

Woodland Community College  
**Academic Senate**  
**Minutes – November 22, 2013**

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum, Secretary)	<input checked="" type="checkbox"/> Talwinder Chetra (Math and Science)
<input checked="" type="checkbox"/> Christopher Howerton (At-Large)	<input checked="" type="checkbox"/> Donna Bahneman (Adjunct, WCC)	<input checked="" type="checkbox"/> Pamela Geer (Adjunct, CCOF)
<input checked="" type="checkbox"/> Greg Gassman (Social Sciences)	<input checked="" type="checkbox"/> Cheryl Latimer (Student Services)	<input checked="" type="checkbox"/> Donna McGill-Cameron (Business and Vocational Ed., Vice President)

Guests: K. Carabajal, L. Richard, R. Savarese, A. Fairchilds, A. Konuwa, A. McKay (ASWCC)

Call to Order at 1:05 pm

I. Approval of Agenda (Howerton/Gassman)

II. Public Comments:

- A. Welcome to Board of Trustees member Richard Savarese. Thanks for taking the time to attend our meeting!
- B. Ferns thanks Howerton for taking outstanding and timely minutes at the last meeting.
- C. Howerton notes a discrepancy in the class schedule versus the District calendar regarding an academic holiday on Tuesday, February 18, 2014. He has notified administrators who will be sure the campus is aware of the error.
- D. Howerton needs a student representative on the SLO committee.
- E. Chetra expresses concern that Math 52 students have been unable to meet with counselors because the counselors are booked.
- F. Clark notes that the flags are not up today.
- G. Ferns reports on some prerequisite issues regarding English composition courses. He has notified A&R and hopes this will be sorted out quickly, as students are currently registering for courses.

III. Approval of Minutes from 10/25/13 as Amended (Latimer/Gassman)

IV. President's Report-Clark (Attached)

- A. Regarding Plenary, Clark would like to have more participants from WCC attend so that we don't miss concurrent breakout sessions. In the past it has been beneficial to divide and conquer them and then share information afterwards.
- B. It would be beneficial to build into the Senate/YCFA bylaws an item preventing officers from holding positions in both bodies concurrently. We don't want to create awkward situations or force faculty to spread themselves too thin.
- C. Some colleges have a bargaining unit member attend Senate meetings. Right now we have two Senators on the YCFA team, but we might want to formalize the arrangement in the future.
- D. At the last Board of Trustees meeting, Sara Sealander made an impassioned argument for hiring more faculty in the arts. We have allowed faculty to retire without rehiring those positions.

- E. Trustee Hastey did an outstanding job as chair of the Board, and Clark would like to acknowledge his good work in that capacity as he steps down as chair after his year of service.
- F. Regarding the President's Report format- Would we like the organization by meeting or by theme? Consensus from the Senate indicates the timeline approach would work best here.

#### V. Vice President's Report-McGill-Cameron

- A. Curriculum Update-Curricunet now has help boxes filled with helpful advice as you work your way through the program.
- B. Committee Appointments-The Senate appoints Nili Kirschner to the TRiO task force.

#### VI. New Business

- A. Student Success and Student Achievement Center Planning 2013-2014 Draft. L. Richard reports on the draft report (attached), as they will be applying for an HSI grant in the future. D. Bahneman would like for this center to be an essential component in the orientation of all new students to WCC in the future, but she would like to have counseling input prior to integrating this plan. A. Konuwa indicates that this plan will integrate several programs that are currently being developed or are already in progress, but that other parts of this program will need additional funding, perhaps via grants. Clark/Latimer bring up the concern that if this will be integrated under one roof, a leadership structure needs to be in place that can oversee it. Otherwise, the separate components will work separately. This will be agendized for a future meeting after counselors have had a chance to provide input.
- B. AB86: Adult Education-A. Konuwa reports that WCC is having discussions with the Woodland Joint Unified School District and the Yolo County Office of Education to determine the best path forward to make best use of a planning grant for the region for adult education.
- C. SB1070: CTE Pathways-A. Konuwa reports on an update on the CTE Pathways Program for SB 1070. WCC has joined the consortium, which includes the Los Rios colleges, Lake Tahoe Community College, Butte College, Sierra College, and Yuba College. WCC will be focusing on agriculture as a result of this. In the first year of the grant, \$45,000 will be awarded. A. Konuwa will work with B. Asmus on the grant process.
- D. Faculty Evaluation Form Proposal-Clark submits a proposal from YC that would potentially modify the current evaluation form and attempt to address some of the deficiencies of the current evaluation system. Clark indicates that the written portion should be expanded to allow for suggestions, as this document should be designed for improvement and development rather than as a punitive measure. He also indicates that the category titles may be insufficient, as the gap between marginal and commendable is quite wide. Gassman notes that this form is quite different from the current one, and that this new draft leaves out some of the categories on the current form. Howerton suggests that the form is such a drastic change that buy-in will be difficult in such a short time if this is to be implemented next year. In addition, the language of the form is problematic because it includes items that a peer would not be aware that a colleague is completing. Some other points could not be measured in a short 50 minute class observation. Some encroach on academic freedoms. The terminology is problematic as well, as one observer's "outstanding" might be another person's "commendable." The problem with having so many check boxes could also potentially lead to a rating or scoring system for the instructor. In addition, the self evaluation occurs after the review rather than before it. An additional issue would be how many of these points apply to non-teaching positions and adjunct faculty. Howerton also makes a number of other thoughtful detailed criticisms of the draft, essentially ripping it to tiny shreds and

burning it in a bright flaming ball of evaluation shame. He essentially rates it as “unacceptable,” because a “needs improvement” rating for such a shameful form would be giving it too much credit. Other senators follow suit in extended criticism of the document. Clark will send out a summary sheet to Senators to verify he has understood all concerns and he will take these thoughts back to the evaluation form workgroup for extensive revisions.

- E. AP 4100 Graduation Requirements-Not Addressed
- F. Academic Standards-Not Addressed
- G. Realignment-Not Addressed
- H. Senate Goals-Not Addressed

VII. Old Business

- A. Academic Calendar-Chetra reports that the calendar committee will use the calendar, with slight modifications, that was approved last year by the Board for 2014-2015.
- B. Enrollment Priorities-Motion to approve the latest version of the enrollment priorities list (MSC Gassman/Bahneman).**
- C. Faculty Hiring and 50% Law-Not Addressed
- D. Division Chairs/CTE Pilot-Not Addressed
- E. Restructuring of Planning Committees-Not Addressed
- F. Campus Celebration AS/YCFA-Not Addressed
- G. Accreditation-Not Addressed
- H. Student Success Initiatives Prioritization Process-Not Addressed
- I. Constitution and Bylaws Revision-Not Addressed
- J. Campus Climate-Not Addressed
- K. Professional Standards-Not Addressed

VIII. Meeting Adjourned 2:57 p.m. (Gassman/Bahneman)

President's Report  
November 22<sup>nd</sup>, 2013

1. **Plenary (11/7 – 11/9)** – The trip to Irvine was my first Plenary. There was an entertaining and informative presentation from Vice Chancellor Patrick Perry regarding information collection and use. Two members of ACCJC nominally solicited input on proposed changes to the accreditation standards. Under Secretary of Higher Education provide some insights about President Obama's education proposals. I attended the following breakout sessions:

- Accurate Placement: Multiple Measures Make It Happen
- Providing a Welcoming Campus (focused on LGBT concerns)
- Recommendation versus Recommendation: When to Apply the 2-Year Rule
- Basic Skills (The Vanishing Act)
- Sibling Rivalry: Making Senate/Union Relations Work on Your Campus
- Recruitment to Completion: SSSP

I am planning two debriefing workshops, the first discussing the resolutions (what was approved, what wasn't, and the process that led to the decisions), and the second to share what I took in at the breakout sessions. If you or your constituents would like details on any particular breakout session or resolution, let me know. I also picked up many ideas in conversations over meals that I will drop into senate meetings in the near future

My one regret was the limited nature of WCC and the district participation.

2. **DCAS** –

(11/1) –. The meeting was unofficial due to a lack of a quorum (no YC Administration present). In the absence of a quorum we hammered out a compromise enrollment priority scheme which we will take action on at the next DCAS meeting.

(11/15) – The three items discussed in detail were: (1) the 2014-2015 calendar, (2) the establishment of a district DE committee, and (3) AP5055 Enrollment Priorities. The efforts to start a week later next year lead to very awkward consequences, so a recommendation to keep the already adopted calendar with a decrease of finals from 6 days to 5 days is being made.

Regarding a district DE Committee, it was agreed that although the two senates differed frequently in filling in the Responsibility Matrix, there was a consistently identified need for many functions to be overseen at the district level, so a new structure is needed. We will ask representatives from the two colleges work with the Vice Chancellor and YC DE staff to draft a purpose statement and recommend a district structure

A compromise Enrollment Priority plan was crafted and we will seek senate approval. The details are similar to what we suggested except that Jump Start & Quick Reg students were placed a bit lower. They are still ahead of other new students and given the usual timing of the two programs the change may be more logical anyway. Details will be discussed at this week's senate meeting and we will either adopt or ask for changes.

AB86, Core Curriculum, Training for Committees and Teams, and the 20-unit Rule for adjunct faculty members were identified as emerging issues. The YC senate passed a preemptive

resolution regarding AP4100 Graduation Requirements, opposing any attempt to remove the PE/Health or the multicultural requirement from the AP.

3. **Board of Trustees Meeting (11/14)** – Highlights: Sara Sealander shared that she is retiring and passionately voiced concern for the future of Fine Art in the district. She noted that in the recent past, three district faculty members from fine arts have retired and none have been replaced. Jesse Ortiz gave an informative presentation about his attendance at the Summer 2013 Education Fellowship for HIS sponsored by the USDA. The presentation had some insightful statistics about the current and future students of WCC, CCOF, and Clear Lake. Patrick McCallum of the McCallum Group provided an overview of this year’s legislative agenda and a preview of next year’s. [I sent out my report to the board, prior to the meeting as we had discussed in our assessment discussion. Is there any initial feedback on this process?]
4. **Budget Summit (11/22)** – The meeting was originally canceled and then reconvened to respond to a number of requests for more complete orientation. Interim Dean Chahal attended in my stead. The need to properly orient members and the need to prepare successors was discussed. Providing members with sufficient knowledge without overload will continue to be a tricky task. There is still much concern about the program prioritization process and the resource allocation process. A survey regarding improving the YCCD planning and decision making process was distributed and discussed.

5. **DC3** –

**(10/29)** – The Strategic Planning Process which is being developed was discussed and feedback provided. Concern that the Program Service Vitality teams were administration heavy was alleviated. This year CHEX will bring various documents to the Comprehensive District Master Plan, but changes to the process will be made after assessment of this year’s process.

The Resource Allocation Model was also discussed. The chancellor acknowledged that although programs may be cut eventually, that would be done over a 2-3 year span. It is also essential that the process is refined as it is applied and assessed.

Initial discussions about repurposing DC3-Team2 took place. The focus will be to inventory and improve communication tools while “addressing institutional capacity for communication”.

**(11/19)** – The meeting focused almost exclusively on two topics: (1) Repurposing DC3-Team 2, which will focus on communication capacities within the district, and (2) the process of moving AP revisions through DC3.

DC3-Team2 was formed last academic year to address district communication issues. Through a combination of membership changes, ill-defined purpose, and inconsistent leadership, it had some useful discussions, but produced no outcomes. Communication is still very high among concerns of the district faculty, staff, and administration. At the meeting a new team was suggested, a more directed purpose was charged and a timeline was roughly established. The team will work to provide outcomes by late-March, 2014.

The discussion regarding APs focused on how to solicit meaningful input without deluging everyone with massive amounts of reading and email. Solutions will include, but not be limited to, color coding revisions (to indicate which are mandates, which are internal revisions, and which are merely cleaning language), trying to roughly identify which APs should be sent to whom, and making APs under revision portal accessible to all.

6. **Meeting with Vice Chancellor (11/1)** – We discussed the district Flex project which is moving forward well. I pressed for implementation of Degree Audit and the associated Ed Plan software. The vice chancellor agrees that movement is urgent and assured us that she is working with CBO Kaur to identify resources. She is confident that there will be progress by the end of November. We also discussed the awkward situations Brandi and Nili have encountered while working to help YC move forward on AD-Ts and other curriculum issues.

7. **Meeting with WCC Administration –**

**(10/29)** – Among the issues discussed:

- Recruitment for the interim Dean of Student Services has been extended.
- We were updated on the status of the upcoming accreditation visit.
- A full-time counseling secretary will be funded through SSSP monies, for this year.
- A Human Services project and the associated fliers were discussed in the context of what are appropriate venues for students earning extra credit.
- I suggested that we ask the district to fund a team from each college to attend ASCCC's Accreditation Institute in February.
- The reading posters in the 800 Building had been tagged and Donna reiterated security concerns about the building, especially on Friday afternoons.
- There is still no update on the implementing of Degree Audit or the purchase of the associated Ed Plan software.

**(11/5)** – Among the issues discussed:

- a. To support Degree Audit a position from YC will be repurposed. The Ed Plan software will be purchased, but we will be behind in meeting SSSP mandates.
- b. Interim Dean of Student Services will close on 11/8.
- c. The schedule is available online and will be available in print on November 12<sup>th</sup>. Registration begins November 18<sup>th</sup>.
- d. In the near future AI will provide the senate with a report from the CIO conference. Donna McGill-Cameron will do the same from the CSTEM and Leslie Deniz from the North-Far-North.
- e. AI updated us on AB86 (Adult Ed) and will speak to senate in near future. Ditto with SB 1070 which will be very competitive.

**(11/12)** – Among the issues discussed:

- The midterm report for accreditation will be due in October, 2015. We will begin identifying members of our accreditation team in early spring, 2014. There is anticipation that midterm reports may evolve to a tool whereby ACCJC will provide feedback identifying weaknesses in preparation of self studies. New standards will begin in 2016; CBO's have received training and CIO's will in February. There is also interest in identifying a pool of faculty members willing to serve on accreditation teams.
- Applications for coordinator positions where terms are expiring are due November 15<sup>th</sup>. I will work with AI and someone from YCFA to select new coordinators.

- For SB70 grants, Los Rios and Feather River have been designated agents. Al is suggesting we work with Los Rios.
- To meet the Ed Plan mandate of SSSP we will implement in stages. Judy Smart is working with the vice chancellor and IT to move forward.
- Availability and requirements for HIS grants will be disseminated in February, with application likely due in April and awards granted in June. The Student Success Committee will be relied on to provide direction. Al asked that Student Success be placed on the next senate agenda.
- Donna reported on progress of the district Flex project
- I reported that Travis Smith will give a presentation early next semester about his sabbatical as a Fulbright scholar in China.

**(11/19)** – Among the issues discussed:

- We received a short debrief about the accreditation report.
- With some adjustment of budget items, the 50% Law issue seems to be resolved for now.
- We received another update on AB86 changes.
- It is hoped to have the interim Dean of Student Services start January 1.
- Work is underway on front half of the catalog and the fall/summer schedule.
- There is a question regarding MW noon hour if we adjust MW mornings to more closely resemble TTh mornings.

# WCC ACHIEVEMENT CENTER PLANNING 2013-14: DRAFT

## ENTRY

**\*\* Note: incorporate counseling and career planning into this section. IDEAS?**

- **Mandatory Orientation (SSI #2)**
- **Student Training**  
Interactive online videos modeled on Kahn Academy videos - possibly with students providing the info in the videos. Will provide students with information on a wide array of matriculation and student success topics.
- **Placement Test Support (SSI #3, #20)**  
Refresher workshops at WCC and at high schools: English / Math / Reading  
Led by Instructional Associates and facilitated by tutors
- **Summer "Boot Camp": English / Math / Reading / Academic Skills (SSI #27)**  
3 week immersion program prior to semester start  
Led by IAs and counselors, facilitated by tutors and Student Ambassadors
- **Student Ambassadors (SSI #23 & 28)**
  - Campus tours and welcome table: greet prospective, new and returning students and promote campus services.
  - Assist students with course planning, registration, orientations, resource referrals, commencement
  - Mentor students
  - Promote student success by working with student organizations, student services departments, academic support services, shared governance committees*Student Staff: at first volunteers, then student interns in a leadership class, then paid eventually.*
- **ESL Counseling Position (PT)**
- **Student Support Services Fair**  
Promote campus support services and student services and special programs  
Introduce Student Ambassadors to the campus

## ACADEMIC SUPPORT

### COORDINATION OF WAM / ARC / TUTORING / ESL SERVICES (#32)

- **Supplemental Instruction (SSI #18)**
  - Embedded tutoring in Math & English basic skills classes (later expand to low retention/success classes across curriculum)
- **Lab curriculum (SSI #18)**
  - .5 and 1 unit lab classes to support accelerated basic skills courses
  - .5 and 1 unit ESL self-paced curriculum to support ESL students
- **ARC / WAM / TUTORING / ESL WORKSHOPS (Coordinated) (SSI #18)**
  - drop-in or possibly for credit
- **Drop-in Support Services Tutoring (ARC/WAM/TUTORING)**

- Expand support for ESL students
- Extend hours to support evening students
- Expand online presence with handouts / information / activities (support evening students, etc.)
- Peer tutoring: expand drop-in and virtual tutoring hours; coordinate with Supplemental Instruction leaders (Instructional Associates)

### **COLLEGE SUCCESS CURRICULUM (SSI #30)**

- Online self-paced course (required of all students): introduce campus resources and key college success concepts.

### **EARLY ALERT (SSI #8)**

- English & Math faculty & staff: identify at risk students and refer to Early Alert specialist who connects students with resources (including Student Ambassadors) and tracks student progress.

### **PROBATION WORKSHOPS**

- Student Ambassadors can provide follow up with students to support their use of campus resources, etc.

### **CONTEXTUALIZED LEARNING (#31, #33)**

- VESL (e.g. ESL students in CTE classes); career track (maybe AB86)

### **LEADING TO GRADUATION / TRANSFER**

#### **Transfer / Career Center**

### Yuba Community College District Faculty Evaluation Form IE 1

Name: \_\_\_\_\_ Colleague ID: \_\_\_\_\_ Discipline: \_\_\_\_\_

Location:  YC  WCC  Beale  CCC  CLC  SCC

Date: \_\_\_\_\_

Tenure-Track Contract Year:  1  2  3  4

Tenured

Temporary

Adjunct

**A. Evaluation**

a. Professional Responsibilities

	Outstanding	Commendable	Marginal	Unacceptable
Communicates to students and colleagues clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters an academic environment that is inclusive and free from harassment and unlawful bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides evidence that the dignity of the individual is respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads, complies with, and, when appropriate, responds to College and District communications sent to assigned yccd.edu email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends required meetings, maintains current knowledge of department goals, assessment activities, and curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in student learning outcomes development, assessment, and implementation. (SLO assessment results for individual faculty will not be included.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Instructional Performance and Organization\*

	Outstanding	Commendable	Marginal	Unacceptable
Demonstrates currency and depth of knowledge of teaching field or job duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses teaching methods and materials that are challenging to the student and appropriate to the course matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts methodologies for students with special needs and/or different learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates patience, fairness, and promptness in the evaluation and discussion of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear assignments or directives to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides each student a current course syllabus consistent with the approved course outline for each course taught (a copy of which is maintained in the area/division office) and provides a copy to the appropriate administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains contractual obligations to hold regular and timely office hours**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing and available to assist students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets classes as assigned, arriving on time to each class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meets reporting obligations on time, e.g., grades, census reports, textbook orders, and other professional obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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c. Professional Growth and Currency

	Outstanding	Commendable	Marginal	Unacceptable
Maintains current knowledge of field in performance of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates innovation in area of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates evidence of participation in professional growth and development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. College-Wide Participation and Positive Relationships

	Outstanding	Commendable	Marginal	Unacceptable
Provides evidence of participation in college- and/or district-wide committees and/or other professional activities that further the growth of the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works cooperatively and effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates collegiality and professionalism among peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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\* applicable to all faculty who are teaching during the term of evaluation, including counselors and librarians who are teaching.  
 \*\* applicable only to full-time faculty.

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B. **Overall Rating** (Must be consistent with the factor rating although there is no prescribed formula for compiling the Overall Rating)

- Outstanding
- Commendable
- Marginal Performance
- Unacceptable

C. **Self-Evaluation** Attach a narrative, which must include the following:

1. Response to Student Evaluations
2. Reflection on changes in performance since previous evaluation
3. Description of professional growth and contributions since previous evaluation
4. Personal and/or professional goals with timeline

D. **Additional Comments** Attach additional sheet(s)

\_\_\_\_\_  
**Evaluator**

\_\_\_\_\_  
**Date**

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation

\_\_\_\_\_  
**Faculty Member**

\_\_\_\_\_  
**Date.**