

Woodland Community College
Academic Senate
Minutes – August 30, 2013

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum)	<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"/> Pat Wheeler (Adjunct, at large)
<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.)

Guests: J. Shah, A. Konuwa

Call to Order at 1:04 pm

I. Approval of Agenda (Wheeler/Chetra)

II. Public Comment

- A. Wheeler reports that the current schedule is an inconvenience to single mothers who would like to have their schedules coordinated with their children’s class dates.
- B. Latimer reports that the counseling secretary has left and the counseling phones may not always be covered. Administration is considering making the new hire a secretary to the dean as well as a counseling secretary. This could be problematic.
- C. Gassman reports that the program review process looks pretty damn scary. The overall picture looks daunting and terrifying. He will pay someone \$1,000 to do the history program review.
- D. Chetra reports that he held a conference call with Butte College to verify information given to him in the District Calendar Committee regarding admissions timelines. Some of the committee’s information may have been inaccurate. This will be agendized in a future Senate meeting.
- E. Ferns reports that WCC still does not offer a comprehensive and easy approach for students to obtain picture ID cards. Student ID cards would make it easier for students to use such services as the WAM, the ARC, the tutoring center, other student services, campus copiers, and library services. These cards would serve as ID in case of a campus emergency, could work as debit cards and be used to pay for parking or make copies and print from lab computers, and could allow students to receive discounts at local businesses and on public transportation. In addition, ID cards would allow faculty and staff to track student use of important student services on campus and gain accurate data for program reviews and gain leverage in making future facilities and equipment requests.

III. Approval of Minutes from 8/16/13 as amended (Howerton/Gassman)

IV. President’s Report-Clark (Attached)

- A. Clark had a brief orientation with the new senators this morning and was impressed with the energy of the group. He recommends all committees hold orientations with new members and review purpose statements. The Senate will review its purpose statement as well in a future meeting.

V. Vice President's Report-Vacant

- A. Committee Appointments. The Senate appoints Ingrid Neumann to the SLO Committee as the adjunct representative. The Senate appoints D. Martin to the Flex Committee. The Senate appoints Ferns to the Library Advisory Committee as the FALAHUM representative.
- B. Curriculum Update. Both N. Kirschner and B. Asmus will have 60% reassigned time next semester, which will put some strain on their departments. If the District had provided a more balanced 40% reassigned this semester, we would not be so far behind with the current backload of work and we wouldn't have needed to resort to such an extreme measure for next semester.
- C. Senate Subcommittee Selections
 - 1. Ferns, Gassman, and Howerton will serve on the Senate Election Committee.
 - 2. Wheeler, Latimer, and McGill-Cameron will serve on the Academic Standards Committee.
 - 3. Bahneman will serve on the Academic Discipline Committee.

VI. Election of Senate Vice President-Donna McGill-Cameron is elected Senate Vice President for the 2013-2014 school year (M/S/C Wheeler/Howerton).

VII. New Business

- A. Strategic Planning Protocol Feedback (Attached). Latimer expresses concern that the non-instructional program vitality criteria does not take into account a program that may be understaffed. Clark brought this up with administration in a past meeting. Clark also notes that much of this information may be slightly intimidating due to the potential ramifications of the reports, but we will be consistently monitoring the process to ensure that it is an effective and fair one. Any immediate effects are unlikely. We must be cognizant of the details of the plan once they are integrated into future drafts of this plan.
- B. Blackboard and Technology Concerns. Ferns reports that the recent purchase of a new Learning Management System is a positive step in addressing technology issues within the District, but he is worried this step may mask a more troubling problem, which is the process by which the District came to this decision. The Board convened an emergency meeting to approve the funds only after Blackboard crashed and became unusable for the first week of classes. Fortunately a fix was found and we can use Blackboard again, but this is simply one technology problem in a long line of problems that we have had for years. The portal is an example of technology that we simply do not know how to use effectively, and it's riddled with problems that prevent most faculty from using it. Email access is another issue in that most faculty and staff are prevented from sending out messages to large groups of district faculty and staff. The current email process uses a few gatekeepers who have the permission to send messages to the campus community. This process has increased the workload of the gatekeepers and delayed the timely transmission of important notices. On the topic of email lists, Clark asks who should be maintaining them? If anyone is capable of making a list, why don't we take it upon ourselves to make up and maintain that list? Clark asks the Communication Resource Committee to bring a list of technology concerns to the Senate for further consideration.
- C. SLO Committee Report to Senate. Howerton reports that the SLO Committee meets the second and fourth Thursday during the noon hour in room 621. He reports that the current campaign, the "Road to 100%," is going well and we have gone from 54% compliance with course level assessments to almost 90% this year. For the fall semester, we will be collecting SLO assessments for the 34 classes we are offering this semester for which we are still missing assessments. Wheeler thanks Howerton for the great adjunct form allowing adjunct faculty to report results. Clark expresses thanks to the SLO Committee for the work it has done, which has been exemplary, in response to the accreditation recommendation.

D. PRVT Revised Purpose Statement (attached).

➤ **Motion: The Senate approves the revised purpose statement with the removal of the room number (MSC Gassman/Wheeler).**

E. Inadequate Administrative Support and Management Resources. Clark notes that we don't have sufficient resources to accomplish the administrative tasks that need to get done. For example, Ana Villagrana worked long hours on the catalog updates, which prevented her from accomplishing other important work. The Senate will take this up again in a future meeting and present a resolution asking for additional support.

VIII. Meeting Adjourned-3:01 pm (Gassman/Wheeler)

President's Report
August 30th, 2013

1. **DC3 (8/20)** – Suggested a further revision to AP 7151 (Evaluation of College Presidents). Reviewed and made recommendations regarding AP 7122 (College President Hiring Procedure). Received AP 4105 (Distance Education). Had a long discussion about the possible realignment of Clearlake with WCC. Among the concerns voiced were: timing, cost, benefit to Clearlake students, benefit to WCC students, adequate resources, and curriculum issues. Many still don't feel that a list of reasons to consider this transition has been provided.
2. **Budget Summit (8/28)** – CBO Kaur reviewed a number of documents looking at last years (unaudited) budget, this year's tentative budget and this years adopted budget. The adopted budget has a \$2.12M structural deficit and a \$5.35M projected ending fund balance (reserve). The reserve is projected to be 10.76%, but there are two contingencies (utilities and apportionment deficit) totaling \$325K, which could lower the reserve. After the budget review, questions were raised about resource allocation and the importance of program review as we moved forward. A number of concerns were raised (educated faculty on properly writing reviews, reviews for programs with no full-time faculty, programs being hurt by poorly written reviews...). It was agreed that education will be a determining factor in the success of the new planning protocol. [It sounds like Molly has WCC a bit ahead of where YC is regarding program review expectations.]
3. **Special Board Meeting (8/20)** – The meeting's single agenda item was the purchasing of a new LMS. The purchase of Canvas was approved. However, before a vote was taken, board members ask many questions regarding what led us to the situation with the former Blackboard. The Vice Chancellor has promised a thorough review.
4. **Meeting with WCC Administration** – Nothing to report. The combination of no senate VP and scheduling issues with WCC administration has resulted in no meetings this semester. Both sides are working to find a time to meet next week. Issues are collecting.

VP Portion of President's Report

5. **Committee Appointments** –
 - SLO Committee (1 Adjunct)
 - FLEX (1FT)
 - Scheduling Criteria (1FT)
 - LAC (1 FT from FaLaHum)

I. Introduction

The strategic planning process guides the district in integrating planning, budgeting and evaluation processes that result in the district achieving its goals as set forth in the vision and mission. The overarching characteristic in the district planning framework is that these common components form a repetitive, continuous cycle of sustainable quality improvement grounded in data-informed decision-making.

The strategic planning process:

- is inclusive of the planning at the colleges and district services
- drives allocation of district resources for the colleges, the off-campus sites and district services
- incorporates factors of external influence to account for and respond to emerging trends and contingency events and
- includes a planning, budgeting and evaluation calendar and appropriately distributed responsibilities

II. Design Principles:

We produced the Strategic Planning Process (SPP) using the following design principles:

1. The strategic planning process has a clear cycle of activities, is **learning-centered**, and has clearly assigned roles and responsibilities for individuals and groups, including students.
2. The **collaborative** SPP process is incorporated within ongoing participatory decision-making structures rather than creating a separate set of activities and groups, and is inclusive by providing multiple means for constituent groups to be heard and to influence the plan.
3. The SPP is **data-informed**, using qualitative and quantitative data, and is routinely reviewed as the plan is implemented with the aim of continuous improvement.
4. The process assures **deliberate and equitable resource allocation** supporting the achievement of the colleges, off-campus sites and district services goals as we strive to improve student learning through our programs and services.
5. The process supports **integrated planning** of the educational master plans, district services, facilities, fiscal, human resources and technology with the comprehensive district master plan through careful timing and by clearly connecting each of these plans to the District's Vision, Values, and Goals, both short- and long-term.
6. The process is as **simple as possible** while yielding a viable planning process. The process vocabulary, its deliverables and the results of the plan's implementation are **widely disseminated** to all employees.

III. General Process Overview

The strategic planning process (diagram found on page 3) is an annual cycle within a six-year comprehensive review. Embedded within cycle are processes including planning and prioritization, budgeting and resource allocation, implementation and institutional effectiveness review. The integration of these processes assures annual evaluation and improvement in our ongoing quest to support higher levels of student learning across the district.

Six-year Integrated Institutional Effectiveness Cycle:

Strategic Plan: The District's vision, focus and strategic intent are set by the Governing Board in the Strategic Plan comprised of the Vision, Values, Institutional Student learning Outcomes (SLOs), College and District Services Mission. The Governing Board works with the Chancellor to affirm Short- and Long-term Goals.

Long-term Operational Plan: The Strategic Planning Team (SPT) compiles goals and objectives from the:

- WCC Educational Master Plan
- YC Educational Master Plan
- District Services Master Plan (which includes Human Resources, Facilities, Fiscal and Technology master planning)

The SPT also incorporates emergent strategies into a Comprehensive District Master Plan (CDMP) that provides long-term operational planning for YCCD. Informed by the strategic intent found in the Strategic Plan, the CDMP also contains long-range performance targets articulated through a set of Key Predictive Indicators. KPIs include past performance trends, current state, and our aspirations for future performance as metrics to gauge institutional effectiveness. While major revisions occur on a six-year cycle, the process is uniquely and deliberately designed to assure the district is nimble and responsive to regional, statewide, and national trends, needs and initiatives through prescribed and integrated communication and prioritization components in the annual cycle (see page 6).

Annual Integrated Institutional Effectiveness Cycle:

Operational Plan: The Annual Action Planning Team (AAPT), a DC3 sub-team, compiles the annual goals and objectives for the coming year from the CDMP. This team accounts for short-term emergent strategies as informed by contingency events and emerging program priorities. A component of this process includes the work of multiple Program Vitality Prioritization Teams (PVPT) who implement the district's Program Vitality Prioritization process. The results of this process inform the annual budget and resource allocation process.

Resource Allocation Process: Budget Summit Team is charged with preparing resource allocation recommendations. These recommendations include the results of the program vitality prioritization process (see page 9 for more details) and are based upon long-term fiscal planning and current budget status including the allocation of one-time funds.

Institutional Effectiveness Review (IER) Process: The institutional effectiveness review process assures annual assessment and evaluation of the district's performance in relation to its stated purpose. The IER is comprised of multiple elements:

- Evaluation of last year's goal achievement as stated in the district AAP
- Evaluation of the Key Predictive Indicators as stated in the CDMP
- Evaluation of the effectiveness of our participatory decision-making processes

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- Evaluation of the budgeting and planning processes
 - Analysis of Program Reviews and Administrative Services Reviews as a method for informing planning and resource allocation for the coming year

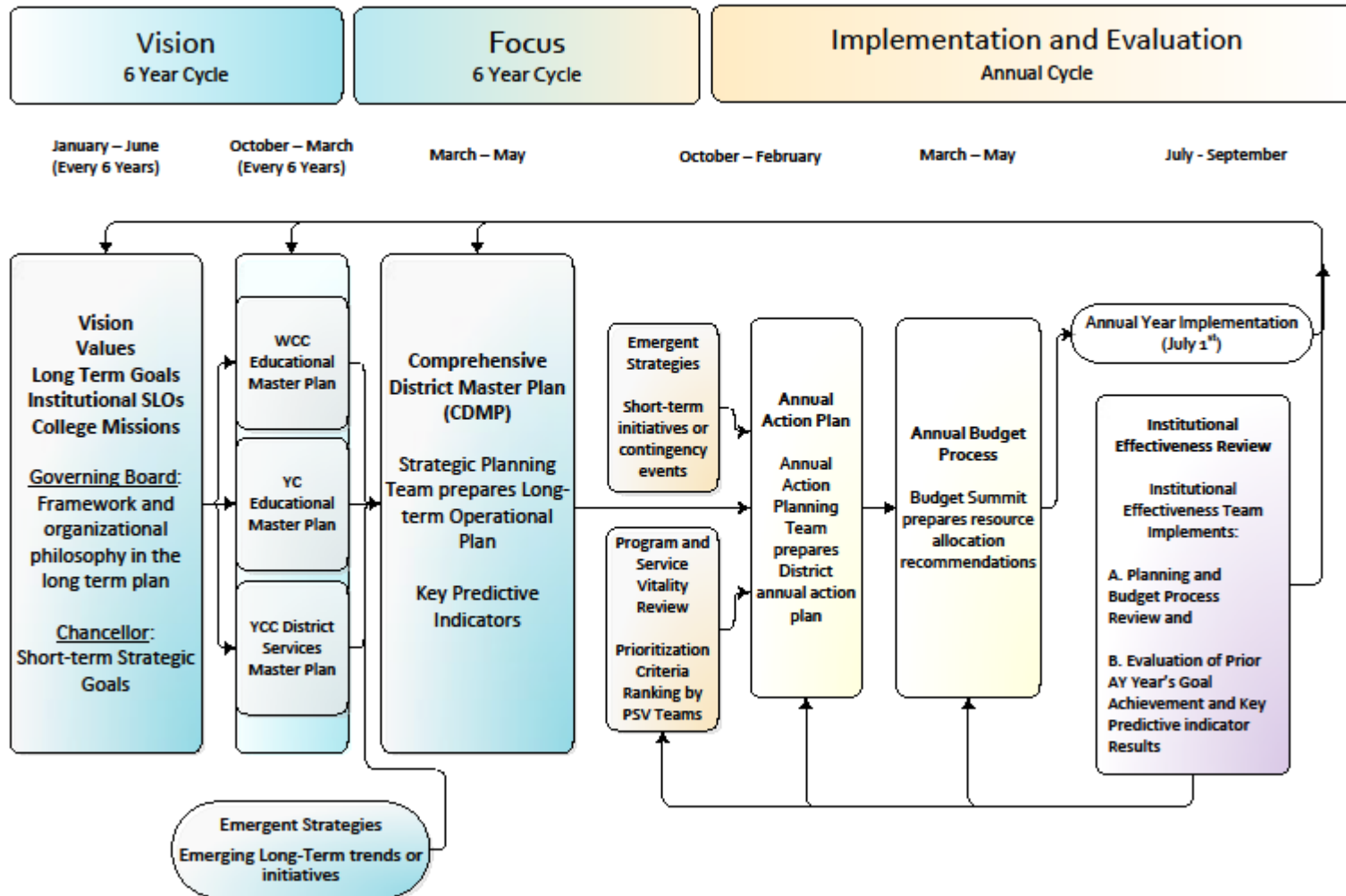
The IER also supports reporting on contingency events (i.e., unplanned events or circumstances that impacted goal and objective achievement during the preceding year) if applicable.

The Institutional Effectiveness Review Team (IERT), a sub-team of DC3, oversees this comprehensive assessment and evaluation process designed to assure the district's active engagement in ongoing improvement and institutional renewal.

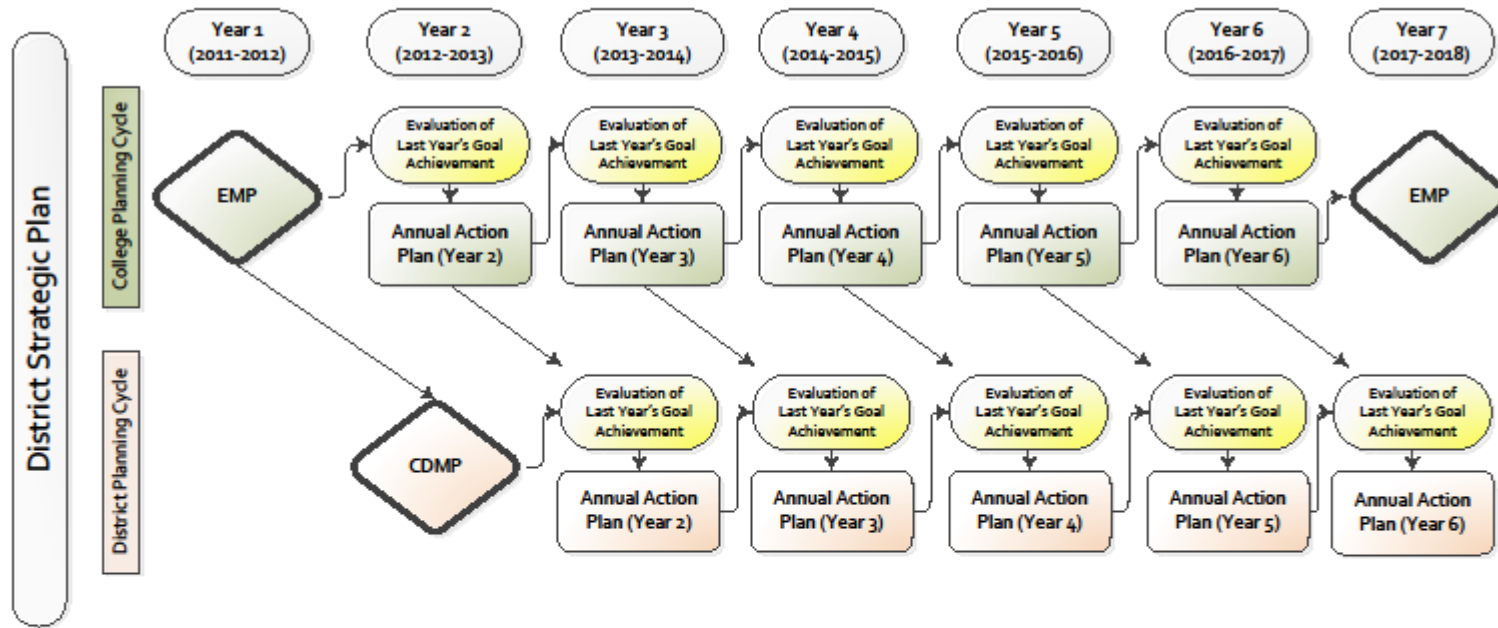
Annual Communication Cycle: To support an inclusive and transparent integrated planning, resource allocation, and institutional effectiveness process, the results of each of the annual cycle components will be widely communicated using multiple communication venues. The Communication Team is charged by DC3 to:

- Assure broad dissemination of SPP deliverables
- Serve as a formal conduit for constituent input into the Annual Action Plan, the Resource Allocation Recommendations, and the Institutional Effectiveness Review, and
- To evaluate the effectiveness of the communication processes used for the purpose of improving communication in the future.

Yuba Community College District Strategic Planning Protocol



YCCD Integrated Planning Process (6-Year Cycle)



Planning Timeline:

1. **October-June:** The colleges/district will involve constituents in drafting the long/short term plans.
2. **August:** During convocation, the colleges/district will share past planning accomplishments/KPIs, and the draft plan for the next academic year. Opportunity for feedback and Q&A.
3. **September:** The colleges/district will share past planning accomplishments/KPIs, and the draft plan for the next academic year for the Board's approval.

CDMP "Feeder Plans":

- AAP (college)
- EMP (college)
- DSMP
- Program Reviews (College/District)

EMP "Feeder Plans":

- Facilities
- Program Reviews
- Staffing
- Student Equity
- Student Services
- Technology

Glossary:
 AAP: Annual Action Plan (a.k.a. short-term implementation plan)
 CDMP: Comprehensive District Master Plan (a.k.a. long-term District plan)
 DSMP: District Services Master Plan (a.k.a. long-term District plan)
 EMP: Educational Master Plan (a.k.a. long-term college plan)

Revised 3/5/13
 Approved XX/XX/XX

IV. Annual Integrated Institutional Effectiveness Rhythm for 2013-14 and 2014-15:

Time Period: Annually

A. District Strategic Plan

What: With a six-year planning horizon, the District Strategic Plan consists of the following:

- Vision
- Values Statement
- Short- and Long-term Goals (formerly the Strategic Directions)
- Institutional Student Learning Outcomes
- Colleges' and District Services' Missions

Who: Board of Trustees

When: Annually; dialog to occur and update as appropriate

Explanation: Considerations include external factors of influence (e.g., state funding, labor market research, etc.) emerging trends at the regional and state level, and colleges' Educational Master Plans.

B. **YCCD Short-term Goals (two-three year):** With a two-three year planning horizon, the Governing Board influences the district's Short-term Goals through the Chancellor's annual goals.

C. **Long-term Goals** will emerge from the 2014-15 Strategic Planning Process.

Time Period: October-March

A. Educational Master Plans and District Services Master Plan:

Woodland Community College Educational Master Plan

What: Embedded within the six-year Educational Master Plan are annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: Educational Master Plan Committee

When: Annually; dialogue to occur to update the Comprehensive Plan

Explanation: This is a unique product containing similar components such as facilities, staffing, educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.

Yuba College Educational Master Plan

What: Embedded within the six-year Educational Master Plan (EMP) are annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning

outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: College Council

When: Annually; dialogue to occur to update the EMP

Explanation: This is a unique product containing similar components such as facilities, staffing, educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.

District Services Master Plan

What: Embedded within the six-year District Services' Master Plan are annual priorities that drive budgeting, resource allocation, and decision-making in accordance with established goals, objectives, and anticipated learning outcomes. Required elements of the master plans are goals and objectives informed by internal and external data, means of assessment, budget impact, evaluation plan, responsible parties, and timeline.

Who: District Services Executive Team

When: Annually; dialogue to occur to update the Comprehensive Plan

Explanation: Unique product containing similar components (facilities, staffing, Educational programs and services to include curriculum, student support and services, technology, fiscal planning, professional development, etc.)

Time Period: March-May

Comprehensive District Master Plan (CDMP): The CDMP represents the long term operational plan for the district. The plan includes elements from each of the three master plans as well as emerging trends and strategic initiatives. The CDMP serves as a coordinating mechanism to further support the achievement of goals across the district.

What: CDMP; information needs to be vetted by DC3.

Who: CHEX

When: April-May

- Annual dialog/updating as appropriate
- Comprehensive Plan every 6 years

Explanation: The CMDP will be initially vetted through DC3 in April.

Time Period: March-May

Program and Service Vitality Review (PSRV): The PSVR is a review of the priorities of both colleges (YC and WCC) and District Services, with the objective of developing a master list of priorities, district-wide for all programs and services. The analysis, review and formulation of a master priority list is conduct by three teams – 1) CHEX, 2) and 3) Sub-teams of DC3. CHEX is comprised of the leadership from both colleges, as well as district leadership and the Chancellor. The two sub teams

from DC3 will include a balanced representation from both colleges and staffing positions (i.e. classified, faculty, management and district staff.) Teams 1), 2) and 3) will forward their recommended master priority lists to the Vice Chancellor of Education Planning Services, who will aggregate the three recommended lists into a single master list, which will be sent to DC3 and finally to the YCCD Chancellor for review, approval and action,

What: PSVR

Who: CHEX, Sub teams of DC3

When: January-February

- Annually

Explanation: The final recommended master priority list will be vetted through DC3

Resource Allocation Model (RAM): A majority of the District’s revenue comes from State apportionments for student enrollment (Full-time Equivalent Students or “FTES”); Cost of Living Allowances (COLA), if any; Enrollment Growth/Restoration funds; Local Property Taxes; Lottery and, Enrollment fees.

The General Fund is the district’s largest source of revenue. The General Funds that are allocated to the college are based on the strategic planning priorities for the district. The process for determining resource allocation begins with the Governing Board as well as the Chancellor setting strategic directions including long-term and short-term goals at its July Planning Session. The colleges and the district services work on its respective educational and district services master plans that are incorporated into the Comprehensive District Master Plan by the Strategic Planning Team (Sub-Team of DC3). All of the plans as well as emerging strategies are incorporated into the Annual Action Plan. At the same time, district-wide teams utilize the strategic planning criteria in prioritizing programs and services that are incorporated into the Annual Action Plan by the Strategic Planning Team. The Budget Advisory Team (Budget Summit) prepares resource allocations for the prioritized programs and services.

What: Budget Summit prepares resource allocation recommendations to inform the District Budget.

Who: Budget Summit, a DC3 sub-team

When: Begin process in January to approve Tentative Budget by July 1 and continue this process until Final Adoption of the Budget by September 15.

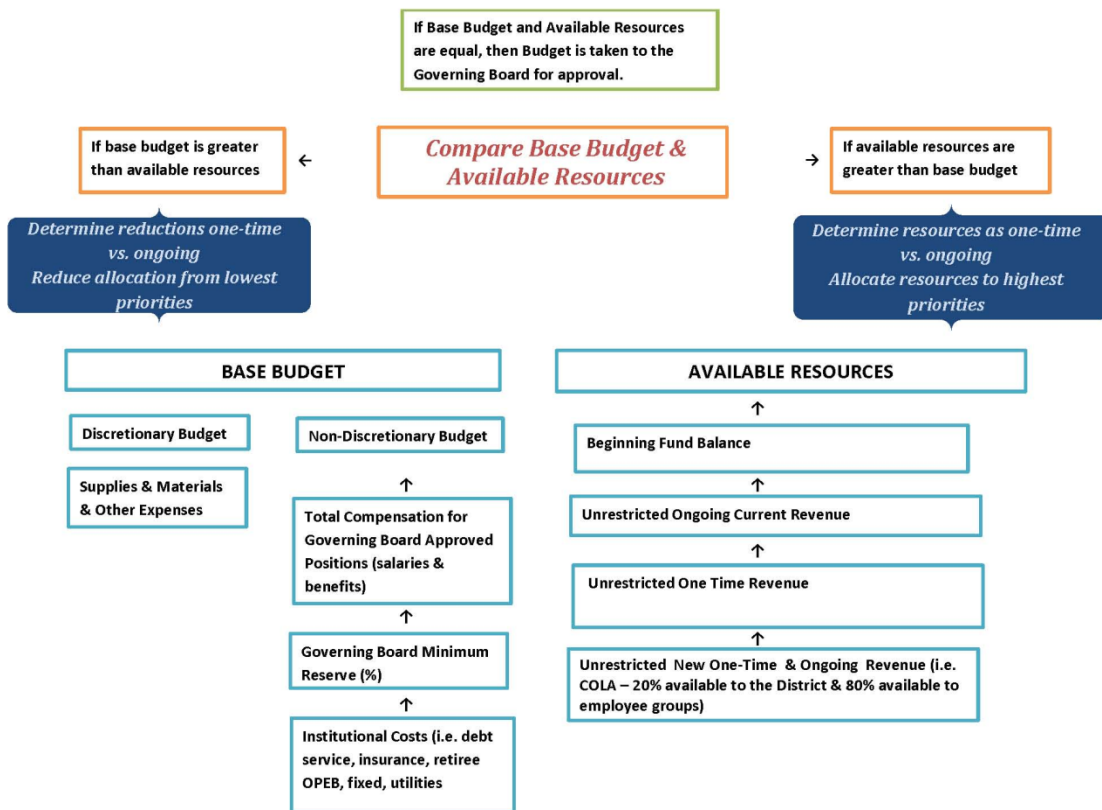
Explanation: The RAM and subsequent final budget funds programs and services for the following academic year.

The State of California’s Budget Process: Timeline of Events

The States’ budget process and timelines dictate the timing of events and distribution of monetary resources to the District that are then allocated to the two colleges within the District, Yuba College and Woodland Community College.

Timeline:

- January: Governor’s Budget Proposal – includes proposed estimates of state revenues.
- February: Final calculation of state revenues of previous fiscal year’s budget
- February – March: P1(First Principal Apportionment) – the first calculation projecting apportionment revenues for the district (including property tax and enrollment fees, projected deficit factor)
- May: Governor’s Revised Budget – revised estimates of state revenues
- June: P2 (Second Principal Apportionment) – revised estimates of statewide budget shortfalls in property tax and enrollment fees; deficit factor to growth funding; may allocate special funding
- July: Final State Budget – final State revenues



Time Period: October-February

Annual Action Planning: The District Annual Action Plan (DAAP) is drafted annually by the Annual Action Planning Team (AAPT), a sub team of DC3. The DAAP compiles the annual goals and objectives included in the CDMP. In addition the plan is informed by the summary of goal achievement from the annual Institutional Effectiveness Review, emerging direction trends and contingency events. Required elements of the annual plan includes goals and objectives, means of assessment, budget impact, evaluation plan,

responsible parties, and timeline.

What: DAAP

Who: Annual Action Planning Team (AAPT), a DC3 sub-team

When: October-February

Explanation: The District Annual Action Plan includes the goals and objectives for the current year and incorporates emerging trends already determined through previous year's work. The DAAP will initially be vetted by DC3 in January, and confirmed in February.

Academic Program and Services Vitality Prioritization process: This process is designed to link college and district planning processes to college and district allocation processes, using criteria and evidence in support of district and college priorities.

What: Program and Services Vitality Prioritization

Who: PSV Teams (CHEX and two DC3 appointed ad hoc teams)

When: October-February

Explanation: The prioritization teams complete the prioritization process using the Academic program and Services Vitality Criteria (See Appendix, page??). The priorities are forwarded to Budget Summit for incorporation into the tentative budget. For 2014-15 the District will pilot the process for one-time funds. Following a comprehensive evaluation, analysis and process improvement as appropriate, this process, we anticipate full implementation for the 2015-16 budget year.

Time Period: March-May

What: Budget Summit prepares resource allocation recommendations to inform the District Budget.

Who: Budget Summit Team

When: Begin process behind the scenes in February and finalized - March – May

Explanation: The RAM and subsequent final budget funds programs and services for the following academic year.

Time Period: July-September

Institutional Effectiveness Review (IER). The institutional effectiveness review is an annual process that includes the following:

- Evaluation of last year's goal achievement as stated in the district AAP
- Evaluation of the Key Predictive Indicators as stated in the CDMP
- Evaluation of the effectiveness of our participatory decision-making processes
- Evaluation of the budgeting and planning processes
- Analysis of Program Reviews and Administrative Services Reviews as a method for informing planning and resource allocation for the coming year

What: IER: A multi-component institutional effectiveness review directed at determining the level of achievement of specific outcomes including Board

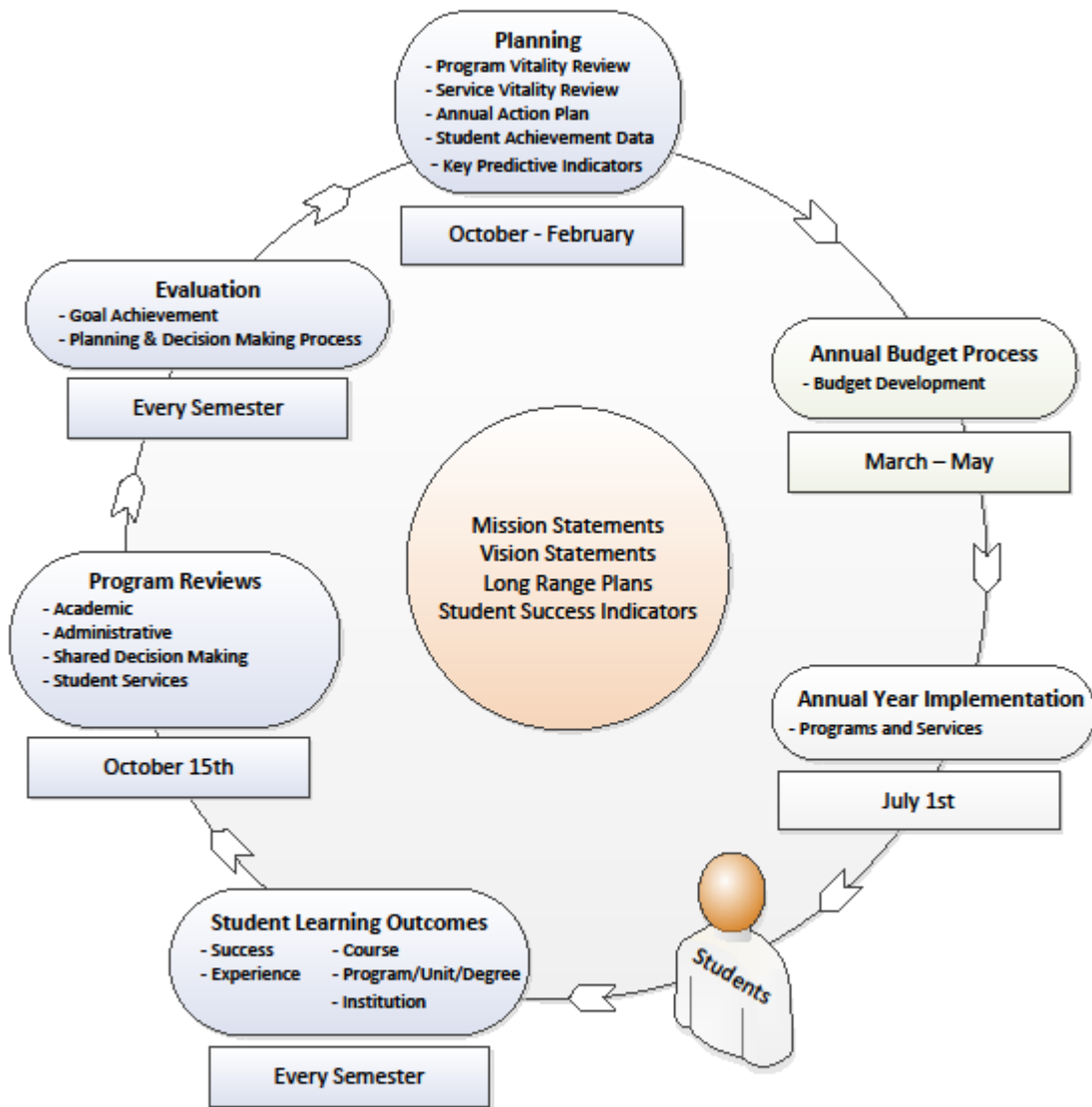
adopted institutional Student Learning Outcomes (SLOs), academic program SLOs, non-instructional program and service units and administrative service unit outcomes. This review is designed to include and make use of these outcomes in a yearly cycle that reports on the progress made toward outcome achievement and overall effectiveness of programs, services, and institutional processes and leads to institutional improvement in programs, practices, and procedures as they support improved student learning and student success.

Who: Institutional Effectiveness Review Team (IERT), a DC3 sub-team

When: Begin the review in July with a report in **December**.

Explanation: IERT is responsible for compiling the results from the five areas listed above and to present this information the Communication Team for broad dissemination.

**Yuba Community College District
Institutional Effectiveness (IE) Review Framework**



Revision Date: 5/31/2013
Approved: XX/XX/XXXX

APPENDICES:

1. DC3 Team Timelines (Forthcoming)
2. YCCD Academic Program Vitality Criteria
3. YCCD Services and Non-Instructional Program Vitality Criteria
4. Annual Committee Effectiveness Review
5. Planning and Budget Process Improvement (Forthcoming)

6.

YCCD ACADEMIC PROGRAM VITALITY CRITERIA

- I. Vision (Maximum 10 points)
 - a. How does the program support the District [vision statement](#)? (5 points) Specifically, how does the program meet the needs of our students and communities?
 - b. How does the program support the District goals and future directions? (5 points)
 - YCCD Short Term Goals
 - YCCD Long Term Goals
- II. Demand (Maximum 35 points)
 - a. 2 year enrollment trend (5 points)
 - b. Course fill rate [enrollment/capacity] (5 points)
 - c. Awards (degrees and certificates) (5 points)
 - d. #/% Degree/Certificate Applicable Courses (5 points)
 - e. #/% Transferable Courses (CSU and/or UC) (5 points)
 - f. #/% Courses that are required for, or support other programs (5 points)
 - g. Occupational Outlook (labor market projections), including indicators if the program supports a high demand occupation (i.e. Next Economy Clusters, etc.) (5 points)
 - h. Other (any other data not listed that would be important to demonstrate demand for the program, such as students served, services provided, etc.) (5 points)
- III. Program Quality (Maximum 35 points)
 - a. Established and implemented learning outcomes, evaluation plan and improvement plan (10 points)
 - b. Faculty/staff affiliations/connections/collaborations with regional partners (5 points)
 - c. Articulation agreements with high schools (5 points)
 - d. Transfers to 4-year universities (10 points)
 - e. Other (any other data not listed that would be important to demonstrate quality of the program, such as job placements, surveys, student outcomes, community connections, etc.) (5 points)
- IV. Revenues (Maximum 30 points)
 - a. FTEs, FTEF, Productivity (2 years) (15 points)
 - b. Any other revenue data available to the program (15 points)
- V. Potential (Maximum 35 points)
 - a. Investment will enhance student success/ retention (10 points)
 - b. Program/discipline can grow with no new resources (other than increased allocation of FTEF) (5 points)
 - c. High quality facilities/equipment central to courses and learning within this program/discipline (5 points)
 - d. Investment will create new and innovative ways to support the District's vision statement (5 points)
 - e. Investment will strengthen existing as well as new academic programs (5 points)
 - f. Investment will increase enrollment/productivity (5 points)
- VI. Other
 - a. Crucial information not provided under the previous categories (5 points)

The following Program Quality criterion is under development pending further definition: *Faculty/staff evidence and recognition of innovative teaching and learning*

* Programs are scored on a ratio of [points earned] / [points applicable]. Not all criteria listed will be applicable to each program.

YCCD SERVICES & NON-INSTRUCTIONAL PROGRAM VITALITY CRITERIA (Draft 8/16/13)

- I. Vision (*Maximum 10 points*):
 - a. Direct support for the vision and short-term goals of the District (*5 points*)
 - b. Services support student learning outcomes and assures equitable and appropriate student access (*5 points*)

- II. Demand (*Maximum 25 points*):
 - a. Impact on: (*5 points*)
 - i. students
 - ii. other college or district services
 - b. Growing demand for service (*5 points*)
 - c. Service includes requirements for other programs or services (interdependencies) (*5 points*)
 - d. Impacts diverse student/staff population (*5 points*)
 - e. External (i.e. outside of YCCD) demand for service (*5 points*)

- III. Service Quality (*Maximum 25 points*):
 - a. Service uses faculty, staff and student input and other appropriate measures in order to improve the effectiveness of these services (*5 points*)
 - b. Staff engagement in professional development (*5 points*)
 - c. Established and implemented administrative unit outcomes, evaluation and service improvement plan (*5 points*)
 - d. Demonstrated effective and consistent communication to appropriate constituents, district-wide (i.e. updated website, agendas and minutes posted, etc.) (*5 points*)
 - e. High quality services/technology/facilities central to student learning (*5 points*)

- IV. Mandated Requirements/Compliance (*Maximum 15 points*):
 - a. Compliance with federal, state and local codes and statutory regulations (*15 points*)

- V. Revenues (*Maximum 15 points*):
 - a. High efficiency as measured by staff/time ratios and costs (*5 points*)
 - b. Requires low level of resources (*5 points*)
 - c. Generates significant resources to defray costs (*5 points*)

- VI. Potential (*Maximum 20 points*):
 - a. Service can grow with no new resources (*5 points*)
 - b. Investment will create new and innovative ways to support district vision (*5 points*)
 - c. Investment supports opportunities for greater collaboration and team approaches in the delivery of services (*5 points*)
 - d. Investment will strengthen or support a variety of college programs and/or District Services programs and services (*5 points*)

- VII. Other
 - a. Other information not provided under previous categories [i.e. Affiliations/connections taking advantage of regional environment, etc.] (*10 points*)

The following Services Quality criteria are under development pending further definition:

- College or district evidence and recognition of service effectiveness
- Staff engaged in innovative service techniques

* Services are scored on a ratio of [points earned] / [points applicable]. Not all criteria listed will be applicable to each program.

Annual Committee Effectiveness Review (Draft 7/31/2013)

- I. Committee Process
 - a. The purpose of the committee is clear
 - b. I understand my role in this committee
 - c. I actively contributed to the accomplishment of the committee's purpose
 - d. Logistic support for this committee is adequate

- II. Prioritization
 - a. This committee prioritized topics/activities effectively
 - b. During the year, this committee re-prioritized topics/activities effectively
 - c. This committee aligned priorities with the district/college mission and goals
 - d. This committee assessed the effectiveness of the prioritization

- III. Participatory decision-making in formulating recommendations
 - a. The level of decision-making is clear for this committee (Levels 1-4)
 - b. The process in making the decisions was clear
 - c. The committee employed effective decision-making tools in making recommendations
 - d. The committee recommendations were based on criteria that focused on ensuring student success and enhancing student learning

- IV. Outcomes
 - a. The committee set goals for the year
 - b. The committee set goals well aligned with the district/college goals
 - c. The committee accomplished the goals set for the year
 - d. Committee members fully participated in accomplishing the goals

- V. Communication
 - a. Communication within the committee was effective
 - b. The committee's work, progress and outcomes were widely communicated to the district/college
 - c. In my role as a committee member, I communicated the committee's work, progress and outcomes to my constituent group(s).
 - d. The committee employed multiple means of communication to assure wide dissemination of work, progress and outcomes

- VI. Evaluation
 - a. Feedback from constituent groups was incorporated into committee work thus influencing outcomes
 - b. The committee evaluated committee goal outcomes
 - c. Results of the prior year assessments of committee effectiveness resulted in process improvements for this committee
 - d. Results of the prior year outcomes resulted in improvements in direction for this committee's work for the upcoming year

Each of the six areas is followed by an open-ended question: *What suggestions do you have for improvement in this area to enhance our committee's capacity to ensure student success over the coming year?*

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Standing Committee: Program Review Validation Team (PRVT)

Sponsor: WCC VP

Committee Co-Chairs: Molly Senecal (Director of Research) & Faculty Co-chair

Committee Purpose: The Program Review Validation Team will provide feedback to programs submitting reviews and will forward recommendations of program priority levels (enhance, maintain, restructure or revise) with justification to appropriate college committees. The intent of the committee is to make the program review process one that improves programs at WCC for WCC students and the communities WCC serves. In doing so it will focus on the goals and values reflected or delineated in the WCC Mission Statement, the WCC Education Master Plan, and the WCC Accreditation Self-Study. Further, the guidance of the WCC Academic Senate and the WCC College Council shall be strongly considered. The committee serves the following purposes:

1. Reviewing of program reviews and program review updates.
2. Providing feedback regarding program reviews and program review updates.
3. Collecting requests from program reviews and program review updates and forwarding an integrated list of requests to appropriate committees. These lists may also include support for requests.
4. Providing recommendations to improve the program review process.
5. Providing recommendations regarding college program priority levels
6. Categorizing requests and determining their alignment with the college EMP as well as the Woodland Community College and Yuba Community College District's Strategic Plans.

Guidelines and Parameters:

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

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7. Minutes will be approved at the subsequent meeting and will be distributed within 5 days of their approval.

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

Resources:

1. WCC Mission Statement
2. WCC Accreditation Self-Study
3. WCC Education Master Plan
4. Colusa Outreach Educational Advisory Committee
5. WCC Student Learning Outcomes Committee
6. YCCD Technology Committee
7. YCCD Chief Business Officer
8. WCC Student Success Committee
9. WCC Budget and Planning Committee
10. WCC Strategic Plan
11. YCCD Integrated Planning Process

Meeting Schedule:

The committee will meet on the 1st and 3rd Thursday from 12 PM – 1 PM in room 621 (August to December.) January through May, meetings will be held as needed to accomplish the purposes and goals of the committee and will be posted.

How Work Is Communicated:

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

Outcomes and Deliverables:

1. Integrated list of requests from program reviews
 2. Feedback regarding program reviews and program review updates
 3. Recommendations for program priority levels
 4. Recommendations for continuous improvement of program review process
 5. Integration of planning processes touched on by program reviews and program review updates
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Recommendations Go To:

1. WCC Planning and Budget Committee for review and action
2. WCC Academic Senate and WCC College Council for review
3. WCC Faculty Staff and Administrative Planning Committee, Instruction Equipment Request Committee, Scheduling Committee, WCC Curriculum Committee, District Technology Committee, and District M&O for information
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Program Review Validation Team

Membership:

Position Term Name _____
Sponsor On-going Al Konuwa (VPI)
Co- Chair – Faculty Member membership TBD
Co-Chair Molly Senecal (Research Director)
FSAPC Rep Matt Clark
Curriculum Committee Rep Brandi Asmus
Scheduling Committee Rep Sherry Spina
District Technology Committee Rep Julie Brown
Student Services Faculty Rep TBD
Dean of Instruction Monica Chahal
Dean of Student Services Vacant
Classified Rep Denise Browning (12-13 to 14-15)
ASWCC Rep TBD
SLO Committee Rep TBD

Resource Members

District Director, Information Technologies Karen Trimble
District Director, Maintenance and Operations Steve Plaxco

Note: All terms (with the exception of the classified and ASWCC representative) are congruent with the member's term on the representative committee or position. The Classified and ASWCC representatives are two-year term positions