereas, AB 798 the College Textbook Affordability Act, would provide resources for colleges to promote the consideration of Open Educational Resources by faculty but makes provision for local academic senate approval of any program established through these funds and allows colleges to set their own benchmarks to account for the use of the funds; and

Whereas the Academic Senate for California Community Colleges endorsed (Resolution 6.05, Spring 2015) the intent of AB 798 to promote the consideration of appropriate open educational resources through funding that is dependent on the agreement of local academic senates.

Resolved, the Academic Senate of Woodland Community College take a stance of support for AB 798,

Resolved, the Academic Senate of Woodland Community College encourage Woodland Community College to obtain funds for open courseware on campus through AB 798,

Resolved, the Academic Senate of Woodland Community College encourage the College Administration to develop, with WCC faculty, through the WCC Academic Senate, a specific plan of implementation for open courseware programs funded by an AB 798 grant,

See:

<http://icas-ca.org/coerc>

<http://www.coolfored.org/>

<http://www.collegeopentextbooks.org/>

<https://openstaxcollege.org/books>

<http://ocw.mit.edu/index.htm>



Credit

Student Success and Support Program Plan

2015-16

District: Yuba Community College District

College: Woodland Community College

Due: November 20, 2015

**STUDENT SUCCESS AND SUPPORT PROGRAM
TABLE OF CONTENTS**

**Woodland Community College
2015-2016**

I. Program Plan Signature Page

II. Planning & Core Services

- A. Planning
- B. Orientation
- C. Assessment for Placement
- D. Counseling, Advising, and Other Education Planning Services
- E. Follow-up for At-Risk Students
- F. Other SSSP/Match Expenditures

III. Policies

- A. Exemption Policy
- B. Appeal Policies
- C. Prerequisite and Corequisite Procedures

IV. Professional Development

V. Attachments

- A. SSSP Program Plan Participants
- B. Organizational Charts: *WCC Organization Chart, WCC Student Services Organization Chart, Clear Lake Campus Student Services Organization Chart*
- C. WCC SSSP Advisory Committee
- D. SSSP Funding Crosswalk
- E. WCC SSSP Objectives and Yuba Community College District Student Success Initiative Goals
- F. WCC Online Orientation Table of Contents
- G. YCCD Multiple Measures
- H. Sample Abbreviated and Comprehensive Student Education Plans

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Woodland Community College

District Name: Yuba Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator:

Name: Sonia Ortiz-Mercado, Student Services Dean Date: _____

Signature of the Chief Student Services Officer:

Name: Dr. Alfred B. Konuwa Date: _____

Signature of the Chief Instructional Officer:

Name: Dr. Alfred B. Konuwa Date: _____

Signature of College Academic Senate President:

Name: Matthew Clark Date: _____

Signature of College President:

Name: Dr. Michael A. White Date: _____

Contact information for person preparing the plan:

Name: Sonia Ortiz-Mercado Title: Student Services Dean

Email: sortiz@yccd.edu Phone: (530) 661-4201

SECTION II. PLANNING & CORE SERVICES

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

Woodland Community College's (WCC) process for updating the Student Success and Support Program plan included the engagement of key campus stakeholders in the review of the prior year plan and an assessment of needs in order to provide input in the development of the 2015-16 plan. Several groups were involved in this process, including WCC's Student Services Council, comprised of a representatives from each Student Services department and program, including DSPS, Admissions and Records, Financial Aid, TRIO, EOPS/CARE, and CalWORKs, and Counseling. Student Services staff and faculty provided input and contributed to the development of the plan. The draft plan was submitted to the college's Student Success Committee, an advisory committee jointly chaired by student services and instruction that has responsibility for SSSP, Student Equity, and the Basic Skills Initiative, and the Academic Senate for input, review and approval.

In addition, WCC's student government, the Associated Students of Woodland Community College, were also consulted in the development of the SSSP plan to ensure student perspectives and insights were reflected in the development of priorities, goals, objectives and activities identified for 2015-16.

The Yuba Community College District's Student Success Initiative goals provide ongoing direction on the areas the college is working to complete (Attachment E). These goals include many areas related to SSSP including some which have been completed, such as implementation of online student education plans and mandatory orientation, and others that are in progress, such as implementation of an early alert system and peer mentoring/student ambassadors program. The District's Student Success Initiative, in combination with the use of the *Completion by Design* framework for assessing loss and momentum points along the student's educational pathway, helped inform SSSP planning efforts to determine priority areas of focus. Student outcome data was reviewed through the lens of momentum and loss points to help inform SSSP planning efforts. Coordination of existing program efforts with the goal of leveraging resources to address student needs more efficiently and effectively, the SSSP plan was developed in concert with other institutional initiatives, programs, and efforts, such as the Basic Skills Initiative, Student Equity, AB 86 (Adult Education), and categorically funded student service programs.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Several factors were considered in shaping the 2015-2016 plan, including student needs and demand for SSSP services, the district's and college's Student Success Initiative goals, an assessment and review of the college's current level of service delivery, including SSSP-related processes and policies that impact student success, and external considerations, such as

changes in Title 5. Additionally, the areas in last year's plan where the need for additional detail was highlighted through the Chancellor's Office SSSP Peer Review process have been addressed in the 2015-16 plan. For example, peer reviewer comments regarding areas for improvement, relative to the delivery of online orientation are addressed in this plan.

With a focus on strengthening the district's and college's efforts to increase student success, Woodland Community College began using *Completion by Design* (CBD) as a conceptual framework to think about student momentum and loss points along the educational pathway. Applying this approach to the delivery of SSSP services and evaluating existing processes and policies that hinder or support students along the pathway to successful completion has helped to provide staff and faculty with a common understanding and language during the planning process. Using the CDB framework, WCC's Student Services Council identified and prioritized key areas for development and improvement of SSSP service delivery to increase student retention and completion. The priorities include plans for a greater focus on improving policies, processes, and service delivery for at-risk students, including students on academic and progress probation, basic skills students, and students who do not have an identified course of study or who have not developed a comprehensive education plan.

In updating the 2015-2016 plan and priority areas of focus, stakeholders also considered external factors that will have a significant impact on students, such as the new Title 5 changes that add satisfactory academic performance standards for the Board of Governors (BOG) Fee Waiver Program that will go into effect in Fall 2016. Given the impact this statutory change will have on students, more than 62.4% who receive BOG Fee Waivers at WCC, this further highlighted the importance of prioritizing improvements in service delivery to at-risk students.

Another factor considered in WCC's SSSP planning efforts this year is the Yuba Community College District's realignment of the Clear Lake Center from Yuba College (YC) to Woodland Community College (WCC) expected in Fall 2016. WCC is responsible for the operational oversight of the Clear Lake Campus and programmatic and budgetary responsibility for SSSP and other categorical programs will transition from Yuba College to Woodland Community College during 2015-16. Both colleges have been working closely to plan for a seamless transition when the realignment is completed by Spring 2015 for students registering for Summer and Fall 2016 classes. WCC's 2015-16 plan reflects YCCD's realignment of SSSP funding from YC to WCC. Programmatic needs for Clear Lake are included in WCC's plan, as well as SSSP-funded positions and activities. Based upon student enrollment and service delivery data, YCCD has realigned 11% of YC's SSSP budget to WCC in support of the Clear Lake Campus.

In addition, the need for improved service delivery for the students enrolled in classes at the Colusa County Outreach Facility in Williams was another important factor built in to the 2015-2016 plan and budget. Need for improved service delivery at the Colusa center was informed by a recent assessment of current service delivery levels.

c. In multi-college districts, describe how services are coordinated among the colleges.

The Yuba Community College District, with a service area of over 4,200 square miles, is comprised of two colleges, Woodland Community College and Yuba College, and several centers, including the Clear Lake Campus, the Colusa County Outreach Facility, the Sutter County Center, and the center at Beale Air Force Base. As a Hispanic Serving Institution, Woodland Community College provides educational opportunities for the communities of Woodland, Esparto, Knights Landing, and Colusa County. In Fall 2016, WCC's service area will expand to include Clear Lake. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community College District, WCC is making significant progress towards meeting the unique educational needs of students in a primarily rural service area.

Services that are provided at the district level include the administration of assessment and, while each campus has an Admissions and Records (A&R) Office, the district Registrar is responsible for overseeing and providing support and guidance to each campus. The coordination of A&R and assessment at the district level provides consistency in how these services and policies are implemented across the district.

While each campus is committed to meeting the needs of the students and community it serves, the Student Service departments and staff at WCC and YC and the Clear Lake and Colusa centers coordinate and collaborate on service delivery and the development of policies and processes.

Woodland Community College also includes the Colusa County Outreach Facility in Williams, and as noted earlier, beginning in Fall 2016 will also include the Clear Lake Campus. While WCC currently has operational responsibility for the Clear Lake campus, the full transition of the Clear Lake campus from Yuba College to WCC is expected to occur in Fall 2016. To support the Clear Lake campus realignment from Yuba College to WCC, Student Services at each college, in coordination with the Clear Lake staff and administration, have been working closely to coordinate service delivery and lay the groundwork for a smooth transition. Joint meetings between student service programs and departments occur regularly to coordinate improvements in service delivery, address staffing and resource issues, data tracking and reporting of services provided through SSSP and other programs. An example of service delivery coordination occurs through the Student Services Council (bimonthly) and Counseling Department (weekly) meeting where both the Colusa and Clear Lake campus staff are represented.

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

Coordination with Student Equity and the Basic Skills Initiative:

In order to ensure alignment with, and support of, the district and college's overall goals to increase student success, the development of Woodland Community College's 2015-2016 SSSP plan and budget was completed to ensure that SSSP focus areas, activities, and resource allocation was done in a coordinated, comprehensive manner, with the goal of leveraging resources in support of the district's and college's broad Student Success Initiatives. The SSSP planning process took into account the district's and college-level goals, initiatives and metrics for evaluating progress (through the district's Key Predictive Indicators) to ensure the colleges' efforts to improve student success are well-coordinated, leveraging resources across the institution to effect greater improvement in student outcomes.

WCC's Student Success and Support Program (SSSP) service delivery is coordinated with the college's Student Equity (SE) planning efforts and the Basic Skills Initiative (BSI) through several mechanisms. Organizationally, the Dean of Student Services oversees SSSP, the Dean of Instruction is responsible for BSI, and the Dean of Student Success is responsible for Student Equity. Rather than creating several separate advisory committees to inform and support the work of each of these programmatic areas, the college's Student Success Committee acts as the advisory body to provide input into SSSP, BSI, and SE plans and budgets. Having one advisory body for these three key program areas: (1) ensures greater awareness, understanding of SSSP, BSI, and SE planning efforts and activities among faculty, staff, and administrators; (2) supports improved coordination and leveraging of resources between these three programs to increase student success; (3) reduces duplication and creates efficiencies by having one advisory committee for the three programs. Given Woodland Community College's size, with approximately 32 full-time faculty, 110 adjunct faculty, and 50 staff and administrators, having one advisory committee also helps to focus and maximize limited staff resources among multiple efforts. (Refer to Attachment C for the Advisory Committee Roster)

Coordination with Student Service Categorical Programs and Functions:

WCC's Student Services Council, comprised of representatives from each of the Student Service categorical programs, departments and offices, including DSPS, EOPS/CARE, CalWORKs, Financial Aid, Admissions and Records, Counseling, TRIO, Outreach and representatives from the Colusa and Clear Lake Campuses, acts as a vehicle to coordinate and leverage service delivery among the programs in support of the district and college's goals to increase improve student retention and success. As a group, the Council has identified priority areas to address in 2015-16 to improve student retention and success—these priority areas include policies and processes that impact either positively or negatively student retention and completion (using the *Completion by Design* approach), and service delivery strategies. As the college considers institution-wide strategies for improving student success, the efforts and resources already

allocated through existing programs are being leveraged and coordinated in support of the college's overall goals. As an example, WCC plans to implement an early alert program this year to reach all students who are at-risk of academic and/or progress probation and, through the existing early alert efforts and interventions in place through the TRIO, EOPS/CARE, CalWORKs, DSPS programs and Financial Aid Office, will ensure that targeted, intrusive service delivery strategies and student communications are all well-coordinated.

Support and Alignment with Yuba Community College District's Student Success Initiative:

In 2012, the Yuba Community College District board adopted 35 goal areas for the Student Success Initiative. The goal areas were aligned with the California Community College Student Success Taskforce recommendations adopted in 2011. While several of the YCCD's Student Success Initiative goals have been implemented, many are still in progress, such as implementation of an early alert system and peer advising program. The strategies identified in WCC's 2015-16 SSSP plan will help the college achieve YCCD's Student Success Initiative goals, with priorities for implementation based upon areas of greatest need using the *Completion by Design* momentum and loss framework.

Program Review:

Program review is one part of determining the overall institutional effectiveness at WCC. Academic and Student Service Program Reviews are annual evaluations designed to bring about systematic improvements and enhancements in instructional and student service programs. Staff and faculty complete program reviews by assessing Student Learning Outcomes and other data. Program review also serves as the basis for all program recommendations, informing resource allocation for curriculum and program development, staffing, equipment/technology, and facilities. The program reviews completed for each Student Service program, department, and function, helped to inform the development of the SSSP plan.

WCC's Education Master Plan:

The WCC Education Master Plan includes an element for addressing student success and also incorporates a focus on basic skills and improvements in student learning. The college is currently developing a new Education Master Plan using the Completion by Design framework and principles. SSSP strategies and resource allocation supports the college's Education Master Plan goals.

2. Woodland Community College's Student Profile for 2014-2015 (data pending YCCD IT)

The 2014-15 unduplicated student head count was 3,884 students, of which approximately **XXX** or **X%** were First Time Students. WCC has a diverse, multi-ethnic student population with a significant number of first-generation college students. A majority of WCC's students are female, 60%, in comparison to males who comprise 40% of the student population. A significant majority (65%) of students attend part-time taking 0.1 to 11.9 units. Using the federal financial aid definition of full-time status of 12 or more units, only 33% of students are considered full-time. Of these, only 6.37% took 15 or more units. As a Hispanic Serving Institution, Hispanic

students comprised nearly 50% of the student population, followed by White/Non-Hispanic students at 29.15% and Asian students at 9.76%.

| | Annual 2014-2015 | Annual 2014-2015 |
|--------------------------------|------------------|-------------------|
| | Student Count | Student Count (%) |
| Woodland Total | 3,884 | 100.00% |
| African-American | 122 | 3.14% |
| American Indian/Alaskan Native | 19 | 0.49% |
| Asian | 379 | 9.76% |
| Filipino | 18 | 0.46% |
| Hispanic | 1,813 | 46.68% |
| Multi-Ethnicity | 159 | 4.09% |
| Pacific Islander | 9 | 0.23% |
| Unknown | 233 | 6.00% |
| White Non-Hispanic | 1,132 | 29.15% |

Data extracted from the Chancellor’s Office Data Mart on 10/2/2015

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Woodland Community College works with feeder high schools to reach out to graduating high school seniors to support their transition to college. The college’s Outreach Specialist coordinates the delivery of matriculation services at the high schools. Each Spring, outreach staff and counselors conduct “College is for You” presentations at WCC’s feeder high schools. Outreach staff visit the service area high schools. Outreach staff also assist students in completing the college application and proctors assessment placement tests on the high school campus. Students sign up for *Jump Start* orientation hosted by the Counseling Department and held at Woodland Community College. Once students have completed orientation, assessment, and developed education plans, they are eligible for priority registration. The partner high schools include: Woodland High School, Pioneer High School, and Esparto High School.

Additionally, the college has formal Memorandum of Understanding in place with several school districts for the provision of dual enrollment courses. The goal of the dual enrollment pathways is to build a college going culture at each high school campus, provide opportunities for students to explore college and careers beginning in the 9th grade, and improve student access and readiness for college. The college is currently piloting dual enrollment course offerings through various career pathways, beginning with Agricultural Science. The dual enrollment pathway partnerships are designed to provide high school students with opportunities to earn college credit and improve high school and college retention and completion rates. WCC’s partner school districts include Esparto Unified School District (USD), Woodland Joint USD, Colusa County USD, Konocti USD, and Middletown USD.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Yes. Woodland Community College took significant strides in 2014-15 to improve its orientation processes. In February 2015, the college hired a part-time Outreach Specialist to strengthen the connections with local feeder high schools and to coordinate the provision of pre-matriculation services to graduating high school seniors, including application through CCCApply, orientation, assessments, and education planning services.

In addition, WCC contracted with a consulting firm, Cynosure, to develop a more robust and interactive online orientation. The new online orientation, which will be launched in Spring 2016, includes all the Title 5 elements required for orientation.

WCC's orientation for all first time students requires students to complete online orientation and a secondary, face-to-face targeted orientation through group counseling to guide students as they select courses for their first two terms and to develop abbreviated student education plans.

For 2015-2016, WCC's plans to continue strengthening its orientation processes by accomplishing the following goals:

- Launch of the new online, interactive orientation in Spring 2016; *[YCCD Student Success Initiative (SSI) Goal]*
- Development of targeted, "just-in-time" mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of orientation services at the Colusa County Outreach Facility by providing online and group counseling orientation sessions;
- Coordinate online orientation and group orientation/counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for "just in time" mini orientations and other interventions *(YCCD SSI Goal)*
- Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. *(YCCD SSI Goal)*
- Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, *(YCCD SSI Goal)*
- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year. *(YCCD SSI Goal)*

2. a. How many students were provided orientation services in 2014-15?

WCC’s SARS data shows that **807** students received orientation services during the following terms: Summer 2014, Fall 2014, and Spring 2015.

The Chancellor’s Office Data Mart shows that **737** students received initial orientation services for students enrolled at WCC.

Below is a prior year comparison of the orientation services provided to students. For WCC, the data reflects students enrolled at the WCC main campus and Colusa County Outreach Facility. Past data for the Clear Lake Campus is also included below to highlight the expected transition of students enrolled in courses at the Clear Lake campus when the realignment occurs in Fall 2016.

| SSSP Service | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------------|----------------|----------------|----------------|----------------|
| WCC Orientation | 285 | 236 | 591 | 807 |
| Clear Lake | <i>pending</i> | <i>pending</i> | <i>pending</i> | <i>pending</i> |

b. What percentage of the target population does this represent?

Data pending from YCCD’s IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Currently all first-time students applying to WCC are required to complete online orientation, assessment, and attend a group orientation/counseling session to develop abbreviated student education plans. The YCCD MIS is programmed to flag students who meet the criteria of first-time student as defined in title 5. These students are unable to register for their courses until the SSSP core service requirements are met. All students are able to complete online orientation and assessment prior to course registration.

In order to ensure that all students complete the abbreviated education plans through group orientation/counseling sessions, the number of sessions offered has been increased to accommodate a greater number of students and to take into consideration the increased demand for these sessions two weeks prior to the start of classes. To ensure WCC has sufficient capacity to do so, the college has budgeted and hired additional full-time and adjunct counselors. During 2014-15, an additional full-time general counselor was hired using SSSP funds. In addition, funding was set-aside to hire several adjunct counselors to ensure that student demand and needs for orientation and counseling services are met.

3. a. Are orientation services offered online?

Yes. WCC currently provides initial orientation online for all first-time students. In Spring 2016, WCC will launch a new, more robust and interactive online orientation that meets all the title 5 requirements for orientation.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Currently, WCC's online orientation, is provided in a narrated PowerPoint format, including an online quiz at the end of the orientation to assess and reinforce student learning. This online orientation is an in-house solution supported by the YCCD's Information Technology Department, and developed in collaboration with WCC's Counseling and Admissions and Records Departments.

The new online orientation that will be launched in Spring 2016 is being developed by Cynosure New Media, Inc. The online orientation currently in development (see Attachment F) is a customized, online, media-based, self-guided orientation program that includes audio, video, text, and graphics into a format that allows a structured linear flow of content and information. The orientation is integrated with WCC's student data portal and is fully ADA compliant. Students completing the online orientation will take quizzes throughout the orientation in order to continue to the subsequent sections and ultimately complete the orientation.

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

A Detailed example of the table of contents for the new online orientation currently under development is included in Attachment F. All the elements for a required orientation in title 5 are included in this orientation, along with other important information the college has determined necessary for first-time students to be aware of when they enroll at WCC. The title 5 areas addressed in WCC's online orientation include *(these areas are highlighted in the new online orientation table of contents storyboard in Attachment F)*:

1. Academic expectations, and progress and probation standards
2. Maintaining priority registration
3. Prerequisite and co-requisite challenge process
4. Maintaining Board of Governors Fee Waiver eligibility
5. Description of available programs, support services, financial aid assistance, and campus facilities and how they can be accessed
6. Academic calendar and important timelines
7. Registration and college fees
8. Available education planning services
9. Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students

An example of additional areas that the college’s orientation includes:

- Student conduct and safety;
- Student success basics (such as time management);
- Overview of academic goals (Associate Degree for Transfer, CTE certificates, GE requirements, IGETC, CSU Breadth, etc.).

Other key concepts first-time students should understand are also included in the online orientation. These concepts will be reinforced at various milestones along the student’s educational pathway through “just in time” mini-orientations that may be conducted using additional online videos, class presentations, and workshops.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|------------------------|--|--------------------------------|
| 3.2 | General Counselors | Inform online orientation development; provide in-person orientation/general counseling sessions for all first-time students to develop abbreviated SEPs | General Fund |
| 1.0 | General Counselor | Same as above; this counselor also provides support and orientations at the Colusa County Outreach Facility | SSSP |
| 1.0 | TRIO/General Counselor | TRIO and general counseling support dedicated to students at CCOF | TRIO (60%) SSSP (40%) |
| 1.0 | General Counselor | Clear Lake general counselor; Inform online orientation development; provide in-person orientation/general counseling sessions for all first-time students to develop abbreviated SEPs | General Fund |

6. **Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

| Budget Code | Expenditure Title/Description | Funding Source (SSSP/Match/GF) | Amount |
|-------------|--|--------------------------------|----------|
| | Student Engagement and Outreach Specialist | SSSP | \$60,000 |
| | Maintenance & ongoing development for Online Orientation | SSSP | \$25,000 |
| | Orientation outreach materials | SSSP | \$5,000 |
| | Student Peer Mentors/Student Ambassadors | SSSP | \$20,000 |

C. Assessment for Placement

1. **Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?**

While WCC continues to use the College Board’s Accuplacer Computerized Placement Testing System for English, math, and English as a Second Language (and the companion to the computerized placement test for English and math as needed for special needs individuals in Braille, large text, and audio), changes to instructional offerings and cut-score validations were conducted and implemented during 2014-15.

Cut-Score Validation was completed in Spring 2014 for English and placed into the Placement System in Fall 2014. Further adjustments were made in the Placement System in Spring 2015 for Fall 2015 adding an Accelerated English course combining English 105 and English 51. A follow-up Cut-Score Validation will need to be conducted in Spring or Fall 2016.

Cut-Score Validation for ESL and Mathematics was conducted in Fall 2014 and completed and put into the Placement System in Spring 2015. Major changes were made to both disciplines. Final course adjustments are now in progress, and, once completed, required system locks will be put in place. At that time a follow-up Cut-Score Validation is required. It is estimated to be finalized by Fall 2016 and the validation to be done in Spring 2017.

Based upon priorities adopted by YCCD’s board through the Student Success Initiative, the Completion by Design framework, and priority of serving at-risk students, SSSP goals for increasing and improving the delivery of assessment services to students includes:

- Increasing student awareness and understanding of the importance of assessment tests;
- Providing students with greater opportunities to take practice tests; *(YCCD SSI Goal)*
- Expand and strengthen partnerships with local feeder high schools to provide core SSSP services of orientation, assessment, and education plan development to graduating high school seniors enrolling at WCC for summer and/or fall 2016; and, *(YCCD SSI Goal)*
- Lay groundwork for transition to the State's new Common Assessment system, planned for implementation during fall 2016 for registration in Spring 2017 courses. *(YCCD SSI Goal)*

2. a. How many students were provided assessment services in 2014-15?

A total of 1,254 individuals were tested in 14-15 for Woodland Community College.

b. What percentage of the target population does this represent?

Of the 1,254 individuals tested 940 or 74.96% fell into the target population of first-time students.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Improvements in helping students understand the importance of the placement exam will be made in 2015-16 and providing students with more ways to prepare for and study for the placement test. All first-time students are required to complete all core SSSP services (orientation, assessment, and development of an SEP) before then can register for courses. The YCCD's MIS flags students who meet the "first-time student" criteria. The MIS system does not allow non-exempt students to register until all services have been completed.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

All literature and web information (New Students-Steps to becoming a Woodland Community College Student), list the steps to becoming a student, step 3 is the placement exam and the process.

The YCCD Assessment & Testing Office web-page provides information on the Placement Exam.

- Practice Test. Some questions on each section of the test showing its format and question type. It affords the applicant the opportunity to see where they might need further review/practice.

- Placement exam tutorials. 24/7 review and tutoring on each area of the placement exam. Can be accomplish from anywhere in the world.
- Sample Test Question provided by the Test Publisher. Providing information on the test, sample question, suggested study materials and good pre-testing practices.
- A Placement Test Study Application provided by Test Publisher for free to all applicants.
- The YCCD Assessment & Testing Office web-pages also list various other web-site and publication for pre-test studying and preparation.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

The Yuba Community College District uses “The College Board, Accuplacer, Online Computerized Placement Testing System” for English, Math, and English as a Second Language and “The Companion to the Computerized Placement Test” for English and Math as needed for Special Needs Individuals in Braille, Large Text, and Audio, Version 8.1. At Woodland Community College and Yuba College, all sites

b. When were tests approved by the CCCCO and what type of approval was granted?

The Accuplacer test was approved Probationary on March 1, 2014 and is due to expire March 1, 2016

College Board is in the process of submitting new data to receive Full Approval in the next couple of months.

c. When were disproportionate impact and consequential validity studies last completed?

The last Disproportionate Impact Study was completed in January 2014 for English, Math, Reading and ESL. The last Consequential Validity Student was completed in Fall 2013 prior to the submission for approval by College Board. An up-to-date study will be submitted with the request for Full Approval in March 2016. Also, English, Math and ESL Cut-Score Validation process was completed in the Spring and Fall of 2014.

5. a. What multiple measures are used?

The College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions and included as part of the algorithm use to do the test scoring requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the questions have been established, the weight of the individual responses are set by the group. These questions are evaluated at the same time the cut-score validation is accomplished. For a full list of the

multiple measures embedded within the Accuplacer assessment tests, please refer to Attachment G.

Sample Question & Weights:

| Question Name | Question Text | Answer Choice | Weight |
|---------------|---|------------------------------|--------|
| Books Read | How many books have you read for pleasure in the past three months? | 1- I don't read for pleasure | -.02 |
| | | 2-One book | 0.0 |
| | | 3-two to four books | .01 |
| | | 4-more than four books | .02 |

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

College Board's Accuplacer, Online Computerized Placement Test Systems uses an algorithm to incorporate the Multiples Measures into the Placement Exams Scores and outcomes.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

The College Board's Accuplacer, Online Computerized Placement Test Systems meets all standards required by Title 5 and the State Chancellor's Office.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

All YCCD test scores are accepted at both Woodland Community College and Yuba College sites.

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards:

- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California Community Colleges Chancellor's Office as a "second party instrument," and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a survey of the student and compute the appropriate placement(s) according to the established weighting protocol. Exam results will be valid for two years, or as recommended by the instrument publisher.
- The District accepts (EAP) Early Assessment Program results of only "College Ready" for English and Mathematics. We do not accept any conditional results.

7. How are the policies and practices on re-takes and regency made available to students?

Assessment tests may be taken two times in any semester and not more than three times in any two-year period. Exam results will be valid for two years, or as recommended by the instrument publisher.

English/ESL/Math/Reading: Students may retake the assessment after a 30 day waiting period. It is advised during this time that the student study for the test in order to improve upon the score that they originally received.

a. *Regency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards: Grades are usable for an indefinite period, after 5 years the counselor may suggest taking/retaking the placement test to verify their ability.

- Exam results will be valid for two years, or as recommended by the instrument publisher.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|--|---|--------------------------------|
| 1.0 | Assessment and Research Specialist | Manage District placement system and manage Yuba College testing center | GF |
| 1.0 | WCC Senior Student Services Technician | Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS. | SSSP |
| 1.0 | WCC Student Services Technician | Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS. | GF |
| 1.0 | WCC Student Services Technician | Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS. | GF |

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|-----------------------------------|---|--------------------------------|
| 1.0 | CCLC Campus Operations Specialist | Colusa County Outreach Facility: Staff person makes student appointments for assessment; helps proctor online assessments for students and enters assessment results in MIS. | GF |
| 1.0 | CLC | Clear Lake | GF |
| 1.0 | WCC Dean of Student Success | The Dean of Student Success is WCC's Institutional Research Director and does the required research for testing systems, provides and assists with required reports as needed for Cut-Score Validation and disproportionate impact studies. | Student Equity |

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

| Budget Code | Expenditure Title/Description | Funding Source (SSSP/Match/GF) | Amount |
|-------------------------|-------------------------------|--------------------------------|------------|
| 12-548-5-43-631000-4500 | Software | | \$4,650.00 |
| | Tests | | \$15,000 |

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Several changes to WCC's delivery of counseling services were implemented in 2014-2015, with efforts continuing in 2015-16 to strengthen and build capacity to provide greater access to counseling services, by expanding service hours to include weekends and evenings, increasing the number of group counseling sessions and workshops offered, and using targeted, more intrusive strategies for service delivery. A full-time counseling secretary was hired during 2014-15 to provide support the Counseling Office, assist in scheduling student appointments and reaching out to students who need to see a counselor due to their academic status, need to complete an SEP, etc; and, assist with the record keeping and data entry to track SSSP services provided to students. In addition, as of January 2015, WCC fully implemented an online student education planning system and requires all counselors to use electronic education plans for all students. As the roll-out and refinement of the online education planning tool continues, work remains to be done to develop a solution for first-time students participating in in-person general counseling/orientations to develop online abbreviated education plans (currently, due to facility limitations for computer lab space, students complete paper abbreviated ed plans which are then scanned and uploaded to ImageNow. Additional improvements to the counseling process includes the use of eSARS that allows students to make their own appointments online.

Based upon priorities adopted by YCCD's board through the Student Success Initiative, the *Completion by Design* framework, and priority of serving at-risk students, SSSP goals for increasing and improving counseling service delivery to students includes:

- Development of process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place- using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans;
- Continue roll-out and refinement of online student education plan, in combination with work to fully implement (and update on an ongoing basis) the Degree Audit system; (*YCCD SSI Goal*)
- Development of targeted, "just-in-time" mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of counseling services at the Colusa County Outreach Facility by providing online and group counseling sessions;
- Coordinate delivery of counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for "just in time" mini orientations and other interventions (*YCCD SSI Goal*)

- Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. *(YCCD SSI Goal)*
- Begin implementation of a Peer Advising and Student Ambassadors program to support outreach, orientation, advising, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, *(YCCD SSI Goal)*
- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year. *(YCCD SSI Goal)*
- Pilot development of two, three, and four-year plan templates for students. *(YCCD SSI Goal)*

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

Based on the data collected through WCC's SARS system, more than 3,813 counseling services were provided. Of these appointments, 1,157 focused on student education planning, which includes the development of abbreviated and comprehensive education plans and education plans to meet special program requirements for financial aid, veterans, etc. Other counseling services included assisting students with transfer, career planning, graduation, pre-requisite clearance, and follow-up services for at-risk students (this will be addressed in greater detail in the following section).

For the group counseling/orientation sessions for first-time students, 348 students attended these sessions to complete abbreviated education plans. *(please note that this primarily reflects data from the Spring 2015 term when significant improvements in data tracking were made).*

b. What percentage of the target population does this represent?

Pending data from YCCD IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

All first-time students are required to complete all core SSSP services (orientation, assessment, and development of an SEP) before then can register for courses. The YCCD's MIS flags students who meet the "first-time student" criteria. The MIS system does not allow non-exempt students to register until all services have been completed.

Improvements to the delivery of counseling, advising, and education planning services will focus on increasing service delivery by increasing the availability of group counseling/orientation sessions; identifying students who are at-risk and/or in need of a comprehensive education plan (personal phone calls, emails, text messaging); using intrusive service delivery strategies to reach a far greater number of students who would not otherwise

see a counselor; building capacity to reach out to students using Peer Mentors/Student Ambassadors; and identifying incentives to engage a greater number of students.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

In-Person Counseling: Academic, career, and personal counseling services are provided through a variety of mechanisms. Counseling services are available in-person, by appointment (students can call the Counseling Office or schedule appointments online), and on a drop-in basis. Informal email advising is done as needed (WCC is interested in exploring more formal online advising platforms).

Counseling Courses: Counseling courses are offered for new and re-entry students to assist them in acclimating to college life and to provide them with a foundation for success. WCC offers College Success (*Counseling 10*), Orientation for College (*Counseling 15*), Peer Advising Seminar (*Counseling 22*), Career Development (*Counseling 25*), and Transfer Preparation (*Counseling 30*).

Workshops: Throughout the academic year, WCC's counselors provide a variety of workshops related to career planning, transfer, student success, and mandatory readmission workshops for students who have been dismissed.

Classroom Presentations: At the request of instructors, counselors present information to students through in-class presentations, including presentations about transfer (with a specific focus on degree pathway(s), education planning and identifying an education goal; career exploration, and tips for student success.

b. Is drop-in counseling available or are appointments required?

Both drop-in counseling and counseling by appointments are available to students.

c. What is the average wait time for an appointment and drop-in counseling?

During peak periods, two weeks prior to the start of classes and the first two weeks of school, wait times for drop-in counseling sessions range from 30 minutes or more. During peak periods, wait times for scheduled appointments ranges from two to three weeks.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

The abbreviated educational plan is completed during walk-in counseling, group counseling, and Jump Start sessions (Jump Start for high school seniors). Planning is done for one to two semesters and includes a list of recommended courses, which includes future classes for the second semester, short-term advising, and English and math requirements. At this time

student's assessment scores are reviewed and discussed, transcripts evaluated, and discussions take place about outside commitments and employment responsibilities to determine course load.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

As described above, students are provided with half-hour appointments to help identify a course of study and develop a comprehensive education plan to identify the courses they need to take in order to successfully reach their goal. This includes any prerequisite requirements, requirements for transfer, etc. A sample of both the abbreviated ed plan and comprehensive ed plan have been included in Attachment H for reference. Both plans include the list of courses, by semester, that a student needs to take; identifies prerequisites; math and English requirements, and referrals to other student support services.

Additionally, courses such as Counseling 10 and 25 are available to enhance the student's experience and success in college. Transfer and career workshops are held throughout the year to assist students with information on transfer, career exploration, CSU and UC applications.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

In January 2015, WCC implemented an online education planning system through Ellucian and began implementation of a Degree Audit system. All counselors are required to use the online education plan. In 2015-16, refinement and roll-out of the online education plan system will continue. As noted earlier, due to the lack of sufficient computer lab space, WCC is exploring options in 2015-16 to have first-time students who participate in group counseling/orientation sessions complete the online abbreviated education plan.

Additional technology resources and tools used by WCC's counselors include:

- WCC website provides counseling related information, announcements, critical dates and timelines, class schedules, catalogs, and other counseling related forms.
- WCC's WebAdvisor provides information that allows students to search and register for courses.
- WCC's Student Services website provides students with access to information and resources related to career, transfer and other services. The website also provides students with information about other helpful transfer resources, such as Assist.org, UC Websites, CSUMentor, etc.
- Curricunet provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the college's Curriculum Committee.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|--------------------------------------|--|--|
| 2.0 | General Counselors | Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | General Fund |
| 1.0 | General Counselor | Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | SSSP |
| 1.0 | TRIO/General Counselor | CCOF: Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | TRIO (60%) SSSP (40%) |
| 0.6 | CalWORKs Counselor | Provides counseling and advising services targeted to CalWORKs students. | CalWORKs/TANF |
| 1.0 | Career Counselor/General Counselor | Provides career and general counseling and advising services for all students. | General Fund |
| 1.0 | Transfer Counselor/General Counselor | Provides transfer and general counseling and advising services targeted for all students. | General Fund |
| 0.6 | EOPS Counselor | Provides counseling and advising services targeted to EOPS/CARE students. | EOPS/CARE |
| 0.5 | Adjunct Counselors | Provide counseling and advising services to all students, including students in special programs, such as DSPS, EOPS/CARE, etc. | GF/Categorical Funds (depending on assignment)/SSSP/Student Equity |
| 1.0 | TRIO Counselor | WCC: Provide orientation, academic and personal counseling to students; assist students in | TRIO |

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|---|---|--------------------------------|
| | | development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | |
| 1.0 | Counseling Secretary | Provides support to the Counseling Office; schedules student appointments; enters student data on counseling services received; updates forms and website resources; calls students to make counseling appointments (based on need). | SSSP |
| 1.0 | Transcript Evaluator/Senior Student Services Technician | Evaluates transcripts for graduation, prerequisites, ADTs, etc. | SSSP |
| 1.0 | Outreach Specialists | Coordinates high school outreach efforts and provision of core SSSP services for graduating high school seniors; assists with orientations, classroom presentations, and workshops. | SSSP |
| 1.0 | Clear Lake: EOPS/SSSP Counselor | Provides orientation, academic and personal counseling to EOPS students and general student body; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | EOPS/CARE (60%) SSSP (40%) |
| 1.0 | Clear Lake: General Counselor | Provide orientation, academic and personal counseling to students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | General Fund |
| 0.5 | Clear Lake: Adjunct Counselor CalWORKs | Clear Lake | CalWORKs |

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

| Budget Code | Expenditure Title/Description | Funding Source (SSSP/Match/GF) | Amount |
|-------------|-------------------------------|--------------------------------|--------|
| TBD | Online student education plan | General Fund | TBD |

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

The information provided in WCC’s 2014-15 SSSP plan serves as a foundation from which the college intends to expand and strengthen existing service delivery mechanisms and develop more intrusive service delivery strategies.

During the 2015-2016 academic year, WCC intends to implement or make progress towards the following goals (these goals are aligned with the YCCD’s Student Success Initiative and were identified through the Student Services Council, Counseling Office in conjunction and collaboration with other initiatives and planning efforts, such as BSI and Student Equity.

The goals for 2015-2016 to increase and improve the delivery of services targeted to at-risk students include:

- Development of a process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place. Using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans;
- Development of targeted, “just-in-time” mini-orientations for all students, with a specific focus on at-risk students;
- Improve the delivery of counseling services at the Colusa County Outreach Facility by providing online and group counseling sessions;
- Coordinate delivery of counseling services between WCC and the Clear Lake Campus;
- Through implementation of a new Early Alert system through Tutortrac, target students for “just in time” mini orientations and other interventions *(YCCD SSI Goal)*
- Begin implementation of a Peer Mentoring and Student Ambassadors program to support outreach, orientation, advising, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, *(YCCD SSI Goal)*
- Pilot a Summer Bridge Program to orient first time students to WCC, provide intensive services, and focused instruction to assist students in developing a solid foundation for success in their first year, and a specific focus on at-risk students. *(YCCD SSI Goal)*
- Pilot development of two, three, and four-year plan templates for students. *(YCCD SSI Goal)*
- Revamp ESL instruction
- Develop and provide incentives to support student along the path to completion.
- Consider pilot of mandatory student success course for students on academic or progress probation

- Automatically linking supplemental instruction/tutoring support for students who enroll in basic skills math and English classes
 - Targeted communications to students through outreach/"in reach" materials regarding important topics such as education planning and the importance of having a clear educational goal; available student support services and resources; the new BOGFW academic performance standards; financial aid and satisfactory academic performance; tips for student success, etc.
 - Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact.
- 2. a. How many students were provided follow-up services in 2014-15?**

Pending data from YCCD IT.

b. What percentage of the target population does this represent?

Pending data from YCCD IT.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

WCC is in the process of working with YCCD IT staff to develop reports to identify and track students who are at-risk (enrolled/assessed in basic skills courses; academic and/or progress probation; students who do not have a course of study or comprehensive ed plan in place after 15 earning 15 units). Using these reports will help staff to reach out to students through personal phone calls, emails, and text messages to encourage students to meet with a counselor and refer to available tutoring services and other student supports. Strategies to build capacity include developing a Peer Advising/Student Ambassadors programs; hiring additional adjunct counselors to assist with meeting student needs during peak periods; teaching counseling student success courses; implementing intrusive service delivery; and, delivering classroom presentations and workshops.

In addition, other strategies the college is exploring includes mandatory student success course for students on academic probation and linking supplemental instruction/tutoring supports to enrollment in basic skills math and English courses.

3. Services to At-Risk Students:

a. What types of follow-up services are available to at-risk students?

Services that are currently available to at-risk students include tutoring support through the Academic Resource Center, the Writing and Math Center, and other tutoring supports; readmission workshops for students who have been dismissed; student success courses (Counseling 10) and career planning courses (Counseling 25); and, referrals to DSPS.

b. How and when are students notified of these services?

Students are notified of available services through campus flyers and posters; referral by the Counseling Office and other student service departments; and, referral by instructors. For students on academic or progress probation, email letters advise students of the services available to support them.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

Please refer to section on Counseling, Advising, and Other Education Planning Services for a description.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

At present faculty are not involved in early alert. The college is moving forward with plans to purchase an Early Alert system through Tutortrac, with the goal of beginning implementation in Spring 2016.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|--------------------------------------|---|--|
| 2.0 | General Counselors | Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | General Fund |
| 1.0 | General Counselor | Same as above. | SSSP |
| 1.0 | TRIO/General Counselor | CCOF: Same as above. Services provided at the Colusa County Outreach Facility. | TRIO (60%) SSSP (40%) |
| 0.6 | CalWORKs Counselor | Provides counseling and advising services targeted to CalWORKs students. | CalWORKs/TANF |
| 1.0 | Career Counselor/General Counselor | Provides counseling and advising services for all students. | General Fund |
| 1.0 | Transfer Counselor/General Counselor | Provides counseling and advising services for all students. | General Fund |
| 0.6 | EOPS Counselor | Provides counseling and advising services targeted to EOPS/CARE students. | EOPS/CARE |
| 0.50 | Adjunct Counselors | Provide counseling and advising services to all students, including students in special programs, such as DSPS, EOPS/CARE, and at-risk students. | GF/Categorical Funds (depending on assignment)/SSSP/Student Equity |
| 1.0 | TRIO Counselor | WCC: Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom | TRIO |

| # of FTE | Title | Role | Funding Source (SSSP/Match/GF) |
|----------|--|---|--------------------------------|
| | | presentations and workshops. | |
| 1.0 | Counseling Secretary | Provides support to the Counseling Office; runs reports of at-risk students; calls students to make appointments; tracks data service delivery to at-risk student. | SSSP |
| 1.0 | Outreach Specialists | Coordinates high school outreach efforts and provision of core SSSP services for graduating high school seniors; assists with orientations, classroom presentations, and workshops. | SSSP |
| 1.0 | Clear Lake: EOPS/SSSP Counselor | Provide academic and personal counseling to at-risk students; assist students in development of education plans; teach counseling student success courses; conduct classroom presentations and workshops. | EOPS/CARE (60%) SSSP (40%) |
| 1.0 | Clear Lake: General Counselor | Same as above. | General Fund |
| 0.5 | Clear Lake: Adjunct Counselor CalWORKs | Clear Lake | CalWORKs |

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

| Budget Code | Expenditure Title/Description | Funding Source (SSSP/Match/GF) | Amount |
|-------------|-------------------------------|--------------------------------|--------|
| | | | |
| | | | |
| | | | |

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

| Budget | Expenditure Title/Description | Funding Source | Amount |
|--------|-------------------------------|----------------|--------|
|--------|-------------------------------|----------------|--------|

| Code | | (SSSP/Match/GF) | |
|------|---|-----------------|--|
| | Dean of Student Success/Institutional Research Director | Student Equity | |
| | | | |
| | | | |

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

| Budget Code | Expenditure Title/Description | Funding Source | Amount |
|-------------|---|----------------|--------|
| | Dean of Student Services | General Fund | |
| | Senior Evaluator | General Fund | |
| | Transfer and Articulation Counselor/Coordinator | General Fund | |
| | Career Counselor | General Fund | |
| | Online student education plan maintenance | | |

SECTION III. POLICIES

A. Exemption Policy

1. Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Certain students, because of their educational background and plans for study, are exempted from the SSSP/Matriculation requirements of orientation, assessment, and student ed planning. If two or more of the following criteria apply to a student, the student can request an exemption. Based on these criteria, the YCCD’s MIS also automatically exempts students. WCC’s exemption criteria are as follows:

- Has completed an associate or higher degree (verification required – provide a copy of the degree or transcripts)
- Will be enrolling in performance classes only (e.g. music, drama, physical education activity classes)
- Enrolling in fewer than six units
- Not planning to earn a degree or certificate
- Enrolling in job-skill upgrade, self-improvement or general interest courses

- Enrolling in classes for which you have previous training, i.e., firefighter taking an E.M.T. class
- Planning on enrolling in the Fire Academy
- Still attending high school and attempting to enroll in a college course(s) through the Concurrent Enrollment program.

WCC's exemption criteria and process can be found in the course catalog and on the college's website at: <http://wcc.yccd.edu/admissions/matriculation>

2. What percentage of your student population is exempt (list by category)?

Data pending from YCCD Information Technology

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

The Yuba Community College District's appeal policies are governed by Board of Trustees Administrative Procedures and can be found on the district's website at: <http://www.yccd.edu/board/procedures.aspx>. The related Administrative Procedures are AP 5530, Student Rights and Grievances, and AP 5045, Student Records-Challenging Content and Access Log. The college's grievance policy and procedures are also found in the college catalog.

The district procedures provide a mechanism for the prompt and equitable resolution of student grievances. The procedures are available to any student who reasonably believes the college's decision or action has adversely affected his or her status, rights, or privileges as a student. The procedures include, but are not limited to, grievances regarding the following:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harrassment
- Financial Aid
- Illegal Discrimination
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120

In addition, students are able to petition for several circumstances, including, but not limited to:

- Credit course repetition limits (in cases of extenuating circumstance)
- Course substitution
- Academic renewal
- Readmission (after dismissal)

Students are advised to see a counselor and/or the Admission and Records Office for the petition forms. The Admissions and Records Office is responsible for processing student petitions. This information can be found in the college's course catalog at: <http://wcc.yccd.edu/academics/catalog>

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

Course placement is determined by a process in which the student and counselor review all assessment criteria available. Students who wish to petition their recommended placement or the waiver of a prerequisite should be prepared to give evidence or justification why the exemption should be granted. Reasons for seeking a prerequisite challenge may include one or more of the following:

- Student has the knowledge or ability to succeed in the course without meeting the prerequisite, or
- Student believes the prerequisite is discriminatory or is being applied in a discriminatory manner, or
- Prerequisite has not been validated, or
- Prerequisite course is not available.

WCC’s policy on prerequisites and the student challenge process can be found in the course catalog available online at: <http://wcc.yccd.edu/academics/catalog> and on the WCC website at: <http://wcc.yccd.edu/admissions/prerequisites>

Students are advised to see a counselor or to go the Admissions and Records Office to obtain the form necessary to be completed to initiate the prerequisite challenge process. Admissions and Records processes the forms for review and maintains copies on file.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

The Yuba Community College District’s Student Success Initiative Goals includes a focus on professional development that institutional resources and SSSP funding are committed to support. The first professional development district-wide goal is to “Establish, encourage, “market” and maintain an ethos of student success. The district’s second goal related to professional development is to provide training to staff and faculty on customer-service oriented student services. For 2015-2016, targeted professional development for staff and faculty include:

- Customer-service oriented student services
- Education and career planning

- Use of technology resources for student counseling and advising
- Ongoing training on use of the online student education plan
- Training on the new Degree Audit system
- Student Success-related Conferences and Events

SECTION V. ATTACHMENTS

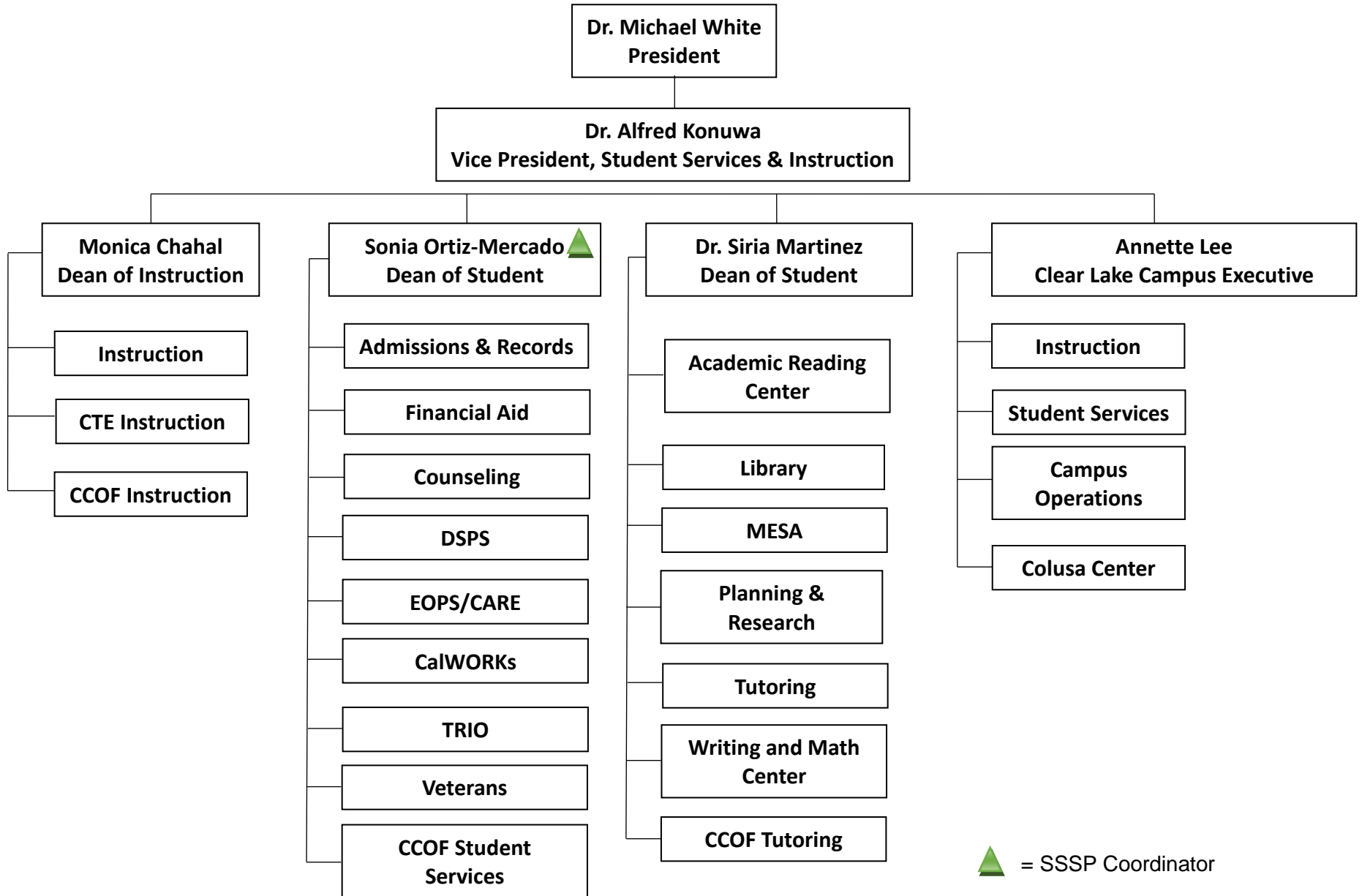
**Attachment A
Student Success and Support Program Plan Participants**

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

| SSSP Program Plan Participant Name | Title | Stakeholder Group |
|---|--|---|
| Sonia Ortiz-Mercado | Dean, Student Services | Administration, Student Services |
| Dr. Alfred Konuwa | Vice President, Student Services and Instruction | Administration, Student Services and Instruction |
| Cheryl Latimer | General Counselor | Counseling Department |
| Jose Vallejo | General Counselor | Counseling Department |
| Juana Ruiz | General Counselor | Counseling Department |
| Estelita Spears | Career Counselor | Counseling Department |
| Todd Sasano | DSPS Coordinator | |
| Ariana Velasco | Counseling Secretary | Counseling Department |
| Caren Fernandez | Interim TRIO Director | TRIO Program |
| Lydia Villalobos | Financial Aid | Financial Aid Office |
| Kimberly Reed | Director, Financial Aid | Financial Aid Office |
| Matthew Clark | President | Academic Senate |
| Sonya Horn | Registrar | Admissions and Records |
| Christopher Recouvreur | President | Associated Students of Woodland Community College |
| Dr. Siria Martinez | Dean, Student Success | Administration, Student Services and Instruction |
| Monica Chahal | Dean, Instruction | Administration, Instruction |
| Armand Brunhoeber | District Testing and Assessment Specialist | Assessment |

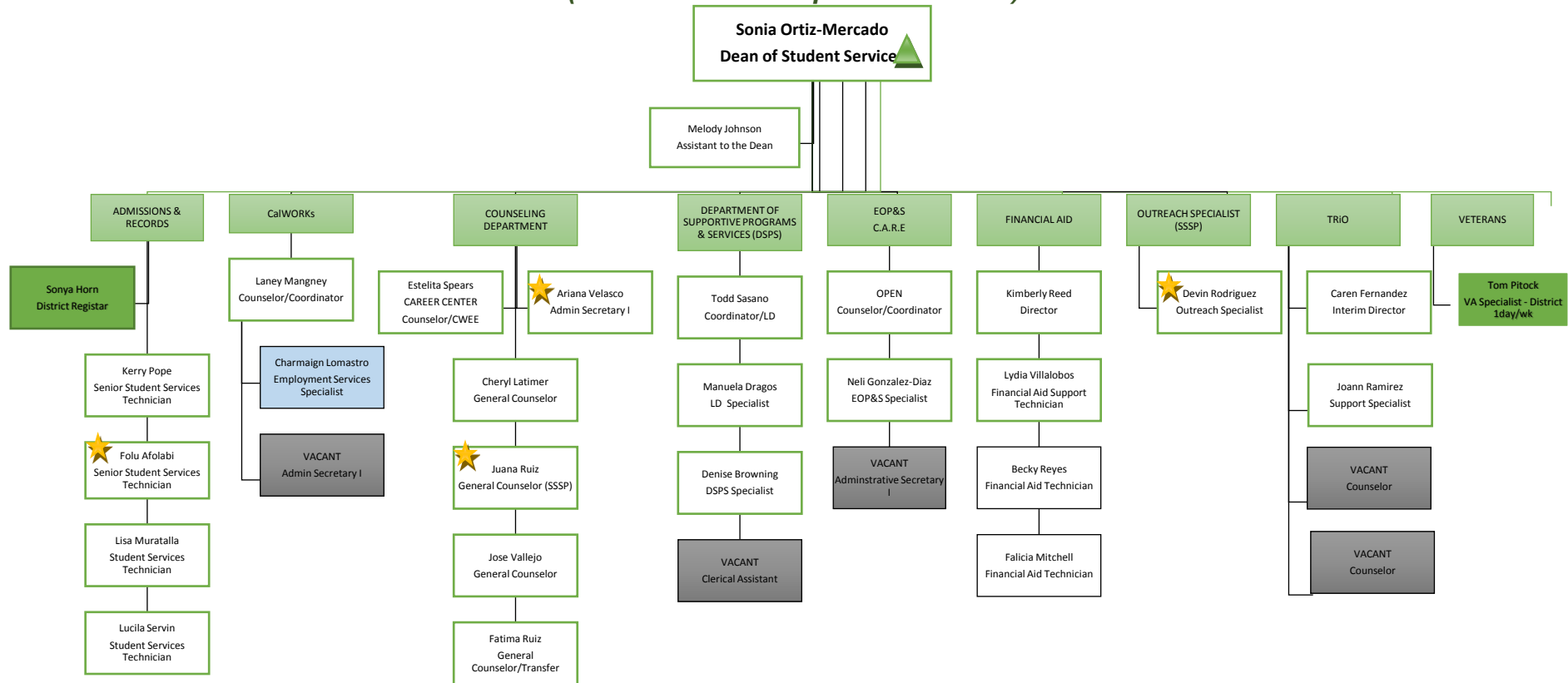
Attachment B: Organizational Charts (College, WCC Student Services, Clear Lake Student Services)

Woodland Community College Organizational Chart



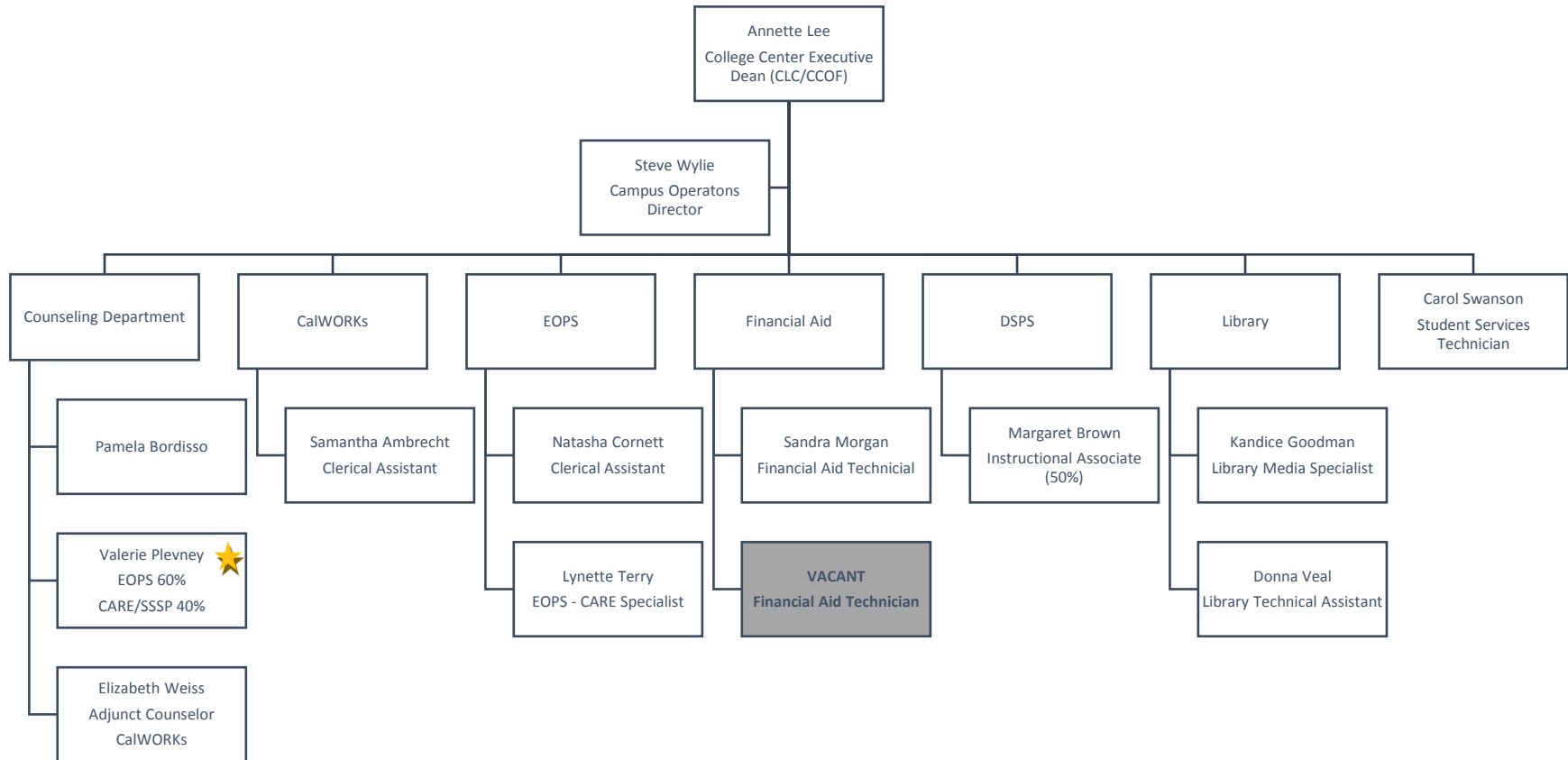
Woodland Community College Student Services Organizational Chart

(with SSSP-funded positions noted)



★ = SSSP-funded
▲ = SSSP Coordinator

Clear Lake Campus Student Services Organizational Chart



★ = SSSP-funded positions

Attachment C: Advisory Committee

**Woodland Community College Student Success Committee
(SSSP, BSI, Student Equity)**

| Committee Member | Title | Stakeholder Group |
|-------------------------|--|---|
| Sonia Ortiz-Mercado | Committee Co-Chair/Dean, Student Services | Administration, Student Services |
| Shawn Lanier | Committee Co-Chair/Professor | Math Faculty |
| Estelita Spears | Career Counselor | Counseling Faculty |
| Dr. Alfred Konuwa | Vice President, Student Services & Instruction | Administration, Student Services & Instruction |
| Sergy Postolaki | Instruction Associate for Math | Classified (Academic Support) |
| Vacant | Student Services | Classified (Student Services) |
| Jeannine Mullin | CTE Faculty | CTE Faculty (ECE) |
| Cay Stode | Professor of English | English Faculty |
| Shawn Lanier | Professor of Mathematics | Math Faculty |
| Donna Bahneman | Human Services/Cooperative Work Experience | Adjust Faculty |
| Vacant | At-Large Faculty Representative | At-Large Faculty |
| Mayra Chavez | Student | Associated Students of Woodland Community College |
| Siria Martinez | Dean of Student Success | Administration, Student Services & Instruction |
| Vacant | ESL Faculty | ESL Faculty |

Resource Members:

| Name | Title | Stakeholder Group |
|-----------------|---|-----------------------------|
| Roger Clague | District Director, Information Technologies | Information Technology |
| Sonya Horn | District Registrar/Admissions and Records | Admissions and Records |
| Kimberly Reed | Financial Aid Director | Financial Aid |
| Monica Chahal | Dean of Instruction | Administration, Instruction |
| Veronica Torres | Interim Director MESA, ARC, WAM, Tutoring | Faculty Resource |
| George Galumba | Professor Emeritus, ESL | ESL Faculty |

K-12 Partners & Ad-Hoc Advisory Members:

| Name | Title | Stakeholder Group |
|------------------------|---|--------------------------|
| Superintendent | Superintendent, Yolo County Office of Education | K-12 |
| Superintendent | Superintendent, Colusa County Office of Education | K-12 |
| High School Principals | Woodland Joint Unified School District (USD), Esparto USD, and Colusa USD | K-12 |

Attachment D: WCC SSSP Funding Crosswalk (Placeholder- pending YCCD Chancellor’s Office final allocations; this budget reflects the 11% Clear Lake Campus realignment funding)

| Budget Account | Description | Student Equity | SSSP | BSI |
|-----------------------|--|-----------------------|------------------|-----------------|
| 1000 | Counseling Hours | | \$12,000 | \$5,000 |
| 1000 | SSSP Coordinator | | \$11,309 | |
| 1000 | SSSP Counselor | | \$93,276 | |
| 1000 | Student Success Center Coordinator | \$90,704 | | |
| 1000 | Colusa: TRIO/SSSP Counselor (60/40%) | | \$40,000 | |
| 1000 | ESL Revamp | | | \$20,000 |
| 2000 | Counseling Secretary | | \$42,200 | |
| 2000 | Career/Transfer Specialist (new) | | \$50,000 | |
| 2000 | Peer Mentors/ Student Ambassadors | | \$20,000 | |
| 2000 | Transcript Evaluator | | \$50,000 | |
| 2000 | WCC Student Engagement/Outreach Specialist | | \$60,000 | |
| 2000 | CLC/CCOF Outreach Specialist (new) | \$25,000 | \$25,000 | |
| 2000 | CLC SSSP Clerical Support (part-time) (new) | | \$25,000 | |
| 2000 | Student Success Center Clerical Support | \$12,801 | | |
| 2000 | Math Instructional Assistant | | | \$22,500 |
| 2000 | English Instructional Assistant | | | \$22,500 |
| 3000 | Benefits | | \$107,212 | |
| 4000 | Duplicating | | \$3,000 | |
| 4000 | Supplies (Orientation, testing, planner, outreach) | \$5,000 | \$25,000 | \$15,000 |
| 5000 | Professional Development | | \$5,000 | \$5,000 |
| 5000 | Software Licensing | | \$20,000 | |
| 5000 | Mileage | \$1,100 | 1000 | |
| 6000 | Equipment | | \$10,000 | |
| | TOTAL = | \$154,605 | \$599,997 | \$90,000 |

Attachment E: WCC SSSP Objectives and YCCD Student Success Initiative Goals

Woodland Community College

Completion by Design: *SSSP Goals and Objectives*

(links to other institutional planning efforts, such as BSI and Student Equity, identified)

| Connection: <i>Interest to Application</i> | | |
|--|--|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| Strengthen partnerships with feeder school districts and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Number of MOU agreements in place Number of Jump Start, Financial Aid & College is for You Presentations at HS | Orientation, Assessment, Counseling/Advising/Ed Plan |
| Develop Dual Enrollment Pathways- SEED Program | <ul style="list-style-type: none"> Number of MOUs Number of dual enrollment courses Course completion rates Number of students who enroll at WCC | Orientation |
| Begin implementation of a Peer Advising and Student Ambassadors ; and, <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Number of students engaged Number & type of events, presentations, campus tours | Orientation |
| Strengthen High School Outreach to include embedded counseling and pre-matriculation activities | <ul style="list-style-type: none"> Number of HS students completing orientation, assessment, & ed plans Number of campus outreach events | Orientation, Counseling/Advising, Assessment/Ed Plan |

| Entry: <i>Enrollment to Completion of Gatekeeper Courses</i> | | |
|---|---|------------------------|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| Mandatory student orientation; Launch the new online, interactive orientation in Spring 2016; <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Number of students receiving orientation Number of students enrolling in courses | Orientation |

| Entry: Enrollment to Completion of Gatekeeper Courses | | |
|---|--|---|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| | post-orientation | |
| Fully implement Degree Audit (<i>YCCD SSI Goal; Equity</i>) | <ul style="list-style-type: none"> Number of comprehensive ed plans developed | Counseling, Advising, Ed Plans |
| Pilot a Summer Bridge Program (<i>YCCD SSI Goal; BSI; Equity</i>) | <ul style="list-style-type: none"> Number of students who enroll in college level course following Summer Bridge Retention rates after first semester & year | Orientation |
| Improve the delivery of orientation services at the Colusa County Outreach Facility by providing online and group counseling orientation sessions | <ul style="list-style-type: none"> Number of students receiving orientation services Retention & Persistence Rates (term/year) | Orientation, Counseling/Advising, Ed Plan |
| Coordinate online orientation and group orientation/counseling services between WCC and the Clear Lake Campus | <ul style="list-style-type: none"> Number of students receiving orientation services Retention & Persistence Rates (term/year) | Orientation, Counseling/Advising, Ed Plan |
| Increasing student awareness and understanding of the importance of assessment tests | <ul style="list-style-type: none"> Student assessment results Number of students receiving assessment services | Assessment |
| Begin implementation of a Peer Mentoring and Student Ambassadors program to support outreach, orientation, peer-to-peer mentoring efforts for all students, with a particular focus on at-risk students; and, (<i>YCCD SSI Goal</i>) | <ul style="list-style-type: none"> Number of students engaged Number & type of events, presentations, campus tours | Orientation/Advising |
| Providing students with greater opportunities to take practice tests ; (<i>YCCD SSI Goal</i>) | <ul style="list-style-type: none"> Student assessment results Number of students receiving assessment services | Assessment |
| Lay groundwork for transition to the State's new Common Assessment system, planned for implementation during fall 2016 for registration in Spring 2017 courses. (<i>YCCD SSI Goal</i>) | <ul style="list-style-type: none"> CCC Common Assessment System Implementation | Assessment |

| Entry: Enrollment to Completion of Gatekeeper Courses | | |
|---|---|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| Continue roll-out and refinement of online student education plan in concert with the Degree Audit system; <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Number of online abbreviated and comprehensive ed plans completed | Counseling, Advising, Ed Plan |
| Pilot development of two, three, and four-year plan templates for students. <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Templates completed | Counseling, Advising, Ed Plan |
| Targeted communications to students through outreach/"in reach" materials regarding important topics such as education planning and the importance of having a clear educational goal; available student support services and resources; the new BOGFW academic performance standards; financial aid and satisfactory academic performance; tips for student success, etc. | <ul style="list-style-type: none"> Communications materials developed | Orientation, Counseling, Advising, Ed Plan |
| Use intrusive service delivery approach | <ul style="list-style-type: none"> Retention and persistence rates Reduction in number of students on probation & dismissal | Counseling, Advising, Follow-Up for At-Risk Students |
| Revamp ESL instruction <i>(BSI Plan)</i> | <ul style="list-style-type: none"> Retention and persistence rates Course pass rates Entry into college level courses | Counseling, Advising |
| Pilot First Year Experience course <i>(YCCD SSI Goal; Equity)</i> | <ul style="list-style-type: none"> Number of FYE courses offered Retention and persistence rates after first year | Orientation, Counseling, Advising |
| Develop Mentorship programs and academic advising <i>(Equity)</i> | <ul style="list-style-type: none"> Retention and persistence rates Number of students participating in mentorship opportunities | Advising |
| Linking supplemental instruction/college success courses for students who enroll in basic skills math and English classes <i>(Equity)</i> | <ul style="list-style-type: none"> Retention and persistence rates Number of SI courses Course success rates | Follow-Up for At-Risk Students |
| Develop pilot for Accelerated Basic Skills | <ul style="list-style-type: none"> Retention and | Follow-Up for At-Risk |

| Entry: Enrollment to Completion of Gatekeeper Courses | | |
|--|---|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| courses <i>(YCCD SSI Goal, Equity)</i> | <ul style="list-style-type: none"> persistence rates Number of Accelerated Basic Skills courses Course success rates | Students |
| Develop Online Support Services for Distance Learning Students <i>(YCCD SSI Goal, Equity, EMP)</i> | <ul style="list-style-type: none"> Number of support services provided online Number of students who participate in online support services | Orientation, Assessment, Counseling, Advising, Ed Plan, Follow-Up for At-Risk Students |
| Develop default Ed Plans that include Math and English in First Year <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> Number of ed plans developed | Counseling, Advising |
| Develop research agenda to assess continuum of student experience; Improve Campus Climate & Student Engagement ; SENSE/CCSSE <i>(YCCD SSI Goal)</i> | <ul style="list-style-type: none"> SENSE/CCSSE and other survey results | Orientation, Advising, Follow-Up for At-Risk Students |

| Progress: Entry into Courses of Study to 75% Requirements Completed | | |
|---|--|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| Development of targeted, “just-in-time” services for all students, with a specific focus on at-risk students ; | <ul style="list-style-type: none"> Number of “just in time” services developed Number of students receiving services | Counseling/Advising, Follow-Up Services for At-Risk Students |
| Through implementation of a new Early Alert system through Tutortrac, target students for interventions <i>(YCCD SSI Goal, Equity)</i> | <ul style="list-style-type: none"> Number of students identified via Early Alert Number of students receiving services after Early Alert Course completion rates Persistence and retention rates | Counseling/Advising, Follow-Up Services for At-Risk Students |
| Develop and provide incentives to support student along the path to completion. | <ul style="list-style-type: none"> Persistence and retention rates Number and types of incentives | Counseling/Advising, Follow-Up Services for At-Risk Students |
| Consider pilot of mandatory college success course for students on academic or progress probation | <ul style="list-style-type: none"> Persistence and retention rates Number of students | Counseling/Advising, Follow-Up Services for At-Risk Students |

| Progress: Entry into Courses of Study to 75% Requirements Completed | | |
|--|--|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| | improving academic performance (2.0 or greater, etc.) | |
| Development of process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place- using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans; | <ul style="list-style-type: none"> Number of students who develop a comprehensive ed plan | Counseling/Advising, Follow-Up Services for At-Risk Students |
| Targeted communications to students through outreach/"in reach" materials | <ul style="list-style-type: none"> Number and type of communication resources developed | Follow-Up Services for At-Risk Students |
| Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact. | <ul style="list-style-type: none"> Number of notifications sent Number of students improving academic performance (2.0 or greater, etc.) | Follow-Up Services for At-Risk Students |

| Completion: Complete Course of Study (graduation) | | |
|---|--|--|
| Objectives | Measurable Outcomes | SSSP Core Service Area |
| Reassess graduation and degree requirements. [YCCD Student Success Initiative (SSI) Goal] | <ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates | Counseling, Advising |
| Develop and provide incentives to support student along the path to completion. | <ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates | Counseling/Advising, Follow-Up Services for At-Risk Students |
| Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact. | <ul style="list-style-type: none"> Number of students graduating and earning degrees/certificates | Counseling/Advising, Follow-Up Services for At-Risk Students |

Attachment F: WCC Online Orientation Table of Contents

TABLE OF CONTENTS

(NEW ONLINE ORIENTATION STORYBOARD)

Note: the sections meeting title 5 requirements for orientation have been marked with an asterisk

Welcome to Woodland Community College.....

Welcome.....

About WCC.....

Student Welcome / Orientation Instructions.....

Main Menu.....

YOUR FIRST STEPS.....

Introduction.....

A Partnership for Success.....

Pathway to College Success.....

Core Services.....

Step 1: Apply for Admission *.....

Admissions and Records Office.....

Residency Status.....

Step 2: Complete Orientation.....

Step 3: Take Placement Tests.....

Placement Testing Preparation.....

Course Sequences.....

Step 4: Meet with a Counselor (education planning)*.....

Counseling Office.....

Ways to Get Counseling.....

Check on Learning.....

Priority Registration *.....

*Step 5: Register for Classes**.....

*Fees and Tuition**.....

Check on Learning.....

*Financial Aid**.....

*Applying for Financial Aid**.....

*Financial Aid Disbursement**.....

*Satisfactory Academic Progress**

Check on Learning.....

Conclusion

ACADEMIC GOALS* (and education planning).....

Introduction

What Good are Goals?

Education Hierarchy.....

Transfer.....

General Education

IGETC Overview

CSU Breadth.....

Out of State / Private Schools.....

Associate Degree for Transfer.....

Associate Degree.....

GE Course Pattern for WCC Associate Degrees

Certificates

Check on Learning.....

Instructional Organization

STUDENT SERVICES*

*Introduction and Overview of Available Student Support Services**

Conclusion

ACADEMIC SUPPORT SERVICES*

Introduction

Library/Media Services

Tutoring Center

Writing and Math Center

Academic Reading Center

Career and Transfer Center

MESA

Check on Learning.....

Conclusion

STUDENT SUCCESS BASICS.....

Introduction

What is a Unit?.....

Study Hours Per Unit

Time Management

Course Load Recommendations

*Academic Calendar / Important Dates**

Check on Learning

Grade Options

Incompletes and Withdrawals

Grade Point Average (GPA)

*Probation and Dismissal**

Course Repetition Policy

Check on Learning

College Catalog and Schedule of Classes

How to Read the Schedule of Classes

*Prerequisites, Corequisites, and Advisories**

Challenging Prerequisites and Corequisites

Setting Up a Schedule

Check on Learning

Conclusion

STUDENT CONDUCT AND SAFETY

Introduction

Student Code of Conduct

Disciplinary Actions

Academic Honesty

Classroom Etiquette

Smoke-Free Campus

Check on Learning

Violence Against Women Act (VAWA)

Discrimination and Harassment

Student Rights and Grievance Procedures

Terms You Should Know

Clery Act

Family Educational Rights and Privacy Act (FERPA)

Campus Police and Safety

Parking

Check on Learning.....

Conclusion

Attachment G: Yuba Community College District Multiple Measures

Yuba Community College District
Student Placement Survey

1. Each hour per week that you spend in a lecture class earns 1 credit. If you enroll in a 3 unit class you will be spending 3 hours in a class each week. A full time load is 12 units, or 12 hours in class each week. How many hours per week will you have available for study and homework for each credit unit you will be carrying?

| | | |
|---|-----------------------|------|
| <input type="checkbox"/> Less than 1 hour | English - Old & Young | 0.00 |
| <input type="checkbox"/> More than 1 hour but less than 2 hours | | 0.01 |
| <input type="checkbox"/> Two to three hours | | 0.02 |
| <input type="checkbox"/> Three or more hours | | 0.00 |

2. Please select the highest English class you have completed with a grade of "C" or better.

| | | |
|--|-----------------|------|
| <input type="checkbox"/> Junior English or lower | English - Young | 0.00 |
| <input type="checkbox"/> Senior English | | 0.00 |
| <input type="checkbox"/> Advanced writing or literature course beyond senior English | | 0.03 |
| <input type="checkbox"/> Honors studies or advanced placement (AP) in senior English | | 0.03 |

3. In your job or daily activities, how much are you required to read and write?

| | | |
|---|---------------|------|
| <input type="checkbox"/> I read and write for more than half of my job or activities. | English - Old | 0.02 |
| <input type="checkbox"/> Less than half of my job or daily activities require me to read. | | 0.01 |
| <input type="checkbox"/> I do little or no reading and writing in my job or daily activities. | | 0.00 |

4. How important do you believe it is to people closest to you that you complete your educational goals?

| | | |
|---|---------------|------|
| <input type="checkbox"/> Very important | English - Old | 0.03 |
| <input type="checkbox"/> Pretty important | | 0.02 |
| <input type="checkbox"/> Somewhat important | | 0.01 |
| <input type="checkbox"/> Not important | | 0.00 |

5. Please select the grade you received in your most recent English class.

| | | |
|--|-----------------|------|
| <input type="checkbox"/> A | English - Young | 0.02 |
| <input type="checkbox"/> B | | 0.01 |
| <input type="checkbox"/> C | | 0.00 |
| <input type="checkbox"/> D | | 0.00 |
| <input type="checkbox"/> F | | 0.00 |
| <input type="checkbox"/> Other passing grade | | 0.00 |
| <input type="checkbox"/> Other failing grade | | 0.00 |

6. Select the answer below that best describes you when you read text books or other informational text.

| | | |
|--|-----------------------|------|
| <input type="checkbox"/> I usually understand what I read the first time through. | English - Old & Young | 0.03 |
| <input type="checkbox"/> I sometimes need to read material several times before I understand it. | | 0.01 |
| <input type="checkbox"/> I usually need to read material several times before I understand it. | | 0.00 |
| <input type="checkbox"/> I frequently am not able to understand written material no matter how many times I read it. | | 0.00 |

7. How many hours per week do you read for pleasure?

| | | |
|---|-----------------------|------|
| <input type="checkbox"/> Less than 1 hour | English - Old & Young | 0.00 |
| <input type="checkbox"/> 1 to 2 hours | | 0.00 |
| <input type="checkbox"/> 2 to 3 hours | | 0.00 |
| <input type="checkbox"/> 3 to 4 hours | | 0.01 |
| <input type="checkbox"/> 4 to 5 hours | | 0.02 |
| <input type="checkbox"/> 5 hours or more | | 0.04 |

8. Please select, from the list below, the highest math course you completed with a grade of "C" or better.

| | | |
|---|--------------|------|
| <input type="checkbox"/> Basic Arithmetic | Math - Young | 0.00 |
| <input type="checkbox"/> Pre-Algebra | | 0.00 |
| <input type="checkbox"/> Elementary Algebra (Algebra 1) | | 0.00 |
| <input type="checkbox"/> Geometry | | 0.01 |
| <input type="checkbox"/> Intermediate Algebra (Algebra 2) | | 0.01 |
| <input type="checkbox"/> Trigonometry | | 0.02 |

| | | |
|---------------------------------------|--|------|
| <input type="checkbox"/> Pre-Calculus | | 0.02 |
| <input type="checkbox"/> Calculus | | 0.03 |

9. Please select the grade you received in your most recent Math class.

| | | |
|--|--------------|------|
| <input type="checkbox"/> A | Math - Young | 0.02 |
| <input type="checkbox"/> B | | 0.01 |
| <input type="checkbox"/> C | | 0.00 |
| <input type="checkbox"/> D | | 0.00 |
| <input type="checkbox"/> F | | 0.00 |
| <input type="checkbox"/> Other passing grade | | 0.00 |
| <input type="checkbox"/> Other failing grade | | 0.00 |

10. Which best describes your attitude towards Math.

| | | |
|--|--------------------|------|
| <input type="checkbox"/> I dislike Math, but I try hard anyway. | Math - Old & Young | 0.01 |
| <input type="checkbox"/> I dislike Math and try only if I have a good teacher. | | 0.00 |
| <input type="checkbox"/> I dislike Math, but I do what is necessary to pass. | | 0.02 |
| <input type="checkbox"/> I like Math and don't mind working hard to succeed. | | 0.03 |
| <input type="checkbox"/> I don't mind learning Math, but it isn't important to me. | | 0.01 |

11. How many hours per day do you plan to devote to homework and study for your Math class?

| | | |
|--|--------------------|------|
| <input type="checkbox"/> Less than 1 hour | Math - Old & Young | 0.00 |
| <input type="checkbox"/> More than 1 hour, but less than 2 hours | | 0.01 |
| <input type="checkbox"/> 2 to 3 hours | | 0.03 |
| <input type="checkbox"/> 3 or more hours | | 0.01 |

12. Which of the following best describes you as a Math student?

| | | |
|--|--------------------|------|
| <input type="checkbox"/> I seek help from my instructor or math tutor. | Math - Old & Young | 0.02 |
| <input type="checkbox"/> I seek help from friends or classmates. | | 0.02 |
| <input type="checkbox"/> I study with friends or in a study group. | | 0.03 |
| <input type="checkbox"/> I am reluctant to seek help others. | | 0.00 |
| <input type="checkbox"/> I prefer to rely on myself and almost never seek help from others | | 0.00 |

13. How much do you use numbers in your work and everyday situations?

| | | |
|--|------------|------|
| <input type="checkbox"/> I use numbers regularly in my daily routine and work. | Math - Old | 0.02 |
| <input type="checkbox"/> I sometimes need to do number problems. | | 0.01 |
| <input type="checkbox"/> I seldom or never need to use numbers. | | 0.00 |

14. How confident are you with using Math in everyday situations, such as calculating tips or estimating the cost of something of sale using percentages?

| | | |
|--|------------|------|
| <input type="checkbox"/> Not at all confident; I usually rely on someone else to do this. | Math - Old | 0.00 |
| <input type="checkbox"/> Somewhat confident; I can sometimes figure out a tip or a sales price. | | 0.00 |
| <input type="checkbox"/> Fairly confident; if I work at it or use a calculator, I usually can do it. | | 0.01 |
| <input type="checkbox"/> Very confident; I do these kinds of calculations in my head. | | 0.02 |

Woodland Community College

ACADEMIC SENATE

CONSTITUTION AND BYLAWS

February 29, 2008 Revised January

??, 2016

PART I – CONSTITUTION

Article I - Legal Basis for an Academic Senate

Article II - Purpose

Article III - Membership Qualifications

Article IV - Composition and Officers

Article V - Duties and Responsibilities

Article VI - Amendments

PART II – BYLAWS

Article I - Duties of Officers and Senators

Article II - Meetings

Article III - Elections

Article IV - Recall and Dismissal

Article V - Amendment Procedures

Article VI – Supplemental Procedures

CONSTITUTION

ARTICLE I - LEGAL BASIS FOR AN ACADEMIC SENATE

SECTION 1 – Title 5

The Academic Senate of Woodland Community College is established so that the faculty may have a formal and effective process for participating in the formation of district policies relative to academic and professional matters as set forth in Title 5 of the California Code of Regulations.

SECTION 2 – Powers Vested in the Faculty

All powers and responsibilities herein granted shall be vested in the faculty acting through the academic senate.

ARTICLE II - PURPOSE

SECTION 1 – Senate Purpose

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration of Woodland Community College and to the governing board of the Yuba Community College District in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty thereof.
- Work toward the development and improvement of professional standards.
- Provide a venue for addressing issues of an academic or professional nature affecting Woodland Community College and its faculty.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters. "Academic and professional matters" means policy development and implementation matters as delineated in Sections 2 and 3 below.

SECTION 2 – Senate Responsibilities

The academic senate shall have primary responsibility for the following (See Board Policy 2510 Participation in Local Decision Making.):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

SECTION 3 – Role of Senate and Board of Trustees

The following items (4 – 11) shall require mutual agreement between the academic senate and the board of trustees (See Board Policy 2510 Participation in Local Decision Making.):

4. Educational program development

5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the board of trustees and the senate

ARTICLE III - MEMBERSHIP QUALIFICATIONS

SECTION 1 – Senate Membership

Membership in the academic senate shall consist of those individuals employed by the Yuba Community College District and assigned to Woodland Community College who meet the following definition of "faculty."

"Faculty" is defined as those employees of the Yuba Community College District who hold the rank of "professor," "instructor," or "adjunct faculty member." An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester ("return right" as defined in the YC-AFT Contract).

SECTION 2 – Ineligibility

If a member of the academic senate becomes ineligible for membership (refer to Constitution, Article III, Section 1), that person will no longer continue to be a member of the senate and the vacancy shall be filled as provided in Bylaws, Article III, Section 1.

ARTICLE IV - COMPOSITION AND OFFICERS

SECTION 1 – Senate Composition

The academic senate shall be composed of the elected president of the senate, six additional full-time faculty members, two adjunct faculty members, and the past president of the senate (when seated).

SECTION 2 – Senate Representation

Representation to the senate shall be as delineated in Article III, Section 3 of the Bylaws:

SECTION 3 – Senate Officers

The officers of the senate shall include a president, a vice president, and a secretary. The officers'

terms, election procedures, and duties are set forth in Bylaws

ARTICLE V - DUTIES AND RESPONSIBILITIES

SECTION 1 – Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority of the senate shall constitute a quorum, which shall be sufficient to transact business.

SECTION 2 – Meeting Minutes

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

SECTION 3– Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

SECTION 4 – Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

ARTICLE VI - AMENDMENTS

The academic senate and/or members of the faculty may propose amendments to the Woodland Community College Academic Senate Constitution and Bylaws, as set forth in Bylaws, Article V.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

There shall be a president, a vice president, and a secretary of the academic senate. Only full-time faculty members are eligible for the office of president and vice president

SECTION 2 – Election of the President

1. The president of the senate shall be elected at-large from the membership of the full-time faculty.
2. The election of the president shall conform to the procedures specified in Bylaws, Article III, Section 2.

SECTION 3 – Election of the Vice President

At the last meeting in February of each year, the senate shall nominate, from its membership, a vice president for a one-year term. The nomination shall be subject to confirmation by a majority of the senate.

SECTION 4 – Election of the Secretary

At the last meeting in February of each year, the senate shall nominate from its membership a secretary for a one year term. The nomination is subject to confirmation by a majority of the senate. In the absence of an elected secretary, the senate may choose to rotate secretarial duties among its members.

SECTION 5 – Terms

1. The president shall serve for a term of two academic years. The president shall serve a maximum of two consecutive terms (of 2 academic years each) but may serve additional terms after an interruption of service of at least one term.
2. The vice-president and the secretary shall serve for one academic year.
3. The past-president (when seated) shall serve for one

academic year

SECTION 6 -- Duties of the President

1. Preside at all regular and special meetings of the senate.
2. Preside at all meetings of the faculty called by the senate president or by the senate.
3. Attend, or have a senate representative attend all regular meetings of the Board of Trustees. The vice president should first be asked to attend in the president's absence; if the vice president is unavailable, then another member of the senate should be asked.

4. Represent the senate in all “major governance” committees if the senate has not already appointed a person to represent the senate at such meetings. The president should regularly attend all “major governance” committees, especially when major academic and professional matters are under discussion. The academic senate shall determine which committees are to be defined as “major governance” committees.
5. The president should be accompanied by the vice president, another senator, or designated faculty representative at all meetings with the administration. The vice president shall first be asked to accompany the president; if the vice president is unavailable, another member of the senate or a faculty representative should be asked.
6. Serve as an ex-officio member of all senate committees.
7. Prepare and distribute an agenda for each senate meeting.
8. Ensure that senate business is carried forward from previous senate meetings in a timely manner.
9. Implement decisions of the senate and supervise administration of senate business.
10. Perform those tasks that the senate or president deems necessary to the responsible discharge of the president’s obligations to the faculty and senate.
11. The president will be the official spokesperson for the academic senate.

SECTION 7 – Duties of the Vice President

1. If the president is absent or incapacitated, the vice president shall assume the duties of the president until such time as determined by the senate.
2. The vice president shall regularly attend “major governance” committees as assigned.
3. The vice president or a designee from the senate shall attend all curriculum committee meetings.
4. The vice president shall accompany the president when possible in meetings with the administration.
5. The vice president shall perform other duties as assigned by the president or the senate.

SECTION 8 – Duties of the Secretary

1. Keep minutes of all meetings and distribute them to all faculty members.
2. Keep the official record of the senate business.
3. Assume the duties of the president if both the president and vice president are absent or incapacitated.
4. Keep and report the official attendance record of the senate.

SECTION 9 – Duties of Senators

1. Attend senate meetings regularly.
2. Report senate deliberations to constituents and carry constituent concerns to the senate.
3. Represent the senate only when authorized to do so.

SECTION 10 – Ineligibility or Resignation

1. If the president resigns or becomes permanently incapacitated, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.
2. A senator shall become ineligible for a position on the senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the academic senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. Regular Calendar Meetings – The academic senate shall hold regular meetings at least once every month during the academic year (August through May). The senate shall, by resolution, set forth the calendar of meetings (to include date, time and place) for the succeeding academic year during the final May regular meeting (Sec. 54954, California Government Code [Brown Act]).
2. Regular Agenda Meetings – An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).

SECTION 2 – Special Meetings

Special meetings of the academic senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

A special meeting of the academic senate shall be called by the president upon the written petition of at least three members of the senate or ten percent of the members of the faculty, or at the discretion of the president.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the senate or president such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 5 – Tenure Hearings

Tenure hearings are closed personnel sessions of the academic senate and are to be held prior to February 15.

SECTION 6 – Compliance with *Robert's Rules of Order*

All academic senate meetings shall be conducted in accordance with generally accepted parliamentary procedures, as described in *Robert's Rules of Order*.

ARTICLE III - ELECTIONS

SECTION 1 – Formation and Duties of Election Committee

Election Committee – During the first week of May, the president of the senate shall solicit volunteers from the faculty to serve on an “Election Committee” for the following academic year. The senate shall then select at least three of these faculty members to form the Election Committee. It shall be the duty of this committee to actively seek out qualified candidates to be nominated for all elections. The Election Committee shall follow the procedures below in conducting the election:

1. Set and advertise the dates for nominations and elections.
2. Issue secret ballots.
3. Ensure that each faculty member casts only one vote and ensure that all faculty members in the representative group are given the opportunity to vote.
4. Secure the ballot box and tally ballots in the presence of all members of the committee.
5. Report the results of the election in writing to the president of the senate.

SECTION 2 – Election of the President

1. The full time faculty shall elect the president of the academic senate by the end of the first week of February. The new president will assume the duties of president of the academic senate at the **first senate meeting** of the following academic year.
2. Nominations – The vice president at the time of nominations will automatically be a nominee for president if she/he agrees to run. Other nominations for president may also be made by submitting to the Election Committee a petition of nomination signed by not less than ten percent of the full time faculty members including the nominee.

SECTION 3 – Election of Senators Representing Academic Groups

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

- a. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences)

2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

- a. One at-large senator

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland campus
2. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative, that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

1. By the end of the first week of February, the Election Committee shall notify those academic groups that are eligible to elect a member from within their unit to serve on the

senate. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected.

2. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee. All nominations shall be submitted to the Election Committee by the end of the second week of February. The Election Committee will hold elections as specified in Bylaws, Article III, Section 1.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.
4. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty members.

SECTION 4 – Election of At-Large Senators

1. By the end of the third week of February, the election committee will notify the faculty of open at-large seats and will begin accepting nominations. These include:
 1. The seat(s) reserved for full time faculty.
 2. The seats reserved for adjunct faculty.
 3. Any seats that may result from a division not nominating a senator to represent it.
2. Nominations for at-large senators will close on February 28 or the first working day afterwards.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.

SECTION 5 – Nomination and Confirmation of Vice President

As soon as the new senate has been elected, it shall nominate one of its members to the office of vice president. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected.

SECTION 6 – Nomination and Confirmation of Secretary

Following the election of the vice president, the senate shall nominate one of its members to the office of secretary. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected or the senate decides not to seat a secretary.

Section 7 Ties

In the event that an election results in a tie, the elections committee will conduct a coin flip to determine the winner.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023...
2. Math/Science –2017, 2020, 2023...
3. Social Science –2018, 2021, 2024...
4. Business/Vocational Education –2018, 2021, 2024...
5. Student Services –2016, 2019, 2022...
6. Adjunct for Woodland –2016, 2019, 2022...
7. Adjunct for Colusa –2018, 2021, 2024...

8. At Large –2016, 2019, 2022...

ARTICLE IV - RECALL AND

DISMISSAL SECTION 1 – Recall of Senators

Any member of the academic senate is subject to being recalled by two-thirds of the faculty that elected them, as defined in Constitution, Article III, Section 1. The academic senate governs the recall procedures. Further, any member of the academic senate is subject to being expelled by a vote of two-thirds or more of the membership of the senate.

SECTION 2 – Recall of Officers

If the president is recalled, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.

SECTION 3 – Petition of Recall

If an academic group wishes to recall the individual they elected to be their senate representative, a petition signed by a majority of the eligible unit's voters and presented to the academic senate will start the recall process. The Election Committee will then conduct an election to fill the vacant seat as outlined in Bylaws, Article III, Section 1. A two-thirds majority of the votes cast is required to remove the senator from office. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 4 – Recall of At-Large Senator

If the senator to be recalled is an at-large senator representing full time faculty, a petition signed by forty percent of the full time faculty presented to the academic senate will start the recall process. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 5 – Recall of Adjunct Senators

If the senator to be recalled is an adjunct senator, a petition signed by forty percent of the eligible adjunct faculty presented to the academic senate will start the recall process. The term "eligible adjunct faculty" refers to the faculty that are eligible to vote for that senator. If the senator is representing the Woodland campus, only those adjunct faculty members teaching in Woodland can vote. If the senator is representing the Colusa outreach, only those adjunct faculty members teaching in Colusa can vote. If the Senator is serving all adjunct faculty, then all adjunct faculty can vote. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast from is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 6 – Dismissal of Senators for Excessive Absences

If a senator misses more than 50% of regular Senate meetings during any semester, that senator will be considered derelict in his or her duty and shall be removed. If the senator in question represents a Representative Area, the group will be notified that their senator has been removed from office. The Election Committee will then conduct a new election for that academic group using the election procedures as outlined in Bylaws, Article III, Section 1. If the senator in question is serving at large, the senate will declare that seat vacant and the Election Committee, using the election procedures, will conduct a new election as outlined in Bylaws, Article III, Section 1.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Woodland Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. Amendments can be put forward in one of two ways: First, the sponsor of an amendment shall submit to the academic senate a copy of the proposed amendment, with the signatures of thirty percent of the full time faculty. Second, the academic senate may by majority vote become the sponsor of an amendment. In either case, the senate shall set a date for a meeting of the faculty for the purpose of debating the proposal. The sponsor shall distribute copies of the proposed amendment to the faculty no later than five working days prior to the faculty meeting.
2. The senate shall conduct an election on the proposed amendment no earlier than five working days, nor later than ten working days, following the date of the faculty debate of the amendment.
3. A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
4. A two-thirds majority of the senate shall be required to amend the Bylaws.

SECTION 2 – Amendment Voting Weights

For voting purposes, the number of faculty shall be defined as all full-time faculty plus two-fifths of the adjunct faculty. Each full-time faculty member shall have one full vote. Each adjunct faculty member shall have a two-fifths vote.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the senate and provide for the resolution of contentious issues, the senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of senate resolution, and shall be binding. They will generally deal with issues of less importance than those items enumerated in this

Constitution and Bylaws. They can be passed and modified by a majority vote of the senate. They will be published separately from this Constitution and Bylaws.

Constitution Page 1 of 12