Academic Senate
Meeting Minutes

Date: Friday, November 17, 2017   **Time/Location:** 1-3:00 PM / WCC Room 852 & LCC Room 402

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

Senators: Matt Clark (President), **Jeannine Mullin** (CTE), **Doug Stone** (WCC Part-time), **Kevin Ferns** (Secretary, FaLaHum), **Christopher Howerton** (VP, At-large), **Mike Papin** (LCC via phone), **Pam Geer** (CCC & LCC Part-time), **Greg Gassman** (Social Science), **Jose Vallejo** (Student Services)

Ex-officio Members: Gurtaj Grewal (ASWCC Rep)

Absent: **Shawn Lanier** (Math & Science)

Guests: VP Konuwa, Betsy Allen

Call to order 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	**Approval of Agenda - Action**		Approve agenda of 11/17/17 (MSC Howerton/Ferns).
II	**Public Comment**		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	*Discussion: **None***		
III	**Approval of Minutes-Action**		Review and approve the minutes of 10/27/17 regular meeting.
	Discussion/Decision: 1. The minutes of 10/27/17 are approved (MSC Howerton/Stone).		
IV	**Committee Appointments - Action**	Howerton	**Objective**: Appoint faculty members to committees.
	The senate appoints Pamela Bordisso, Peggy Alexander, and Robert Cabreros to the LCC Counseling search committee. Peggy Alexander is appointed as co-chair.		
V	**Curriculum Committee Purpose Statement – Information/Discussion**	Howerton, Clark	**Background**: The Curriculum Committee has drafted a revision of the Curriculum Committee Purpose Statement. **Objective**: First read of the revised purpose statement, with the intent to debate adoption at the December 8 meeting of the senate.

	Discussion/Decision: 1. Howerton reported that the Curriculum Committee has updated its purpose statement. The biggest change is the addition of a dean to the committee, bringing total membership to 9.		
VI	**Colusa County Center (CCC) ACCJC Sub-Change – Information/Discussion**	Konuwa, Clark	**Background**: It is possible to earn more than 50% of the units needed to earn some degrees at CCC. At the point when that happens, colleges are required to submit a Sub-Change request to ACCJC. The Sub-Change requires senate sign-off and Board approval. **Objective**: First read of the Sub-Change, with the intent to debate sign-off at the December 8 meeting of the senate.
	Discussion/Decision: 1. VP Konuwa reported that it is possible to earn more than 50% of the units needed to earn some degrees at CCC. At the point when that happens, colleges are required to submit a Sub-Change request to ACCJC. The Sub-Change requires senate sign-off and Board approval. The senate can sign off on this on December 8 and it will go to the Board of Trustees.		
VII	**California Guided Pathways Program (CGPP): College Self-Assessment – Information/Discussion**	Martinez, Howerton	**Background**: Phase 2 of the CGPP requires each college to submit a self-assessment of their readiness regarding GP. Since much of the information requested blends with the work of WCC's Data Inquiry Group (DIG), DIG has taken the lead in drafting the self-assessment. The self-assessment requires senate sign-off and Board approval. **Objective**: First read of the self-assessment with the intent to debate sign-off at the December 8 meeting of the senate.
	Discussion/Decision: 1. Howerton reported that some WCC administrators and faculty recently attended a workshop on the guided pathways funding and assessment protocols. To be considered for funding, the attached assessment is the first draft of WCC's submission. VP Konuwa added that there is still a need for faculty participation and a formal structure needed to do the work necessary under CGPP. This document will go out for feedback to all faculty next week.		
VIII	**ASCCC Plenary Adopted Resolutions – Information/Discussion**	Clark, Howerton	**Background**: The adopted slate of resolutions from the ASCCC Fall Plenary includes a number of resolutions that "…Urge local senates…" (or some variation thereof) to take various actions: 9.01, 9.04, 13.01, 13.03, 15.01, 17.01 through 17.06, and 17.08. **Objective**: Review the resolutions that "…urge local senates…" and discuss which should inform the work of our senate.
	Discussion/Decision: 1. A general discussion took place on Resolution 9.01. Resolution 9.01 is as follows: 9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus. Whereas, Title 5 §53200		

defines academic and professional matters to include degree and certificate requirements and educational program development and Title 5 §53203 requires "the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters;" Whereas, A "meta major" or an "area of focus," a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest; and Whereas, Colleges nationwide are determining locally "meta majors" or "areas of focus" to support local programs, community needs, and student interest; Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the "meta majors" or "areas of focus" is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200. The senate agreed to keep an eye on this one.

2. The senate discussed Resolution 13.01: *13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options. Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the ZeroTextbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs; Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to "Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions" (CEC 66406.9.) as of January, 2018; and Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible; Resolved, That the Academic Senate for California Community Colleges support efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students; and Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials. This resolution would require defining what "low cost" means and then working with faculty and administration to implement this solution on the schedule. This will be agendized for a future meeting.

3. The senate discussed resolution 13.03: *+13.03 F17 Faculty Involvement in Financial Recovery Plans. Whereas, The administration of a college may be mandated to submit a financial recovery plan as a result of functioning under a deficit for a length of time; and Whereas, Title 5 §53200 provides that processes for institutional planning and budget development are academic and professional matters; Resolved, That the Academic Senate for California Community Colleges assert that local senates make recommendations in the development and implementation of any financial recovery plan that affects academic and professional matters that can affect student success. The senate elected to take this to the chancellor.

4. The senate discussed resolution 15.01: 15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems. Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges; Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems; Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and Whereas, The different expectations from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer; Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and Resolved; That the Academic Senate for

California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems. The senate will keep an eye on this one.

5. The senate discussed resolution 17.01: 17.01 F17 Faculty Involvement in Scheduling of Courses. Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges Vision for Success and the chancellor's emphasis on the guided pathways framework on their campuses; Whereas, The implementation of local initiatives and reforms based on a guided pathways framework may result in changes in course section scheduling procedures that potentially infringe on areas of faculty purview such as curriculum development, student preparation and success, and educational program development, which are academic and professional matters with academic senate primacy as defined in California Education Code section 70902(b)(7) and Title 5 §53200; Whereas, Resolution 6.02 S91 stated, "shared governance should include faculty involvement in deciding the scheduling of classes," and local senates should "develop a procedure whereby faculty are involved in scheduling classes and determining which courses are offered"; and Whereas, The Academic Senate for California Community Colleges is developing resources to highlight effective practices to assist community colleges that are exploring and implementing pathway models per Resolution 9.03 S16 including resources related to scheduling and curriculum development; Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals. The senate will keep an eye on this one.

6. The senate discussed resolution 17.02. 17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks. Whereas, The California Community Colleges Chancellor's Office has stated in the recently approved Vision for Success that "Colleges can use the Guided Pathways framework to bring about transformational change" and "the entire system is expected to adopt Guided Pathways over time;" Whereas, A guided pathways framework calls on colleges to make significant change to processes that support existing curriculum and academic standards that have been agreed upon through governance processes that respect and uphold local districts' 10+1 agreements; Whereas, Education Code §70902 (B)(7) states "The governing board shall … ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards," and Title 5 §53203 requires that a local college governing board shall adopt policies delegating authority and responsibility 32 to its academic senate and those policies are adopted through collegial consultation with the academic senate; and Whereas, Resolution 17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives reminds "governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters;" Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks. The senate will keep an eye on this one.

7. The senate discussed resolution 17.04. 17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates; Whereas, The placement of courses within disciplines determines the minimum qualifications required for faculty assigned to teach courses in the California Community Colleges; Whereas, The purview of local academic senates over the placement of courses within disciplines applies to all courses, including courses required for completion of apprenticeship degrees and certificates; and Whereas, The Academic Senate for California Community Colleges approved Resolution 17.03 S17 that asserted "that local academic senate purview over academic and professional matters applies to all academic programs,

	including apprenticeship;" Resolved, That the Academic Senate for California Community Colleges urge that local academic senates exercise their authority over the placement within disciplines of all courses that are required for completion of apprenticeship degrees and certificates. The senate will keep an eye on this one.		
	8. The senate discussed resolution 17.05. 17.05 F17 Support for Academic Senate Faculty Leadership Training Whereas, it is critical for local faculty leaders to attend Plenary and other Academic Senate for California Community College institutes for leadership development and to learn the state landscape; Whereas, it is necessary to train the next generation of leaders at each college, and recent initiatives, grants, increases in categorical funds, and changes to the curriculum processes all require locate senate input and approval; and Whereas, many local senates may not have sufficient funds to support faculty leadership opportunities; Resolved, that Academic Senate for California Community Colleges (ASCCC) strongly encourage local senates to actively work with their local college administration, foundations, grants and other offices to provide funds and other resources specifically for ASCCC-sponsored faculty leadership training opportunities such as the Faculty Leadership Institute, ASCCC plenary sessions, and the Curriculum Institute. The senate will keep an eye on this one.		
	9. The senate discussed resolution 17.06. +17.06 F17 Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation Whereas, the California Community College Guided Pathways Grant Program, in California Education Code §8892237 states that: (g) Participating community colleges may use the grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to any, or any combination, including all of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and student services; Whereas, The California Code of Regulations Title 5 §5320338 states that: (f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups; Whereas, The development, design, and implementation of guided pathways frameworks or programs include review and redesign of curriculum, educational programs, instruction, and students services which are academic and professional matters; and Whereas, Colleges are forming various groups and leadership structures to design and implement guided pathways frameworks or programs; and faculty, who play a critical role, may be released from current duties to participate in these reforms in order to review and redesign the guided pathways frameworks or programs, instruction, and student services; Resolved, That the Academic Senate for California Community Colleges assert that it is the role and purview of the local academic senate to appoint faculty to provide leadership or serve on college or district groups that design and implement a college's guided pathways framework or program, including those faculty that receive release or reassigned time to serve; and Resolved, That the Academic Senate for California Community Colleges urge local senates to establish processes to appoint faculty to provide leadership or serve on college or district groups that design and implement guided pathways frameworks or programs, including those faculty that receive release or reassigned time to serve. The senate agreed to keep an eye on this one.		
IX	**Guided Pathways (GP)– Information/Discussion**	Howerton, Asmus	**Background**: On September 26, a team from WCC attended a GP workshop. YC is one of twenty CCCs that is in the California Guided Pathways Project. ASCCC Resolution 9.12 Fall 2015 urges local senates and curriculum committees to be genuinely involved in decisions regarding curricular pathways. **Objective**: Recommend a process for next steps, including a leadership group, for exploration of GP.
	Discussion/Decision:		

	1. Howerton reported that he and B. Asmus attended the regional Guided Pathways training. As WCC moves forward, we must make sure this is a campus-wide effort. The multi-year plan needs to be done by the end of March. A group should be formed to lead the discussion. Some group possibilities are to define a new group or build on an existing group. The senate agreed to consult with the DIGs, ASWCC, and the Student Success Committee to come up with possible membership.		
X	**AP/BP Revisions in DCAS**	Clark, Howerton	**Background**: DCAS will be undertaking revisions of a large number of APs and BPs that are 10+1 in nature during the 2017-2018 Academic Year. **Objective**: Update on AP/BPs currently being revised. **Current AP/BP Revisions for Review**:
	Discussion/Decision: 1. The senate reviewed AP 4040, Library and Learning Support Services.		
XI	**Accreditation Update -**	Clark, Howerton	**Background**: WCC is in progress of preparing the first draft of the Institutional Self Evaluation Report (ISER) for ACCJC. The report will go to ACCJC in July 2018 and an evaluation team will visit the college in Fall 2018. The senate shall review Standard IV. **Objective**: Receive an update on the status of the work of the Accreditation Steering Committee (ASC) and the timeline for next steps.
	Discussion/Decision: Not addressed		
XII	**President's Report –Information/Discussion**	Clark	
	Discussion/Decision: 1. See the attached report. 2. Clark and Howerton also met with FAYCCD leadership and YC senate leadership yesterday. They discussed issues surrounding coordinatorships and protocol for search committees. 3. Clark attended a session when the IEPD was at WCC. He enjoyed it. Clark also welcomed Betsy Allen.		
XIII	**Vice President's Report** **1. Curriculum Update – Information** **2. Other – Information**	Howerton	**Objective**: 1. Receive update on work of the Curriculum Committees.
	Discussion/Decision: 1. See the attached report.		
XIV	**Senate/Committee Reports - Information**	Senate	
	Discussion/Decision: 1. On 11/28/17, D. Stone's class will host Cecilia Aguilar Curry in room 606 at noon.		
XV	**Ex-officio Reports - Information**	Grewal	
	Discussion/Decision: 1. On 12/6/17 ASWCC will be celebrating the opening of the new Career/Wellness/Transfer center.		
XVI	**Future Agenda Items-Discussion**		Data Inquiry Group work and Dashboard, Constitution, Bylaws, and Supplementary Procedures, Senate Appointments, Dual Enrollment, Convocation, WCC Student Probation Processes, College Catalog, SSS Priorities, CCC, ADA in the Classroom, Student Services Update
	Discussion/Decision: Not addressed.		

Meeting adjourned 3:01 p.m.

#	Goal	Lead(s)	Status
	WCC Academic Senate Goals, 2017-2018		
1	**Student Success:** Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings…).		
2	**Accreditation:** Ensure faculty participation in all facets of the accreditation process.		
3	**Equivalency Process**: Revise the district equivalency process.		
4	**Professional Development:** Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.		
5	**Faculty Evaluation:** Improve the faculty evaluation process with an increased focus on professional development.		
6	**Sabbatical Leave:** Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.		
7	**Committee Structure & Reporting Structure**: Establish processes for consistent information access and dissemination. Consider restructuring of committees to increase effectiveness.		
8	**Colusa County Campus (CCC) Planning**: Create comprehensive process for CCC scheduling and planning.		
9	Revise **Senate Constitution and Bylaws**.		
10	**Sustainability and Grant Funding:** Define process for seeking grants and sustaining work after grants or categorical funds expire.		
11	**Initiative (Guided Pathways, Dual Enrollment…) Ownership**: Establish process that codifies faculty roles in initiative driven work.		
12	**Distance 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, curriculum development, technology, faculty training, student training, student supplemental resources, and ensuring regular, effective, instructor-initiated contact.		

President's Report
November 17, 2017

Meetings with WCC Administration (There were no meetings 11/2 and 11/16.)
(11/9) – Highlights:
1. We discussed a situation wherein LCC Vet students were not receiving aid for some CTE programs due to the programs not being acknowledged yet at the state. The problems are in the process are being addressed and appear to have arisen due to interactions between WCC and the state agency and not transition related.
2. We discussed a number of counseling related issues: (1) the possibility of combining the two counselor search committees into one, (2) whether a faculty member can serve on the search committee for their successor, and (3) the vacant slots on two tenure teams.
3. The studio equipment at WCC will be sold/auctioned off in the near future. Howerton asked for an update of the status of the WCC art equipment.
4. Discussions about hosting a California Tribal College are continuing.
5. Dean Iatridis will look into initiating a Culinary Arts faculty position search in late Spring, 2018. The position would be SWF funded. Senate questions/concerns included: (1) outside our staffing process, (2) Number of soft-funded positions, (3) other options, (4) facilities driving curriculum, and (5) the scope of the building project ($25 mil vs. $45 mil.
6. There is a draft proposal to extend evening support services and begin offering weekend support services. The draft falls short of the LAC recommendations. It was also noted that the library portion falls short of what LCC currently offers.

Accreditation Steering Committee (11/9) – Highlights**:**
1. The CCC Sub-Change will go to the senate on 11/17 and 12/8 for approval and then be forwarded to the Board of Trustees before being forwarded to ACCJC. ACCJC just recently stream-lined the sub-change process.
2. We debriefed the final IEPI-DE visit. They were impressed with our progress and added some suggestions to those they had already provided. The two red flags identified were ensuring "regular, effective, instructor-initiated contact (REIIC), and wrap around services availability to DE students. The senate and the DE committee should review the DE Handbook and develop best practices for REIIC.

DCAS (1116) – Highlights:
1. We saw a first draft of AP 4021 Program Discontinuance. Some work will be done before bringing to the senates.
2. We briefly discussed the need to develop a process for what to do when the two senates disagree on 10+1 items.
3. We reviewed the current status of a number of APs that are being revised and will soon come to the senates.
4. We agreed thaty work to revise Academic Handbooks would begin after the accreditation site visits next fall.
5. I requested an update on the Board of Trustees discussion regarding Federal Financial Aid, in light of AB 19.

College Council (9/3) – I missed, since I was at Pleanary.

B&P/PRVT (11/16) – We discussed Accreditation Standard IIID where we still feel district evidence is lacking. We touched briefly on feedback on the IMP. A timeline was roughly provided for next steps on program review (some programs have not yet submitted). We will receive budget training at our first January meeting.

Miscellany
1. The ad hoc committee to form the district Tech Committee met twice. Work continied on the purpose statement and membership.
2. At the BoT meeting, my comment about colleges lacking accreditation officers led to many questions and a discussion.

Substantive Change Application Form New Location

Directions: This application should be submitted *at least* 45 days prior to the anticipated start date of the change. Applications must be complete and the required fees received in order to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to ACCJC, 10 Commercial Blvd, Suite 204, Novato, CA 94949

Date of Inquiry: 11/10/17	**Anticipated Start Date:** 01/18/10*

Institution Name: Woodland Community College

Address: 2300 East Gibson Road

City: Woodland	**State:** CA	**Zip:** 95776

ALO Name:	**Telephone:**	**Email:**

Title of Application and description of Proposal: Change of Location and Area Served Woodland Community College (WCC) established a facility at 99 Ella Road, in Williams, Colusa County that began operations in January of 2011. The facility, Colusa County Campus, offers courses that meet 50% of the requirements for certificates and degrees (See **DOC 1** – *Disciplines Offering 50% of Course Requirements for Degrees and Certificates*). This proposal seeks approval for a Substantive Change for the establishment of the certificate and the acknowledgement that the facility offers 50% of the requirements of certificates and degrees.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

> **Briefly describe the change, including the planning process.**

The change reflects the establishment of an 8760 square foot building in Colusa County to offer courses in various disciplines and programs. **(See DOC 2 –** *Schematics of the Colusa County Campus)* The building consists of four classrooms, including a computer lab space, that are capable of providing instruction to up to 200 students per week during a given semester. The building was constructed as a result of plans commissioned by the Yuba Community College District (YCCD) Board of Trustees for the implementation of a $190 million bond measure, Measure J, which was passed by voters in 2006. Services to Colusa County have followed a plan developed in 2004, when a Colusa Taskforce (which evolved into the Colusa County Advisory Committee) met to identify educational needs of residents of the county. The Committee held regular meetings to accomplish its five primary charges that included course schedule planning, clarification of provider roles and delivery (i.e. avoiding duplication of offerings between YCCD and Pre-K through 12), marketing strategies, support services and computer access to ITV and online courses. While the committee succeeded in meeting the essence of these responsibilities, including scheduling of ESL courses, limited support services and the growth in Colusa County over the years, as well as the impact of stringent state budget reductions left several gaps in services. Prominent among these gaps was the ability to expand course offerings in the County. Additionally, because instruction in some parts of Colusa County was held in leased high school facilities, it presented a challenge to offer courses during the day. With the passage of Measure J, the YCCD Board of Trustees approved allocations to the WCC, then a center of Yuba College, and Yuba College based on a Facilities Master Plan developed in 2004 (**See DOC 3** – *Yuba Community College District Facilities Master Plan 2004).* Woodland Community College received allocations to implement several renovations on its main campus and the construction of a facility to offer instruction in Colusa County. *Planning activities for the construction of the facility began in earnest in 2008, following the accreditation of WCC as the 110th community college in the California Community College System. Planning was led by the President and the College Council, which commissioned a Colusa Facility User Group that worked with the project architects and contractors. A Bond Oversight Committee was formed, and it worked in concert with the College Council. Regular reports were made to the President on the progress of construction plans and bond expenditures. The President in turn provided updates to the Chancellor and the Board of Trustees (***See DOC 4*** – Agendas and Minutes of the College Council – 2008 thru 2009). The College Educational Master Plan, in 2010, established a basis for special attention to the Colusa Facility. It noted a vision that was "dedicated to provide high quality instructional and student support services to the residents of Colusa County through effective course scheduling and planning, collaboration with educational administrators and service providers, and access to services that are provided by the Yuba Community College District*." (**See DOC 5** – *Educational Master Plan 2011-2016*). The planning process, involving the College Council, the Bond Oversight Committee, updates to the Academic Senate, and the Board of Trustees culminated in the completion of the facility in 2010 with a grand opening in January 2011. (See **DOC 6** – *Invitation to the Dedication of the Colusa County Outreach Facility*)

Describe how the change is consistent with the mission and goals of the institution.

The change is consistent with the mission and goals of Woodland Community College. The current mission statements *"is to provide high quality education that fosters student success and lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas."* By providing

access to low income and mostly first generation students in Colusa County, the Colusa County Campus is consistent with the stated mission of Woodland Community College.

What is the expected impact of this change? What benefits will result from this change?
The expected impact of this change is the expansion of educational opportunities to residents of a rural area in Northern California, where college education and other economic metrics lag behind state and national levels. The resulting benefits include an increase in college going and graduation rates among residents of Colusa County and its environs, and the provision of expanded economic opportunities in that area of California. (**See DOC 7** – *Enrollment and Student Success Rates at Colusa Campus 2012-2016)*

Standard II: Student Learning Programs and Support Services

Describe the impact of this change on the programs, services, and activities which will support students.
The immediate impact of the change has been the burdens placed on resources that support programs, services and activities which support services. However, the College has leveraged general funds to establish a dedicated budget for the Colusa Campus as well as categorical and other grant funds, including a TRIO Grant, to support the Campus. Most recently, SSSP, Student Equity and Basic Skills funds are leveraged to increase the Campus' ability to serve and support students in Colusa County. Overall, the Campus has positively impacted the educational goals and completion agenda in Colusa with the inclusion of tutoring and counseling services. Additionally, the Campus is a focal site for the provision of dual enrollment instruction through summer academies designed for high school students.
Other:
Description of any legal or compliance requirements regarding this change.
The Colusa County Campus is in compliance with all ACCJC Eligibility Requirements, as well as Federal and ACCJC Policies, Title IV and Title IX regulations.

Standard III: Resources

Human Resources:
Please describe the staffing plan to support this change.
The staffing plan that support this change is reflected in an Executive Dean who has administrative and operational oversight of the Campus. A Director of Operations, a Campus Operations Specialist, and an administrative secretary assist the Executive Dean. Two counselors, tutors, and instructional assistants provide student support services. There is strong collaboration among the Executive Dean and the Deans of Student Services, the Dean of Student Success and their staff who are located at the Woodland Campus. Staffing needs are addressed through program reviews that are completed each year at the Colusa Campus. (**See DOC 8** – Organization Chart: Colusa County Campus)

Financial Resources:
Impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.
DOC 9 shows the operational general fund budget for the campus as of 2011 to the present. As noted, funds from categorical programs, such as TRIO, SSSP, Equity and Basic Skills are also leveraged to meet the financial needs of the Campus. District funds are also committed to further technology and equipment needs of the campus (**See DOC 10** – *District Expenditures for Equipment at Colusa Campus).*

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness is maintained and sustained through this transition?
A Board of Trustees and a Chancellor who reports to the Board govern the Yuba Community College District and its two colleges, two centers and two campuses. The College President has oversight of the College (Woodland Community College) and the Colusa Campus. The President has designated the Executive Dean to oversee the daily operations of the Campus. This leadership and governance framework ensures the continued academic quality and institutional effectiveness of the Campus, and this has sustained since the opening of the Campus in 2010.

Evidence

Please include documentation that will help the Committee understand the process by which the change was developed, such as former and proposed mission and/or objectives, summary of discussions and approvals with campus constituents, (Board of Trustees, Academic Senate, students, community members), strategic plans, financial plans, copies of Board minutes, as appropriate, copies of draft legal documents regarding the new location, copies of draft legal documents dealing with matters of facilities and other institutional property, as appropriate. Please include documentation of all state and/or federal approvals, as appropriate.

<p style="text-align: center;">**Christopher Howerton's WCC Academic Senate Vice-President Report**
Friday November 17, 2017</p>

1. <u>**Committee Appointments:**</u>
   1. Faculty representative to serve on LCC Counselor FT search committee. <mark>**ACTION NEEDED**</mark>
      A. Need to appoint 2 General Faculty and 2 department/division Faculty (4 total)
      B. Call out sent on Monday 11-13-17 with a response date for Wednesday 11-15-17 5:00pm
      C. Names Submitted by deadline:
         1. Pamela Bordisso
         2. Mike Papin
         3. Jen Hanson
         4. Peggy Alexander
         5. Robert Cabreros

   2. Committee openings:
      a. **Still an urgent need for a FT faculty for College Council & CTE Rep for Library Advisory**
      b. A list of all current committee vacancies is available on the Senate Office door.
      c. If you are interested (and meet the criteria for the vacancy) please notify me directly.

2. <u>**Equivalency Policy for YCCD**</u>.   Elena Flacks and I met this week to make suggested revisions to our Equivalency Policy to recommend the creation of a district equivalency committee. We have asked Dr. Mayo to provide feedback on our draft before we share with DCAS and then with our local senates for consideration.

3. <u>**Curriculum Regional Meeting.**</u> Today several WCC curriculum committee members are attending an ASCCC regional curriculum meeting held at Folsom Lake College. Therefore, the WCC Curriculum Committee canceled their regular scheduled meeting and rescheduled earlier in the week to review curriculum (Tuesday) with a second meeting (Thursday) to pass a consent agenda prior to PRVT/B&P meeting.

4. <u>**ASCCC Accreditation institute/ ASC:**</u> ASC met on Thursday 11/9. Discussed our timeline and drafts. We are still soliciting input from the campus with our draft documents. Several ASC members will be attending the ASCCC Accreditation Institute in February.

5. <u>**ACCJC Accreditation Webinar):**</u> ACCJC has provided a couple of listening webinars regarding the commission's work and updates regarding Accreditation. I participated during the 11/1/17 event. Other ASC members participated during the webinar offered during the end of October

6. <u>**ASCCC Plenary:**</u> Matt and I attended Fall Plenary. Matt will share the resolutions. We attended general sessions on Guided Pathways, Quantitative Reasoning, and a keynote presentation by Cecilia Estolano (President of the Board of Governors).   I attended a number of breakout sessions including Engaging All Faculty in the Professional Life of the College, Minimum Qualifications, Guided Pathways, and Hot Topics for Online Education. It was also an excellent opportunity to network with colleagues from other colleges and have spirited after-session conversations.

7. <u>**SLO Committee:**</u> Next issue of <u>The SLO Lane</u> will be out by the end of the month.

8. <u>**ASCCC Educational Policy Committee:**</u> I had a monthly phone meeting on Monday 10/6. I am working with the committee looking at Title 5 language for § 55023 (Academic Record Symbols and Grade Point Averages) and § 55024 (Withdrawal). We will have a face-to-face meeting in December that I will be attending.

9. <u>**Calendar of upcoming ASCCC events for our Senate planning and attendance: See Below**</u>

Event	Date	Location	Registration Deadline
Area A Meeting	October 13, 2017	Sierra College	
CTE Regional Meeting	October 20, 2017	College of Alameda	Oct 16, 2017 9am
Fall Plenary 2017	November 2-4, 2017	Irvine Marriott	Early Oct 2; Oct 22
Fall Curriculum Regional – North	November 17, 2017		Nov. 13, 2017 9am
Spring OER Regional Meeting – North	February 9, 2017		Feb. 2, 2018 5pm
Accreditation Institute	February 23-24	Wyndam Anaheim	Feb., 9, 2018 11am
CTE Regional Meeting-North	March 9, 2018		March 6, 2018 9am
Spring Plenary 2018	April 12-14, 2018	San Mateo	March 15, 2018 5pm
CTE Institute 2018	May 4-5, 2018	Southern CA	April 20, 2018 11am
Faculty Leadership Institute	June 14-16, 2018	Sheraton Park Hotel Anaheim Resort	May 24, 2018
Curriculum Institute	July 11-14, 2018	Sothern CA	June 11, 2018 5pm
Fall Plenary Session 2018	November 1-3, 2018	Irvine Marriott	Oct. 15, 2018 5pm

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics			X	
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills		X		
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports			X	
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment		1	7	6	

The header "Scale of Adoption" spans the columns Pre-Adoption, Early Adoption, In Progress, and Full Scale.

1

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

   This happens through the programs own self-assessment during program review every year. Program review is being revamped to address student success data and discuss the overarching strategies to improve student success for every program on campus.

   The College is currently in the process of making inquiries into the essence of Guided Pathways. A Digital Inquiry Group has been established to review and implement processes that incorporate data based decision making and measures of institutional effectiveness. An Educational Master Plan has also been developed to establish and monitor plans for student success and completion. As part of the EMP, the College has developed an Integrated Management Plan which, among others, provides a basis for effective course scheduling that supports timely degree and certificate completion. These planning initiatives are currently been vetted among governance stakeholders, and there are still some faculty and staff who have yet to acquire familiarity with the concept of Guided Pathways. Few of our faculty **have attended trainings and other conferences related to the concept, and the College needs to provide onsite education to the faculty at large. As such, we feel that we are currently in the exploratory or early adoption phase of Guided Pathways.**

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a) The College has established and approved, through the CCCCO, 20 ADTs that establishes pathways for students wishing to transfer to the California State University system.
   b) The College has established a data platform that will allow faculty to make scheduling and curriculum decisions based on data analytics. The platform is also consistent with other statewide data based initiatives, including Launchboard.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a) Faculty training and attendant understanding that will encourage support for the initiative.
   b) Establishing a broad framework for campus wide discussions and inquiry about the Guided Pathways approach.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   After a thorough inventory of existing student achievement metrics and College-wide analyses, WCC has established the following YCCD governing board-approved student achievement measures defined by the College Data Inquiry Group (DIG).After identifying baseline data, the College is currently establishing appropriate targets for each, using the Completion by Design framework:
   - STUDENT CONNECTION PHASE MEASURES
     Math College Readiness Rates (Percentage of first semester, first time students' placement at the institution whose first attempted math and/or English in College-level.)
     English College Readiness Rates (Percentage of first semester, first time students' placement at the institution whose first attempted English in College-level.)
   - STUDENT ENTRY PHASE MEASURES
     Successful Progression through Developmental Courses (Percentage of students enrolled as of census whose first math and/or English is below college-level and who successfully complete the sequence within two subsequent primary terms.)
     Successful Course Completion Rate (Percentage of students who receive a passing/satisfactory grade A, B, C, P, SP)
   - STUDENT PROGRESS PHASE MEASURES
     Successful Completion of Gateway Courses (Percentage of students enrolled as of census who receive a passing/satisfactory grade in first attempted college-level math and/or English 1A.)
     Semester to Semester Persistence Rate (Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2015 to Spring 2016.)
     Year to Year Persistence Rate (Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2016 to Fall 2017 or Spring 2017 to Spring 2018.)
   - STUDENT COMPLETION PHASE MEASURES
     Certificate Completion Rate (Number of students earning a state-certified award in an academic year.)
     Degree Completion Rate (Number of students earning an AA, AS, ADT, etc. award in an academic year.)
     Transfer Rate (Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P.)
     Employment Rate (Currently defining, leveraging CCCCO Launchboard, etc.)

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   As an institution-wide focus to increase student success, WCC has identified metrics as a framework to monitor student achievement and progress at various momentum points in their educational trajectory.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   Providing an avenue to ensure that the College is working in concert with the District IT to provide accurate data collection and student achievement measures.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

| | | | beginning to routinely inform and engage their constituents around integrated planning. | overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |
|---|---|---|---|---|
| Program (BSI/BSSOT)
• Equity Planning (Student Equity/SE)
• Strong Workforce Program (SWF) | | | | |

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   WCC implemented several key initiatives designed to increase student access, success, and completion. Included in the college's Education Master Plan, the initiatives are coordinated through the college's Student Success Committee to ensure synergy among the student success strategies, ensuring they are well-coordinated and complementary, with funding braided and targeted to achieve institutional priorities and goals. The Student Success Committee is responsible for providing input into the development and coordination of the college's Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative (BSI).

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   The College leverages funding from different programs to provide a more targeted approach to improve student success and equity. SSSP and Equity funding, for example, is leveraged to support First Year Experience student orientations each semester. Also, these funding sources are integrated to support student success initiatives and other support programs such as counseling, tutoring and supplemental instruction.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

a) The tendency for stakeholders to operate in silos.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	○ Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College is just beginning discussions on this concept, and these discussions have not fully introduced to all stakeholders including faculty, non-teaching faculty and classified staff or students.

2. **Describe one or two accomplishments the college has achieved to date on this key element**.
   a. While the College has not yet organized cross-functional teams or share governance committees to inform the Guided Pathways effort, there have been discussions about the initiative in the Academic Senate, which has been identified as the venue to lead efforts on Guided Pathways.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The timelines provided by the CCCCO may not be sufficient to undertake effective campus wide discussions and planning to organize and engage governance bodies.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College has an established system of coordination with both four year colleges and the K-12 system. The College offers 20 Associate Degrees for Transfer with CSUs and has articulation agreements with colleges in the UC System. Dual enrollment and concurrent enrollment arrangements are in place with K-12 schools. Dual Enrollment courses provide high school (HS) students with an opportunity to earn college credit while in high school, increasing students' self-efficacy as a college student and reducing time to degree. Dual enrollment has shown to increase student's rates of persistence and degree completion and as such, plays an important role in helping students to prepare and succeed in college. Industry partnership exists with College representation on Workforce Investment Boards, the Chamber of Commerce and Rotary Clubs. Additionally, industry members serve on WCC's CTE Advisory Boards WCC's..

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   Launched in 2014 with a pilot of an Agricultural Science degree pathway, WCC's dual enrollment program has expanded to include culinary and university pathways, with a business pathway and other programs under development. WCC has MOU's with 5 high schools: Esparto, Lower Lake, Middletown, Pierce and Williams. Through these partnerships, WCC has offered more than 30 classes with more than 300 students participating.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The lack of adequate resources to facilitate collaborations with high schools, universities and industry pose a challenge for systematic coordination between the College and these entities.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College has held discussions in several venues about ways to cluster programs of study into broad interest areas. In the President's cabinet, discussions have surrounded the implementation of meta majors; the DIG group has discussed the need for establishing IGETC certificates, while an integrated management planning framework was presented to the Scheduling Advisory Committee as a basis for "intentional" schedule that under girds a pathway model. However, these discussions have not yet evolved into a holistic process that will inform how we cluster programs into broad interest areas.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has held discussions in some venues about meta majors and effective scheduling, which is a precursor for establishing guided majors.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. One barrier may be reaching agreement among stakeholders on which courses to include in a pathway model or how to sequence some of these courses.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College is currently piloting the First Year Experience concept, an initiative that involves 131 participants or 4% of our total student population in a cohort of learners. The Math Department has approved the use of college transcripts from high school 12th graders in a pilot of multiple measures, while supplemental instruction is being used to support some basic skills courses.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   WCC's efforts to improve the basic skills pathway to increase student completion in developmental math and English and gatekeeper courses includes the new First Year Experience (FYE) program. The college launched an FYE small learning community program in Spring 2016 to help address the low-levels of entering students' college readiness and preparedness in English and math. WCC's FYE model guarantees participating students block scheduled math and English courses during the first year, along with a student success course to provide a solid foundation for success. This "ME" (math and English) first approach is designed to help improve student completion of these foundational courses and increase student completion of gatekeeper courses. Through FYE, dedicated counselors and staff provide case management services, and work with peer mentors to coordinate activities and workshops throughout the year. One of the college's Education Master plan goals is to bring WCC's FYE program to scale for all entering first year students who are degree and/or transfer seeking.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   There is not a broad acceptance among all stakeholders about the efficacy of some of the evidence based strategies, and it may take some time to generate the buy in that is necessary to fully scale up these initiatives.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.
completion and enhanced access to relevant transfer and career outcomes).	○	○	○	○

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College has some course offerings and schedules that meet the demands of some students, i.e. incumbent workers. A weekend schedule for chemistry and ESL, for example, is in place, and the College is now discussing such a schedule that will be integrated into its distance education profile. However, this concept is not fully integrated throughout the various disciplines or all course offerings.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has developed a Distance Education plan that incorporates scheduling that meets the needs of working students.
   b. The College has hired an ESL faculty resource person to reorganize ESL offerings and scheduling for adult students.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The difficulties of developing a process that will allow academic advising to include a collaboration among counselors and academic faculty. Currently, advising is relegated to student services or counselors.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   There are collaboration between instructional and support services in some pockets of our services to students. TRIO, CalWorks, EOPS and FYE programs work in collaboration with instructional faculty to monitor student progress and provide timely support. Instructors complete progress forms for these students at certain intervals during the semester and forwarded to the support programs.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. Instructional faculty, counselors and staff have formed an FYE workgroup, which meets regularly to discuss issues related to student achievement and progress in the FYE program.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. Garnering the resources to scale this level of collaboration across disciplines and support services.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early	○ College currently does not have or plan to build an integrated technology infrastructure.	○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College has in place technology tools and software to support academic counseling and planning; however, these tools are not being used because of various reasons. For example, the College has the capacity to implement Degree Audit as a component for student educational planning, but the process is stalled because the technology currently requires a system wide implementation that involves the two colleges in the District. Only one of the colleges is presently at a stage to immediately launch the tool. The technology for Early Alert is also in place, but faculty training to use the system has been delayed.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has identified the need for technology in counseling and student planning and is discussing means of timely implementation and introduction into its student support profiles.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element**.

   a. The use of the system wide technology has inhibited the progress of one college towards implementing Degree Audit.

   b. Coordinating faculty training has caused delays in introducing faculty to new technologies.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve

	staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   Professional development is not fully integrated into planning documents or not properly aligned with the Flex Program or Educational Master Plan.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**

   a. The District has provided funding for faculty professional development, and the Academic Senate and Administration are collaborating on implementing a professional development profile for faculty. For example, both governance stakeholders identified the need for training in Guided Pathways and are working in concert with the Flex Committee to facilitate such a training.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

   a. Sustainable funding for professional development.

   b. Funding that integrates training and professional development for all staff as opposed to only one segment, i.e. full time faculty. For example, adjunct faculty, who teach the majority of our courses, and classified staff are not fully integrated into professional development plans or funding.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	○ College is currently not aligning or planning to align learning outcomes.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**

   The College has a functional system for evaluating Student Learning Outcomes and Program Learning Outcomes. Course and program area SLOs are aligned with the eight institutional SLOs and are assessed regularly, occurring minimally on a three-year cycle and in sync with ACCJC reporting requirements. The college has attained close to full or full assessment reporting for course level SLOs since it officially began collecting assessment data.

   The college has dedicated resources to outcomes assessment and collection. The Dean of Student Success and a faculty coordinator with 20% reassigned time facilitate efforts on behalf of the college. Both lead an SLO committee, which meets twice a month to allow for ongoing, campus-wide discussions focused on outcomes assessment. The committee has sponsored faculty training, and the faculty coordinator has participated in student service and President's Cabinet meetings to support their efforts. A link to the committee page from the college website provides agenda, minutes, and documents reflecting the work of the group.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. Learning outcomes are used by faculty and staff in revising and improving service delivery. In instruction, faculty and staff may use these to determine what did and did not benefit students learning in their courses and/or programs. Outcomes may also be used to facilitate discussions across disciplines and across different campus service areas.
   b. A pre- and post ISLO survey has been developed to measure student progress and will be administered upon entry into the college and at the time of graduation.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   The College Distance Education Plan calls for the adoption of a "culture of Canvas;" there has been discussions to migrate the SLO reporting and monitoring from its current TracDat platform to Canvas. This may present a challenge for such a migration since some of our faculty are accustomed to using TracDat.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Please respond to the following items (500 word maximum per item)

1. **Please briefly explain why you selected this rating.**
   The College tracks Student Learning Outcomes through TracDat. Faculty are required to submit their SLO assessments when they submit their grades at the end of each semester. Faculty are expected to use their SLO results to make changes and improvement in their instructional pedagogy. Also, all program reviews include SLO assessments. SLOs are also included in Course Outlines of Record and Course Syllabi.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**
   a. The College has dedicated resources to outcomes assessment and collection with the assignment of a 20% Faculty Coordinator who collaborates with the Dean of Student Success to facilitate SLO efforts at the College.
   b. The College has a SLO Committee, and has established communication tools for frequent updates to the campus stakeholders. This include an SLO publication, *The SLO Lane*, and an SLO website.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. A challenge is developing a system to identify the extent to which SLO results are used to make curricular changes or improvements.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please respond to the following items (500 word maximum per item)
1. **Please briefly explain why you selected this rating.**
   The College has an established CWEE Program that facilitates internships for students across disciplines.

2. **Describe one or two accomplishments the college has achieved to date on this key element.**

   a. Programs such as Agriculture and Business offer internships in collaboration with the CWEE Program.

   b. The College has a Makerspace Program that emphasizes contextualized learning opportunities.

3. **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**
   a. The increase in liability insurance (i.e. $1 million dollars) sometimes deter industry partners from participating in, or hosting, student interns from our College.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

   ○ Pre-Adoption
   ○ Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____
Signature, President of the Governing Board

_____
Printed Name

_____
Date signed

_____
Signature, Chief Executive Officer/President

_____
Printed Name

_____
Date signed

_____
Signature, Academic Senate President

_____
Printed Name

_____
Date signed