

Woodland Community College
Joint Meeting of the Academic Senate and College Council
Minutes – August 9, 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 type="checkbox"/> Vacant (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 type="checkbox"/> Donna McGill-Cameron (Business and Vocational Ed.)

College Council: J. Brown, D. Bahneman, A. Fairchilds, J. Hernandez, A. Konuwa, L. Richard, J. Ortiz, M. Chahal

Guests: C. Howerton, M. Senecal, K. Carabajal

Call to Order at 1:06 pm

I. Approval of Agenda (Gassman/Chetra)

II. Public Comment

- A. Chetra reports that an additional volunteer from WCC is being solicited for the Calendar Committee. This person can be faculty or classified.

III. WCC President's Report/Vice President's Report-Fairchilds/Konuwa

- A. The District is working to allocate one-time funds for college priorities. Money is also coming to the District from the state based on FTES and will be allocated accordingly.
- B. Planning grants for joint adult education plans among colleges/local school districts may become available from the state chancellor's office, but they are currently understaffed and applications have been delayed. The WCC annual budget is a little more than \$10 million and the District budget is roughly \$46 million. The college earns roughly \$4,600/FTES.
- C. The chancellor has expressed optimism WCC will be taken off the warning status after the next accreditation review.
- D. The Founders Day event will take place this year on February 5. Paul Leathers will be the honored retired faculty.
- E. D. Houston will be at WCC on August 29 to hold a District realignment forum in the community room. A. Fairchilds states that the District realignment plan will probably go forward, meaning that WCC will take on management of the Clear Lake campus. Ortiz expresses some misgivings about realignment, as he does not see a benefit to WCC of taking on the additional responsibilities. A. Fairchilds replies that Clear Lake has 585 FTES and generates \$3.2 million in revenue from the state. It is a self-sufficient operation. Any realignment would take place over a period of two years. Clark notes that no dialogue has taken place regarding pros and cons of realignment and hopes that this will take place before any decisions are brought to the Board. The suggestion for realignment originally came out of a Board planning session in an effort to decrease the size disparity between WCC and YC by reallocating resources at Clear Lake.
- F. The chancellor has initiated a new model for the evaluation of college presidents (AP 7151). It is a combination of surveys from various faculty and staff members. The feedback will be used to help set professional development goals for the presidents going forward. J. Ortiz wonders what

the policy is behind the large number of appointments to various management positions made by District administration. Clark responds that this concern has been brought to the chancellor/human resources.

- G. Staffing-We are hiring an interim TRiO director and will soon move to fill the dean of student services (possibly on an interim basis). C. Latimer reports that counseling needs clerical help. Clark responds that we should take a big-picture approach to staffing. J. Brown reports that the registrar situation is not functioning properly. Fairchilds responds that a new dean of student services would be able to better manage admissions and records needs. Clark mentions that over the summer, Chetra sent out a notice to complete the census count because no one from A&R was available to do so. J. Ortiz states we need to ask ourselves what is more important than our treatment of a new student coming onto the campus for the first time. We are not staffed nor prepared to meet their needs because of our continued staffing issues.
- H. Facilities-Our number one facility priority is the new agriculture greenhouse. The performing arts building is first in the queue when a new state facilities bond becomes available. The multipurpose building would be in the second phase of development.
- I. CCOF-J. Ortiz states that we need to have a plan for CCOF, as we don't really know our mission for that area. Fairchilds responds that discussions will take place in the future, and she agrees this needs to be addressed.

IV. Accreditation Update-A. Konuwa

- A. The Accreditation Response Team (ART) is meeting today to review the responses to the four recommendations. We hope to have the response completed by mid-September for presentation to the Board so that we are prepared for the accreditation team's visit in October. K. Carabajal reports that among the District's recommendation on strategic planning, we are making good progress and responding to the short term deliverables. Regarding the second recommendation, the resource allocation process, good progress is being made. On the third recommendation, lots of work has been made regarding the District handbook and decision making. Human Resources is successfully navigating the fourth recommendation and addressing the professional development needs. This also includes the District staffing plan. The fifth and final recommendation is the evaluation process of the college presidents and AP 5171 is moving forward as a result.

V. YCCD Strategic Planning Protocol (SPP)-Senecal

- A. M. Senecal presents a summary of the YCCD Strategic Planning Protocol (attached at the end of the minutes). Clark requests that Senators review the relevant portions of the document, particularly the last four pages of the document, and prepare to offer feedback by next Friday, 8/16. Read the document and familiarize yourself with it, as it may be the basis of the questions the accreditation team asks of us when they return in October.

VI Student Success Initiatives Prioritization-Clark

- A. Clark suggests that the Senate work with student services to prioritize the 35 resource needs. Clark notes that the Senate input has been rushed on this document. Senators have had little time to review the priorities and had little input in putting the document together from the beginning. Clark, J. Ortiz, Latimer, and B. Asmus will form the task force and carry out the mission.

Motion-A task force shall be formed to allow the WCC Senate to work with student services to prioritize the resources needed for the mandated initiatives by Friday, 8/16/13 (Chetra/Latimer M/S/C)

VI. New Program Review Deadlines and Process-Sencal

- A. Senecal reports that the new program review process gives us two months to turn in program reviews. Please get them done.

VII. Meeting Adjourned-3:07 pm (Chetra/Ferns)

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 the integration of 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 Appendix page ????) 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
- 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

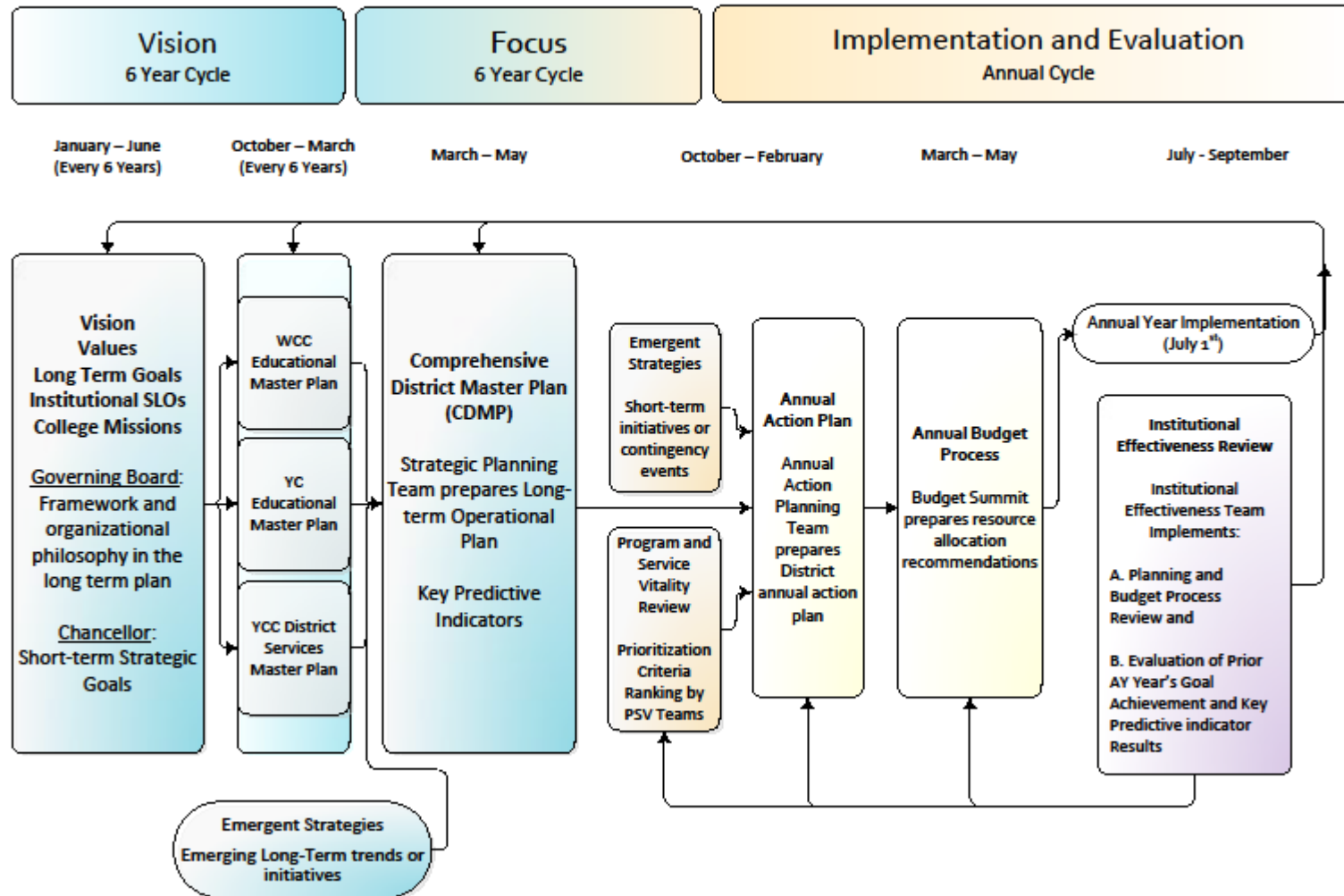
The IER also supports reporting on contingency events (i.e., unplanned events or circumstances that impacted goal and objective achievement during the preceding year) if applicable.

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.

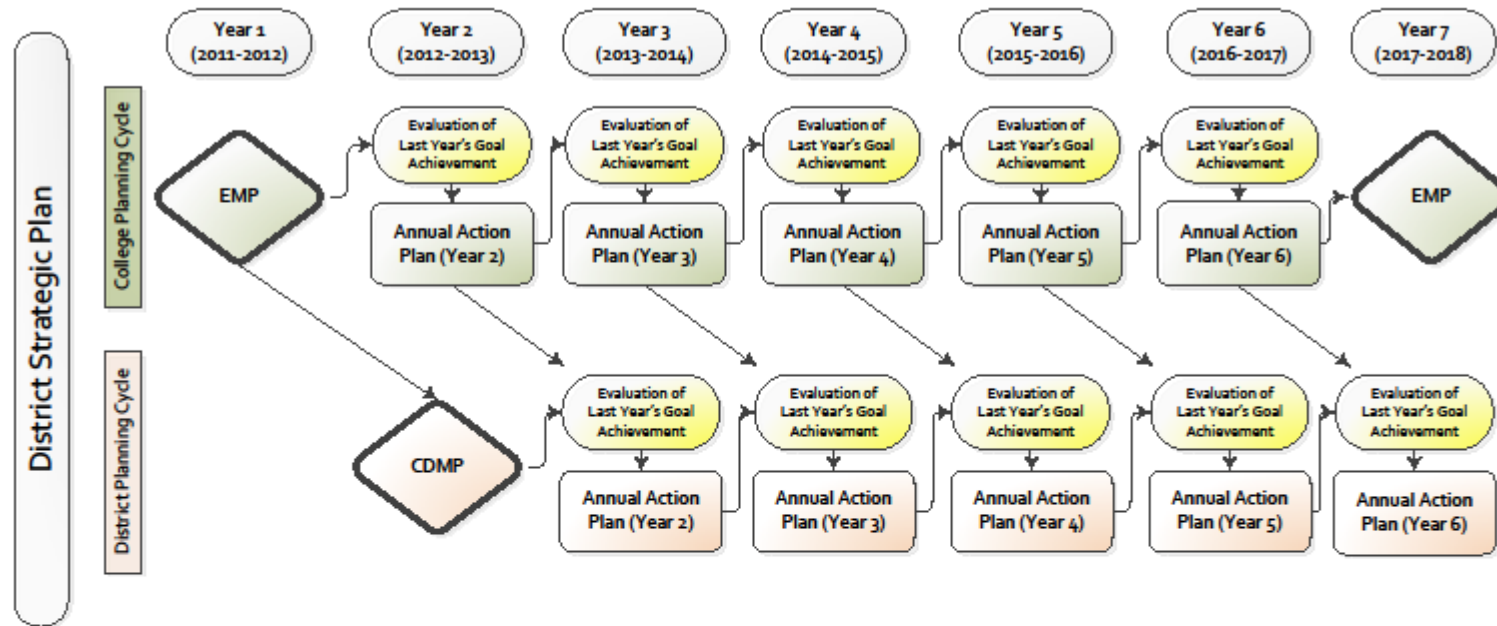
Annual Communication Cycle: To support an inclusive and transparent integrated planning, resource allocation, and institutional effectiveness process, the results of each of the annual cycle components will be widely communicated using multiple communication venues. The Communication Effectiveness Team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

Annual Budget/Resource Allocation Model to be inserted here.....

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

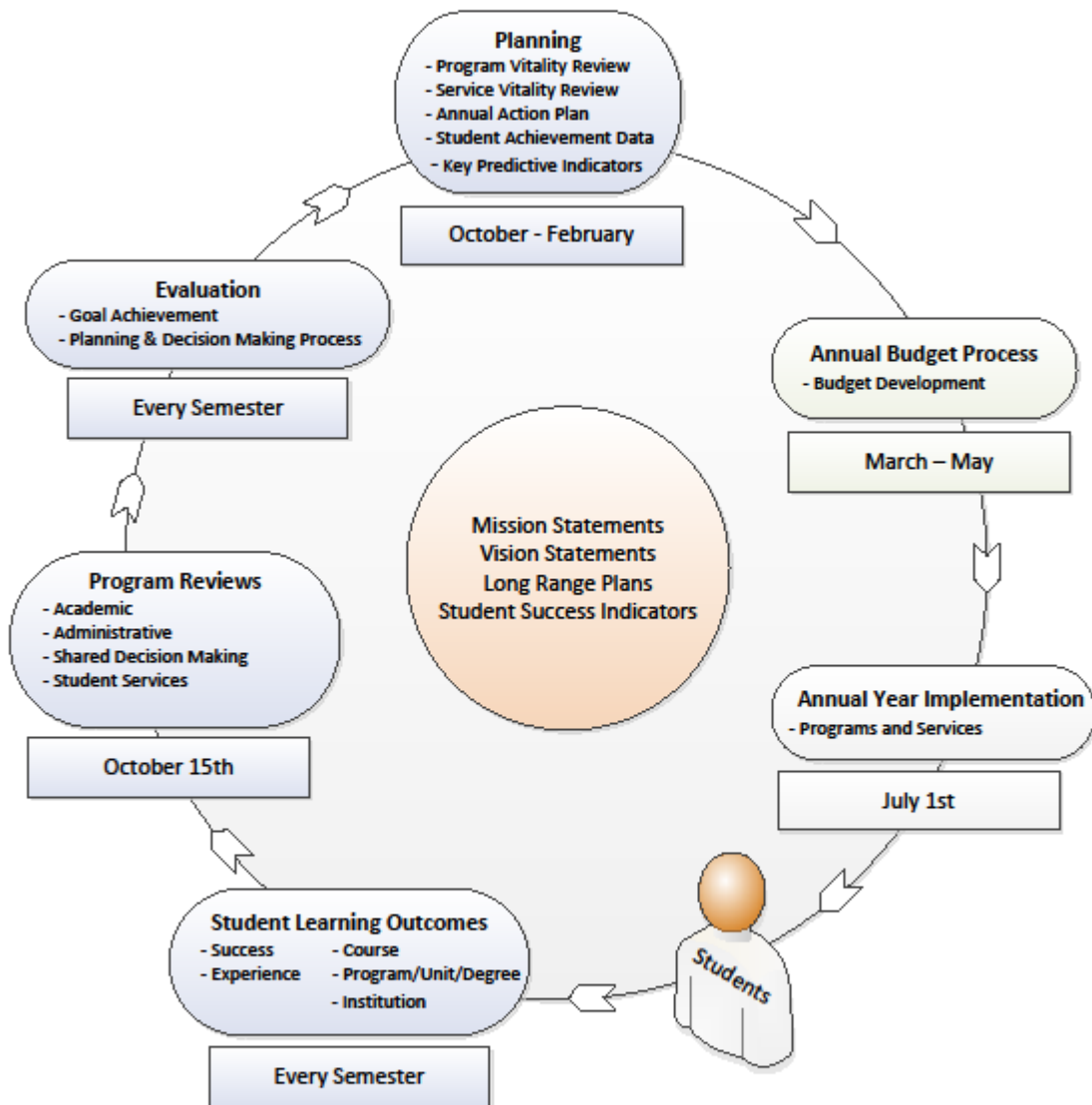
What: IER: A multi-component institutional effectiveness review directed at determining the level of achievement of specific outcomes including Board adopted institutional Student Learning Outcomes (SLOs), academic program SLOs, non-instructional program and service units and administrative service unit 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: Institutional Effectiveness Review committee is responsible for compiling the results from the five areas listed above and to present this information the Communication Effectiveness 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 Vitality Criteria
4. Annual Committee Effectiveness Review
5. Planning and Budget Process Improvement (Forthcoming)

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 programs 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*)

Yuba Community College District Strategic Planning Process

- 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 VITALITY CRITERIA (DRAFT 7/03/2013)

I. Vision (15%):

- a. Direct support for the vision and short-term goals of the District
- b. Services support student learning outcomes and assures equitable and appropriate student access

II. Demand (20%):

- a. Impact on:
 - i. students
 - ii. other college or district services
- b. Growing demand for service
- c. Service includes requirements for other programs or services (interdependencies)
- d. Impacts diverse student/staff population
- e. External demand for service

III. Service Quality (20%):

- a. Service uses faculty, staff and student input and other appropriate measures in order to improve the effectiveness of these services
- b. Staff engagement in professional development
- c. Established and implemented administrative unit outcomes, evaluation and service improvement plan
- d. Affiliations/connections taking advantage of regional environment
- e. High quality services/technology/facilities central to student learning

IV. Mandated Requirements/Compliance (15%)

Compliance with federal, state and local codes and statutory regulations

V. Revenues (15%):

- a. High efficiency as measured by staff/time ratios and costs
- b. Requires low level of resources
- c. Generates significant resources to defray costs

VI. Potential (15%):

- a. Service can grow with no new resources
- b. Investment will create new and innovative ways to support district vision
- c. Investment supports opportunities for greater collaboration and team approaches in the delivery of services
- d. Investment

- e. Investment will strengthen or support a variety of college programs and District Services program and service

VII. Other (5%):

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

Yuba Community College District Strategic Planning Process

- 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?*