Woodland Community College
ACADEMIC SENATE
Meeting Minutes – November 9, 2012

☐ Monica Chahal (President)	☒ Kevin Ferns (Language Arts)	☒ Talwinder Chetra (Math and Science)
☒ Matt Clark (Vice President/at large)	☒ Nancy Clavere (Adjunct)	☒ Pat Wheeler (Adjunct, at large)
☒ Greg Gassman (Social Sciences)	☒ Jesse Ortiz (Student Services)	☒ Donna McGill-Cameron (Business and Vocational Ed.)

Guests: Al Konuwa, Jaya Shah, Christopher Howerton, Cristal Reyes

Call to Order at 1:07 p.m.

I. Approval of Agenda as Amended (Wheeler/Clavere)

II. Public Comment
   A. Ferns reports that the district has not budgeted for a Turnitin license after December 15 of this year. This could present a hardship to both faculty and students, many of whom depend upon the program for plagiarism detection, grading, class calendars, class updates, peer reviews, and class communications. He hopes a solution will be found quickly that allows the district to keep Turnitin.com integrated with Blackboard and available to all faculty and students who need it. The district would be taking a big step backward if the license for Turnitin were allowed to expire. It would force faculty who use it to ask their students to pay for access. On top of the exorbitant sums students already pay for textbooks and class materials, this additional cost is simply unacceptable. The district must act immediately.
   B. Clark notes that John Thoo recently raised the issue of creating a plan to work towards meeting the recommendations of AB 1725, which is currently not being followed by the district. AB 1725 requires a ratio of at least 75% full time faculty to 25% adjunct faculty. The Senates should be planning to meet this in the future.
   C. Wheeler commends the students who participated in this past week's election and the students who participated in Congressman Garamendi's internship opportunity.
   D. Ortiz thanks Social Science/Communication faculty for the election forum they sponsored prior to the election. Turnout was outstanding.

III. Approval of Minutes as amended for 10/26/12 (Ortiz/Wheeler).

IV. Academic Senate President's Report- Chahal (Attached at end of minutes)

V. Academic Senate Vice President's Report- Clark (Attached at end of minutes)
   A. Proposition 30. WCC planned conservatively for spring courses. Because Proposition 30 passed, WCC will be adding some courses. This needs to happen quickly since students are now planning spring schedules.
   B. The BSI and Student Success Committees have requested a merger. They will develop a purpose statement for approval.

C. AP and BP Revisions. AP and BP revisions from DCAS will be distributed to all faculty for review and feedback. We will address revisions in future meetings.

VI. New Business
   A. SLO Response to Accreditation Recommendations (see attached). C. Howerton reports that the accreditation team made a recommendation to WCC regarding SLOs. As a result, the SLO committee is shooting for 100% SLO reporting. In order to do this, the SLO Committee would like to have each department assess at least one course level SLO for every course being offered in Spring 2013. All departments should keep their current reporting plan in place and assess SLOs according to the current plan; this additional measure for spring is a one-time reporting of SLOs to gain a snapshot of the current assessment process and identify areas that may need additional support. If a department hasn't offered a course for a number of years and doesn't plan to offer it, the SLO Committee recommends that the department inactivate that course so it does not count against WCC during a future accreditation visit. The committee would like the Senate's support in gathering the SLO data for every course. Senators will take this to their divisions.
   B. Administrators on Curriculum Committee. Clark states that the Curriculum Committee has two co-chairs. How would a tie be broken? What is the Senate's policy on administrators as chairs of committees? A. Konuwa would like the appointed dean to be on the committee, but he is comfortable with a faculty member as chair. He would like for the administrator to have voting power on the committee. Clark asks whether a quorum should be based on members or voting members. Ortiz states that it's voting members who make up a quorum. The curriculum committee currently has an even number of members on the committee (counting the chair).
      ➢ **Motion: The Vice President should be a non-voting member while the appointed dean should be a voting member of the Curriculum Committee. The Curriculum Committee should revise the purpose statement and related documents to reflect this (Wheeler/Ortiz MSC).**
   C. Phase III Reorganization. Looking at the Program Dataset-11 Factor Quantitative Model (attached), Clark notes that some CTE programs do have transfer degrees. Perhaps transfer readiness and transfer rate should be tracked in CTE as well. Can we measure job quality when we look at CTE programs? Some CTE programs might lead into a higher paying job. Should potential salary be reflected in the document? Under Emerging Occupational Cluster, can we use a report for Northern California emerging jobs? How is this calculated? Gassman states that course success/course retention would be a problem for some of our small programs. We may not have departments that are adequately staffed to succeed. Those departments might be punished unfairly. Ortiz wonders how much of this criteria depends on student success. Under the criteria, we could justify every course in our schedule. Ortiz recommends adding the impact on our mission as an HSI organization. In addition, why not add connectedness to all our planning documents, such as the Educational Master Plan? Ferns suggests adding Basic Skills courses and Courses as Part of a Sequence to the criteria. Overall, the Senate agrees that the document appears to be highly problematic.
   D. Student Participation in Campus Events. C. Reyes reports that ASWCC has been making a push to get students involved in campus committees and events. They have used bribes such as pizza in the past, but they would like to retain students at these events. ASWCC would like for faculty to offer extra credit or some incentive for students to come to campus events and be a part of the action. See T. Chetra or N. Kirschner if you would like to find out their process of offering extra credit. Next semester, ASWCC would like to offer an event every week to enhance campus morale and bolster school spirit. J. Ortiz suggests providing a monetary incentive for a couple of students each semester who exhibit outstanding school spirit.

E. Campus Committees Agendas/Minutes. Ferns reports that it is very difficult to find committee minutes/agendas/schedules. There is no centralized location for this information. Some committee chairs don't know how to post information, others just don't do it, and others are posting in three places and emailing as well. We need to develop some best practices and find a technological solution that all can agree to. The Communication Resource Committee will be working on this with the IT department, so get feedback from your constituencies and report back to CRC members: Ferns, C. Howerton, or J. McCabe.

Meeting Adjourned-3:00 p.m. (Gassman/Clavere)

DC3
October 30, 2012

The group reviewed the draft Board agenda. The highlight was the extension of the Director of Purchasing position, which sparked discussion about the other positions that were identified for elimination or change. The Business Office has taken on the work of the Purchasing Department and needs more time to complete the transition, which is why this position has been extended.

HR is working to transition the two YC employees (Miriam Root and Patsy Gasper) to District. Dr. Whitfield has promised to provide us with job descriptions for the two new positions. No orientation has been provided thus far for employees shifting from YC to District. In response to the question of how employees would tackle the workload coming from the two colleges, Dr. Houston reiterated the need for a clear process to:

a) prioritize projects and
b) evaluate the services being provided as well as the need for the results of this evaluation to inform administrative reviews.

Dr. Carabajal is overseeing M&O and is working on an interim plan until the new Director assumes his position.

DC3T1
November 5, 2012

Some factors for consideration as the group works on recommendations for a planning and allocation process:

-District Educational Master Plan (DEMP)
-core college definition
-similar though not identical methods of prioritizing requests at the two colleges and a rubric/process for prioritizing at the District level
-Diversity Plan.

Molly emphasized the need to keep the plan simple and easy to read/understand.

Agenda building:

-literature review (read the existing plans)
-"institutional rhythm" (When do we revise plans? How do we use them?)
-philosophy behind the process
-cycle of evaluation for the proposed process
-external research (review of processes from other colleges)

Each member was assigned a college to contact regarding their process for planning an allocation in preparation for the next meeting (11/14).

1. **Committee Assignments** – None to confirm.

2. **Curriculum Report** – Work to clear catalog of R designated courses continues. At the last meeting a fairly large number of courses were moved forward and there was a feeling that CurricUNet is helping (although there continue to be details to address).

3. **Board of Trustees Meeting (11/8)** –
   - Meeting was very sparsely attended.
   - Chancellor and Trustee Sandy both spoke in glowing terms of the two colleges' work on accreditation.
   - There was more time spent bidding farewell to Trustees Buchan and Pearson than on any other issue.
   - The Foundation is looking at creating a LLC, which would allow YCCD to enter into business ventures.

4. **Budget & Planning (11/7)** –
   - Konuwa discussed a USDA grant opportunity. (The grant proposal will likely be written by a hired grant writer.) The WCC administration would like B&P to work toward defining a process for pursuing grants that focuses on sustainability and strengthening foundational programs. Process development should include the Academic Senate, Curriculum Committee, College Council, and possibly other committees. Fairchilds emphasized the need for criteria for pursuing grants that support our current priorities and suggested creating a list of questions to be asked before entering into a grant process.
   - Konuwa provided a brief update on current SB70 and Perkins allocations.
   - With the passage of Prop 30, it was expected that WCC would add some classes to the Spring Semester schedule. However, based on the Chancellor's email regarding Prop 30 and a conversation with VC Carabajal, Konuwa thought it likely that we would not add any. Kaur confirmed that the VC was looking carefully at the cost of the current schedule, before committing to expanding our schedule for Spring Semester. I pointed out that we need to be careful that we reach our FTES targets and that with our conservative schedule that might be threatened. It was also pointed out that YC did not plan conservatively, so that if we don't add back, WCC students would be penalized for our planning.
   - Among the reasons for budgetary concerns post Prop 30 passage are: cash flow issues, state tax revenues lagging behind projections, and risk that RDA funds may not come as promised.
   - Phase III planning will move forward post Prop 30 passage.
   - A draft of "Criteria for Prioritizing Program Review Requests" was presented by Senecal, Besikof, and Konuwa. I will forward to the senate for feedback.

5. **RAM (10/31)** – The majority of the meeting was spent discussing the level of detail desired in looking at an expenditure based model, the difficulty with obtaining needed data with the current budget coding, and the likely direction to take after we start obtaining data. Kaur and Gasper (both district level) will bring data for a few programs to the next meeting. (The 11/14 meeting has been canceled to allow them time to obtain the data.)

6. **DCAS (11/2)** –
   - It was agreed to evaluate the functioning of DC3 in early February, 2013.
   - A draft of the District Instructional Effectiveness Process (IEP – yeah, I know we need more abbreviations) was presented and critiqued. A new draft will be presented in the near future.
   - It was agreed that as the district begins to review BPs and APs, that those that are academic in nature will be approved at DCAS and forwarded to DC3 and the Board, while for those that are non-academic in nature DCAS will forward recommendations to DC3. We expect (and you should anticipate) there to be a lot of activity on this front in the near future. ("A lot" is likely an understatement.) We discussed service animals and miniature horses in considerably more detail than I would have thought possible!

VC Carabajal is interested in not only making necessary changes in BPs and APs, but also in providing a voice to BPs and APs that convey our collective values.

VP Editorial Addendum – Consistent with the last bullet point above, the senate will be deluged with planning documents at both the college level and district level in the near future.   (I will likely begin the deluge tomorrow morning.) As we enter into this period of high activity it will be essential for the senate as a whole and senators individually, to keep constituents in the loop. With our senate meeting biweekly, we will occasionally be asked for quick turn around regarding feedback. If we fail to keep everyone aware (and involved where they wish to be) the positive changes that may eventuate may well be offset by complaints of lacking transparency and shared-decision making. Please make every effort to keep this in mind in the coming months, so that we can take advantage of this window that we have for effecting positive changes in our planning processes that will ideally lead to a richer learning environment for our students.

VP Editorial P.S. – The above is a sincere request, but it also kept me from leaving three quarters of a page blank.

Woodland Community College
Plan for Responding to ACCJC Accreditation Recommendations
November 6, 2012

Recommendation 1:

It is recommended that the college continue the processes in place for planning, and implement system of integrated planning that allows it to go through a complete planning cycle and use the results for institutional improvement.

Response Plan:
a) Convene the WCC Accreditation Steering Committee
   - Identify constituents to work on recommendation
   - Review standards related to integrated planning
   - Review planning agendas related to planning
   - Assess/identify gaps in WCC's current planning model
   - Establish process for linking all plans to EMP goals, develop assessment plan to support continuous quality improvement and resource allocation
   -

Recommendation 2:

The College should identify student learning outcomes for all courses and programs in all functional areas, and use the assessment of those student learning outcomes to improve its services.

Response Plan:
a) Convene SLO Committee to address recommendations
   - Ensure all programs and courses have SLOs by Spring 2013
   - Pursue timeline for 100% assessment plan and report results
     i. Ensure results are used for decision making
     ii. Report results at division/faculty/all campus meetings

Recommendation 3:

The College should assess the need for Distance Education, including staffing and other resources. Specifically, ensure that online only students have access to support services such as counseling, tutoring and other services available to students on campus.

Response Plan
a) Convene DE Sub-Committee to consider recommendations.
   - Continue current work on the development of a DE Philosophy/Plan at WCC
   - Work with Student Services Division and Student Support Services to develop plan for ensuring online access to support services for students taking online courses.
     i. Ensure that current draft DE Handbook incorporates a process for ensuring access to student support services.

Recommendation 4:

The College should assess the need for professional development of all staff in technology. Specifically, provide training for use of the Portal as a communication hub and information-sharing among the campus.

Response Plan:
   a) Convene Communication Resource Committee to address recommendation.
      - Collaborate with District Technology Committee on developing a plan/timeline for technology training and professional development.

Program Dataset – 11 Factor Quantitative Model

October 26, 2012

Program: _____

CRITERIA	GE/TRANSFER	CTE	WEIGHT
Course Completion	X	X	
Course Success	X	X	
Retention	X	X	
Awards (Degree/Certificate)	X	X	
Articulation Agreements	X	X	
Capacity Percentage	X	X	
Student Enrollment Trends	X	X	
FTES Trends	X	X	
Transfer Readiness	X		
Transfer Rate	X		
TMC Degree	X		
Job Placement/Employment Readiness		X	
Occupational Outlook		X	
Emerging Occupational Cluster		X	