

Woodland Community College
Academic Senate
Minutes – September 27, 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 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: A. Konuwa, M. Chahal, M. Senecal, L. Richard, C. Strode, E. Rodriguez, A. Fairchilds, K. Carabajal, J. Shah

Call to Order at 1:05 pm

I. Approval of Agenda as Amended (Gassman/Howerton)

II. Public Comment

- A. A. Fairchilds announces that the accreditation visit date may be changed. New dates are coming soon.
- B. M. Chahal announces that the SSSP implementation will be difficult locally because WCC is so far behind YC. The conversation needs to begin with bridging the gap between YC and WCC.
- C. C. Latimer wishes to thank the college community for its participation in the college transfer fair. Transfer agreements for UCD are due on Monday, and we already have 43 students who have applied. The college continues to get requests from private colleges to develop agreements. She recommends that the Senate develop guidelines for agreements.
- D. Clark announces that it is C. Strode’s birthday, and she agreed to come to a Senate meeting! Cake for everyone! Happy birthday Cay!

III. Approval of Minutes from 9/13/13 as amended (Gassman/Howerton)

IV. President’s Report-Clark (Attached)

V. Vice President’s Report-McGill-Cameron

- A. Committee Appointments. We will be asking for a faculty member volunteer for the District Facilities Committee and the District Technology Committee. The Senate appoints Chetra for the counselor hiring committee.
- B. Curriculum Update. In this morning’s meeting, DE and Curricunet were discussed. The committee will follow up with faculty with more information soon. A degree audit will be performed soon. This will be agendized in the future.
- C. McGill-Cameron reports that she recently attended a Woodland Joint Unified School District curriculum alignment conference for K-12.

VI. New Business

- A. Student Success Initiatives Prioritization Process (attached). Clark would like for WCC to determine how we will approach this action plan. Once we make that decision, we can carry forward our

wishes to the District and determine how we can best utilize shared resources. Latimer reports that the District is about 6 months behind where we should be to properly implement our goals. For example, in order for a student to register for Fall 2014, we may need to have a trackable educational planning system in place, because students with education plans will get priority. It's not clear to Latimer if SSSP requires the system to be in place for fall registration or in 2013-2014. A. Konuwa reports that the Curriculum Committee assumed responsibility for four of the mandates. The Senate has approved the recommendations of the task force and we have appointed point persons to accomplish some of the other mandates. The remaining mandates with no assigned contact persons will be filled soon. The District and the two colleges will need to come together to discuss how to catch up to the timelines dictated by the mandates. Clark comments that we have not been involved at the college level much on this, perhaps because much of it is taking place at the District level. C. Strode reports that the Student Success Committee has just begun to address the priorities, and she agrees that we need more involvement at the college level to prioritize and address these initiatives. L. Richard agrees that the campus community should be more involved. A. Fairchilds has made this one of her goals, and she would like to prioritize finding money to get some of these important tasks accomplished. A. Konuwa notes that we have hired a professional grant writer to assist us in acquiring funds. A. Fairchilds notes that much of this will need to come from ongoing funds and that we can't be dependent on grant funds. Latimer asks whether we are following the recommendations from the recently developed Resource Needs for Implementing SSSP Mandates. A. Konuwa responds that we are following those recommendations beginning with considering the hire of a counseling secretary. Clark notes that it is difficult to determine which of the imperatives came from the state and which imperatives the District wants to implement. M. Senecal reports that most people on this campus don't know which imperatives should be prioritized and that we should conduct a workshop so that we are familiar with the document. Clark would like to put together a small ad-hoc work group from various constituencies that would understand the document, report out to constituencies for feedback, and then make modifications based on that feedback. Clark volunteers to set up the first meeting and solicit volunteers.

- B. Student Success/BSI Report to the Senate (attached). Regarding the purpose statement, Clark expresses concern that two administrators are chairing the Student Success Committee. A faculty member should also be chairing or co-chairing. Chetra expresses concern about representation from CCOF. M. Chahal mentions she is looking out for CCOF presently. Clark recommends approving the purpose statement as-is and looking at the membership again in the spring.
 - **Motion to approve the Student Success Committee Purpose Statement as written and consider CCOF membership in the future (MSC Howerton/Latimer).**
- C. BSI Budget (attached). Clark recommends some minor changes to the wording of the narrative on pages 9 and 10.
 - **Motion to approve the BSI Report/Budget and send to the state with the Senate president's signature and next year to revise the goals for English and math success (MSC Gassman/Howerton).**
- D. District Functional Map.
 - **Motion to approve the functional map conceptually (MSC Gassman/Howerton).**
- E. Curriculum Handbook.
 - **Motion to approve the Curriculum Handbook (MSC Chetra/Bahneman).**
- F. DE Responsibility Matrix (attached).
 - **Motion to approve the DE Responsibility Matrix with the DE subcommittee's recommendations (MSC Latimer/Gassman; Howerton abstains).**
- G. Senate Purpose Statement (attached). No changes to report to the current document.

VII. Meeting Adjourned-2:57 pm (Gassman/Howerton)

Standing Committee:

ACADEMIC SENATE

President: Matt Clark

Vice President: Donna McGill Cameron

Secretary: Kevin Ferns

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and governing board of Woodland Community College in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty.
- Work toward the development and improvement of professional standards.
- Provide for issues affecting faculty and the college community.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters.

The Academic Senate shall have **primary responsibility** for the following (Board-Senate Agreement, 1993 and California Code of Regulations, Title V: Sections 53200-53206):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

The following items shall require **mutual agreement** between the Academic Senate and the Board of Trustees (Board-Senate Agreement, 1993):

4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as are mutually agreed between the Governing Board and the Academic Senate.

Special Guidelines, Parameters, and/or Resources:

Academic Senate Membership

Membership in the Academic Senate shall consist of those individuals employed by the Yuba Community College District who meet the following definition of "faculty."

"Faculty" means those employees of a community college who are employed in positions that are not designated as supervisory or management for the purpose of Section 3540 of the California Government Code, and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors, adopted pursuant to Section 87356 (a) of the California Education Code. Faculty include, but are not limited to, instructors, librarians, counselors, community college health services professionals, disabled student programs and services professionals, and individuals employed to perform a service that, before July, 1, 1990, required non-supervisory, non-management certifications qualifications. Persons who do not meet the above definition are not eligible for membership to the Academic Senate.

An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester.

Composition

The academic senate shall be composed of the elected president of the senate, six additional fulltime faculty members, two adjunct faculty members, and the past president of the senate (when seated).

Senate Representation

Representation to the senate shall be as follows:

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

1. Mathematics and Science (mathematics, statistics, life sciences, physical sciences)
2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, philosophy, political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

1. One at-large senator

Academic Group 3 (adjunct faculty)

2. One at-large faculty member from the Woodland campus
3. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

Senate Officers

The officers of the senate shall include a president, vice president, and a secretary. The officers' terms, election procedures, and duties are set forth in Bylaws

Duties and Responsibilities

Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority of the senate shall constitute a quorum, which shall be sufficient to transact business.

Meeting Minutes

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

Meeting Schedule:

Second and fourth Fridays of the month during Fall and Spring semesters, from 1:00-3:00pm.

How Work Is Communicated:

- Agendas and minutes posted to the Woodland Community College web page.
- Senators will communicate with their respective constituent groups.

ACADEMIC SENATE
MEMBERSHIP

Position	Term	Name
OFFICERS		
Academic Senate President	2013-14	Matt Clark
Vice President	2013-14	Donna McGill Cameron
Secretary	2013-14	Kevin Ferns
REPRESENTATIVES		
Group 1		
Mathematics and Science	2011-14	Talwinder Chetra
Language Arts	2011-14	Kevin Ferns
Business and Vocational	2012-15	Donna McGill-Cameron
Social Sciences	2012-15	Greg Gassman
Student Services	2013-16	Cheryl Latimer
Group 2		
At-large Senator	2013-16	Christopher Howerton
Group 3 (Adjunct)		
At-large Senator Woodland	2013-16	Donna Bahneman
At-large Senator CCOF	2012-15	Patricia Wheeler

Student Success Committee Purpose Statement

Committee Purpose:

The Student Success Committee is responsible to plan, review and monitor activities that enhance access, recruitment, retention, course completion, academic achievement and transfer opportunities for our students, including those related to the Basic Skills Initiative.

The committee oversees the following: 1) Academic Standards, 2) Basic Skills Initiative, 3) Enrollment Management, 4) Student Success & Support Program (SSSP), and 5) other areas, as appropriate.

Specifically, the Student Success Committee Serves the Following Purposes:

1. Academic Standards
 - a. Recommends academic standards for the college and guidelines for program and course level standards.
2. Basic Skills Initiative
 - a. Facilitate the development of short term (1 year) and long term (5 year) holistic plans to address unmet needs of students in the broad basic skills areas, including English, mathematics, reading, writing, and ESL instruction – including learning and study skills.
 - b. Serve as a liaison for professional development in areas that will enhance staff and instructors' abilities to provide both credit and noncredit instruction and support services that promote student success in the basic skills.
 - c. Promote, support and monitor continuous assessment and research agenda related to basic skills.
 - d. Recommend organizational, administrative and instructional practices that support student learning and success in basic skills, as needed.
 - e. Ensure coordination of efforts among student services and academic support services.
 - f. Promote and develop continuous campus wide dialogue related to student learning in basic skills.
 - g. Prepare and review, in collaboration with the deans and vice president, action plans and budgetary reports that are submitted to the California Community College Chancellor's Office.
3. Enrollment Management
 - a. Review and modify the Enrollment Management Plan as needed for continuous improvement.
4. Student Success & Support Program (SSSP)
 - a. Monitor the adherence to the legislated requirements of SSSP.
 - b. Review and modify the SSSP Plan (formerly Matriculation and Student Equity Plans) as needed for continuous improvement.
 - c. Serve as a resource to develop and discuss new strategies to facilitate student success, utilizing data and best practices.
5. Other
 - a. Conduct periodic review of the outcomes of the student petition process to both ensure adherence to academic rules, regulations, and requirements and to identify specific items

that may be in need of change; serve as an appeals body for students whose petitions were denied.

Guidelines and Parameters:

1. Agendas to be distributed at least 3 days in advance of meetings.
2. Minutes to be distributed no more than 5 days following each meeting.
3. Committee members will communicate with their respective constituent groups.
4. Membership will include student representative(s) appointed by the ASWCC.

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 Strategic Plan

Meeting Schedule:

The committee will meet at least once each month. Additional meetings will be held as needed to accomplish the purposes and goals of the committee.

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. Biannual reports to the WCC College Council
2. Basic Skills Allocation End-Of-Year Report (State)
3. SSSP Plan (replaces Matriculation Plan and Student Equity Plan)
4. Recommendations for continuous improvement to programs and services

Membership

<u>Position</u>	<u>Term</u>	<u>Name</u>
Sponsor	On-going	Al Konuwa (VP)
Co- Chair	2013	Al Konuwa (VP)
Co-Chair	2013	Molly Senecal (Research)
Adjunct	2013-2015	Donna Bahneman
Adjunct (ESL)	Vacant	Vacant
Classified (Academic Support)	2013-2015	Loretta Richard
Classified (Student Services)	2013-2014	Neli Gonzales-Diaz

Counselor	2013-2015	Estelita Spears
CTE Faculty	2012-2014	Jeannine Mullin
Dean of Student Services	Vacant	Vacant
English Faculty	2013-2015	Cay Strode
Math Faculty	2013-2015	Shawn Lanier
Science Faculty	2012-2014	Ralph Robinson
Student	2013-2014	Eric Rodriguez

Resource Members

District Director, Information Technologies	Karen Trimble
Director of Admissions and Records	Sonya Horn
Director of Financial Aid	Judy Smart
Dean of Instruction	Monica Chahal

Distributive Education Expectations

P = Primary Responsibility S = Secondary Responsibility ITV: Yes= Applicable to ITV; N= Not Applicable

ITV	#	Distributive Education Expectations	RESPONSIBILITY		
			District	College	operative*
Yes	1	Faculty Training <ul style="list-style-type: none"> • LMS • Androgical Skills 	P		
Yes	2	Standards <ul style="list-style-type: none"> • Minimum Standards (State) • Quality Standards (e.g., Rubric) • Accessibility Standards 			P
Yes	3	Course Selection Criteria in Scheduling across District <ul style="list-style-type: none"> • Semester Review 		P	S
Yes	4	Scheduling Patterns Based Upon Student Needs		P	s
Yes	5	Coordination across Colleges in Curriculum Approval Process <ul style="list-style-type: none"> • Degree Completion/Transfer Evaluation 	S	P	
Yes	6	Faculty Handbook**		P	S
Yes	7	Student Handbook**			P
Yes	8	Learning Website Maintenance	P	S	
Yes	9	Video Streaming Server Maintenance	P		
Yes	10	Software Licensing/Maintenance Agreements <ul style="list-style-type: none"> • LMS • Respondus • TurnItIn 	P		
Yes	11	Online Student Support <ul style="list-style-type: none"> • DSPS Assessment (pre collegiate) • Tutoring • RAM • Counseling • EOPS/CalWORKS • Orientation • Testing • Virtual Library Resources • FAQs^^ 	<i>District provides guidelines for compliance tools and is primarily responsible for cost of databases for virtual library resources</i>		

			<i>and will track utilization.)</i>		
Yes	12	Data Collection**** <ul style="list-style-type: none"> • Student Enrollment Behaviors • Student Outcomes • Needs Assessment Surveys • Student Satisfaction Surveys 	S <i>strict utilize results for decision making)</i>	P	
Yes	13	Technical Support <ul style="list-style-type: none"> • Helpdesk Function (Students/Faculty) • Level I (Inside Bb) • Level II (Troubleshooting Functionality) • Additional technical support 	P	S	
Yes	14	Collaborative Dialog Regarding the Goals of DE		S	
Yes	15	Student Training	P	S	
Yes	16	Course Assignment Criteria <ul style="list-style-type: none"> • FT/Adjunct • Campus/Center Assignment • Contracts 		P	
Yes	17	DE Organizational Chart*	P		
Yes	18	DE FTEF**		P	

17*

- Notes on the DE Organizational Chart (#17):
 - There should be further evaluation as to how the organization of DE will be administered. Consideration must consider the residual from the multi-college implementation plan:
 - Role of the DE Dean
 - Colleges are held accountable for DE standards.
 - Consider DE presence on the campuses.

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- Notes on DE FTEF
 - District will resource colleges based on program prioritization.
 - Colleges decide which courses are assigned to DE.
 - Adjust 78/22 allocation model to the reality of the situation.
 - Will have to implement base allocation relative to program prioritization.
 - “Base” – (think of what this may include)

Student Success Initiatives Prioritization Process	Urgency	Timeline	Comments	Priority	WCC Point Person(s)	YC Point Person(s)	YCCD Point Person(s)	Status	Suggested Timeline	Resource Requirements
1. Establish, encourage, "market" and maintain an ethos of student success (e.g., student success symposium, professional development activities, etc.)	Imperative	FY 13-14 & beyond	Leadership Mandate		Konuwa, Senecal	Frederking	Schmidtbauer, McGill-Cameron, Stemmann	In Process	February 2014	CTE Categorical funds
2. Curriculum Alignment Project (e.g., continued catalog improvement)	Mandate	FY 12-13 & FT 13-14	Compliance		Konuwa (Catalog)	Jensen-Martin (Catalog)	Carabajal (Curriculum)		Curriculum: May 2014 Catalog: December 2013	District Personnel Funds for Catalog Production Service
3. SB1440 Transfer Curricula	Mandate	FY 12-13 & FY 13-14	TMC Requirement		Asmus, Kirschner	Cox, Masuda			December 2013	None
4. Reassess Graduation and Degree Requirements	Mandate	FY 13-14	TMC Requirement		Curriculum Committee (Brandi; ask a CC member to help- Jose?)	Jukes, Ponticelli, Burns, Davis			December 2013	
5. Reassessment of Prerequisites	Mandate	FY 13-14	Title 5 Requirement		Curriculum Committee (Brandi; ask a CC member to help -Jose?)					
6. Mandatory Orientation	Mandate	FY 13-14	New Matric Requirement	Top Priority	Latimer			Not Started		

Student Success Initiatives Prioritization Process	Urgency	Timeline	Comments	Priority	WCC Point Person(s)	YC Point Person(s)	YCCD Point Person(s)	Status	Suggested Timeline	Resource Requirements
7. Intake/Default Ed Plan (Math/English in 1 st year)	Mandate	FY 13-14	SB 1456 Recc; New Matric Requirement	Top Priority	Konuwa/J. Ortiz	Arce		Not Started		
8. Develop Academic Program Plans (two, three, four-year plans)	Mandate	FY 13-14	Req'd for Ed Plans		Counselors (J. Ortiz/C. Latimer/Estelita Spears)				December 2013	
9. Common Assessment	Mandate	???	SB 1456 Req'd							
10. Policy realignment to conform to SSTF recommendations (e.g., priority reg., BOG Fee Waiver, Academic progress)	Mandate	FY 13-14 & beyond	Title 5 Req'd		Sonya Horn; Judy Smart					
11. Degree Audit	Imperative	FY 13-14	SB 1456 Recc	Top Priority	WCC Counselor (Estelita Spears)			Not Started		
12. Electronic Ed. Plans	Imperative	FY 13-14 Plan/Pilot	Replicate effective practices at scale	Top Priority	WCC Counselor (Estelita Spears)			Not Started		
13. Student-centered Customer Services (Professional Development)	Imperative	FY 13-14 & beyond	Leadership Mandate	Top Priority						

Student Success Initiatives Prioritization Process	Urgency	Timeline	Comments	Priority	WCC Point Person(s)	YC Point Person(s)	YCCD Point Person(s)	Status	Suggested Timeline	Resource Requirements
14. Develop Research Agenda that assesses the continuum of student experience (i.e., process & outcome – inc. evaluate what students say & need; advisory committees for gatekeeper courses, etc.)	Imperative	FY 13-14 & beyond	Req'd to support #10 and 11 (as well as the entire program)							
15. Pre-assessment Refresher (tutoring, software, study guides, etc.)	Imperative	FY 13-14 Plan/Pilot	Replicate effective practices at scale	Top Priority				Not Started		
16. Accelerated Basic Skills (e.g., Competency-based Basic Skills, Supplemental Instruction)	Imperative	FY 13-14 Assess	Replicate effective practices at scale							
17. Regional Education (P-20) Symposium	Imperative	FY 13-14 Plan	Partnered with UCD & Sac State							
18. Establish robust, structured partnerships with regional K-12 Districts & HSS.	Imperative	FY 13-14 Plan	SB 1456 Recc							
19. Early Alert (Counseling, Tutoring)	Imperative	FY 13-14 Plan	Replicate effective practices at scale							
20. Online Services – tutoring, other (e.g., test-taking, counseling, orientation)	Imperative	FY 13-14 Plan/Pilot	Req'd (ACCJC) to expand offerings	Top Priority				Not Started		

Student Success Initiatives Prioritization Process	Urgency	Timeline	Comments	Priority	WCC Point Person(s)	YC Point Person(s)	YCCD Point Person(s)	Status	Suggested Timeline	Resource Requirements
21. Compressed Calendar (16-week semesters, intersessions, prof. dev. Days, etc.)	Imperative	FY 13-14 Plan	Requested by Calendar Committee							
22. Group Counseling	Vital	FY 13-14 Evaluate	Replicate effective practices at scale							
23. Peer Advising (e.g., EOP&S)	Vital	FY 13-14 Evaluate	Replicate effective practices at scale							
24. Academic Advising (Instructional Faculty, Para-professionals)	Vital	FY 13-14 Evaluate	Replicate effective practices at scale							
25. Student Connection Programs – Establish Communities (e.g., EOP&S, MESA, Upward Bound, ETS, UMOJA, Puente)	Vital	FY 13-14 Assess	Replicate effective practices at scale							
26. Holistic Support Services <ul style="list-style-type: none"> • Health & Mental Health Services • CDC • Emergency Scholarships 	Vital	FY 13-14 Assess	Replicate effective practices at scale							
27. Summer Bridge Program (e.g., Upward Bound, ETS, Jump Start)	Vital	FY 14-15 Plan/Pilot	Replicate effective practices at scale							

Student Success Initiatives Prioritization Process	Urgency	Timeline	Comments	Priority	WCC Point Person(s)	YC Point Person(s)	YCCD Point Person(s)	Status	Suggested Timeline	Resource Requirements
28. Ambassador Center (Welcome Center)	Vital	FY 14-15 Plan/Pilot	Colleges already considering							
29. First Year Student Experience (mandatory activities, inc. meeting with instructors)	Vital	FY 14-15 Plan/Pilot	Replicate effective practices at scale							
30. First Year Success Class	Evaluate		Effective practice							
31. Contextualized Learning (e.g., VESL)	Evaluate		Effective practice							
32. Consolidate Tutoring Services and Centers	Evaluate		Effective practice							
33. Service Learning	Evaluate		Effective practice							
34. Internships	Evaluate		Effective practice							
35. Structured engagement with parents	Evaluate		Effective practice							

President's Report
September 27th, 2013

1. **DC3 (9/17)** – AP 7122 College President Hiring Procedure was reviewed and recommendations were made regarding holding a forum for each final candidate, whether the committee should submit a ranked or unranked list, and whether more than one committee would be part of the process. Changes will be made and the AP will be returned to the next DC3 meeting, ideally for adoption.

AP 5075 Course Adds and Drops was presented for information.

An update was given on the status of the district food services contract. The district is issuing a request for proposals, seeking a proposal that will provide service to both colleges and will be closer to cost neutral. It was noted that WCC no longer has a taco truck.

An update was given on accreditation and the district functional map was presented for information. The district short term goals were reviewed and will likely be finalized at the next DC3 meeting. In a brief conversation regarding realignment, the possibility of a Sutter/Clear Lake college being formed was added to the other three options being considered.

2. **DCAS (9/20)** – The following were raised as emerging issues and will be on future DCAS agendas: (1) Flex (currently a bigger issue at YC than WCC), (2) Stacking classes and disseminating information on what is and what is not allowed, (3) APs regarding W Date, Census Date, Faculty Handbook, No Show/Drop Date, and Flex (requested by Calendar Committee), (4) scheduling of ITV and online courses, (5) formal charging of a District DE committee.

There was extended discussion regarding revising the DCAS Purpose Statement. Chief among the changes discussed was the relationship of DCAS with other district committees (e.g., Academic Calendar, DCC – the District Curriculum Committee).

It was agreed that DCC would bring a recommendation to DCAS regarding maintaining or discarding Core Curriculum. The senates were asked to review the DE Responsibility Matrix. DCAS will also charge the (to be formed) District DE Committee with developing a comprehensive plan for coordinating and supporting DE across the district

3. **Meeting with WCC Administration –**

(9/17) – Among the issues discussed:

- Scheduling – The Scheduling Criteria Committee is considering recommending moving MW mornings to be similar to TTh mornings. The Schedule for Fall 2014 will be available electronically in mid-October and in print on November 1st.
- Budget – BSI has \$180K to spend over the next two years. The possibility of braiding money to offer ESL classes (freeing money for offering other classes and increase tutoring) will be explored. ARC sunsets in 2014; the SSC/BSI will recommend extending to 2015.
- The administration is looking at requesting coordinator(s) to fill the role of division chair(s). The possibility of using CTE as a pilot was raised.
- The disparity between library hours at Clear Lake and WCC was discussed briefly. Dean Chahal will explore.
- Pros and cons of moving ahead with an interim Dean of Student Services were discussed.
- The senate was asked to vet the District Functional Map and the DE Responsibility Matrix.

(9/24) – Among the issues discussed:

- a. The district AJ situation was discussed in great detail. Transparency and communication are lacking in the process. Moving the YC program forward at this point seems to fly in the face of

- the newly adopted resource plan. A report presented by a YC employee was incomplete, lacked hard data, and highly speculative. Moving ahead at this point also is inconsistent with the planning processes at both colleges and the district.
- b. We were given a brief update on the status of the district responses to the accreditation recommendations.
 - c. We agreed to discuss coordinators for division chairs at an upcoming senate meeting.
 - d. Dr. Fairchilds reported that Dr. Konuwa had confirmed that SSSP money can be used for counselors, but not for a counseling secretary.
 - e. We briefly revisited the library hours, Dean of Student Services, and accreditation fora issues.
4. **Meeting with Chancellor (9/19)** – We discussed situations in Ag and AJ (see above). The chancellor said that there is no firm plan to move AJ at YC forward; options are still being explored and resources have not been identified.

The chancellor expressed hope that the district would reach a point where processes would be in place which would preclude the need for senates to pass resolutions akin to the resolution we passed regarding administrative support. He understands the genesis of the request and hope that the Human Resources Master Staffing Plan will address the concerns.

Accreditation was discussed. We expressed concern over the lateness of the written response from the district. The chancellor acknowledged that while there has been a lot of work at the district level at putting processes in place to satisfy the recommendations, the writing has not kept pace.

5. **Meeting with HR Director (9/17)** – The concern over the senate holding closed sessions reading tenure recommendations and equivalency appeals has been addressed. Legal opinions were presented that as an arm of the board it is within a senate's purview to hold such sessions.

We agreed to work with HR to establish a date for the spring EEO training. Beginning with the 2014-15 Academic Year, HR intends to have every member of a screening team have up-to-date EEO training. We discussed our administrative support resolution and the hope that the Human Resources Staffing Plan would identify and address the perceived inequities.

Distributive Education Expectations

P = Primary Responsibility S = Secondary Responsibility ITV: Yes= Applicable to ITV; N= Not Applicable

TV	#	Distributive Education Expectations	RESPONSIBILITY		
			District	College	operative*
Yes	1	Faculty Training <ul style="list-style-type: none"> • LMS • Androgical Skills 	P		
Yes	2	Standards <ul style="list-style-type: none"> • Minimum Standards (State) • Quality Standards (e.g., Rubric) • Accessibility Standards 			P
Yes	3	Course Selection Criteria in Scheduling across District <ul style="list-style-type: none"> • Semester Review 		P	S
Yes	4	Scheduling Patterns Based Upon Student Needs		P	s
Yes	5	Coordination across Colleges in Curriculum Approval Process <ul style="list-style-type: none"> • Degree Completion/Transfer Evaluation 	S	P	
Yes	6	Faculty Handbook**		P	S
Yes	7	Student Handbook**			P
Yes	8	Learning Website Maintenance	P	S	
Yes	9	Video Streaming Server Maintenance	P		
Yes	10	Software Licensing/Maintenance Agreements <ul style="list-style-type: none"> • LMS • Respondus • TurnItIn 	P		
Yes	11	Online Student Support <ul style="list-style-type: none"> • DSPS Assessment (pre collegiate) • Tutoring • RAM • Counseling • EOPS/CalWORKS • Orientation • Testing • Virtual Library Resources • FAQs^^ 	<i>District provides guidelines for compliance tools and is primarily responsible for cost of databases for virtual library resources and will track</i>		

			<i>utilization.)</i>		
Yes	12	Data Collection**** <ul style="list-style-type: none"> • Student Enrollment Behaviors • Student Outcomes • Needs Assessment Surveys • Student Satisfaction Surveys 	S <i>strict utilize results for decision making)</i>	P	
Yes	13	Technical Support <ul style="list-style-type: none"> • Helpdesk Function (Students/Faculty) • Level I (Inside Bb) • Level II (Troubleshooting Functionality) • Additional technical support 	P	S	
Yes	14	Collaborative Dialog Regarding the Goals of DE		S	
Yes	15	Student Training	P	S	
Yes	16	Course Assignment Criteria <ul style="list-style-type: none"> • FT/Adjunct • Campus/Center Assignment • Contracts 		P	
Yes	17	DE Organizational Chart*	P		
Yes	18	DE FTEF**		P	

17*

- Notes on the DE Organizational Chart (#17):
 - There should be further evaluation as to how the organization of DE will be administered. Consideration must consider the residual from the multi-college implementation plan:
 - Role of the DE Dean
 - Colleges are held accountable for DE standards.
 - Consider DE presence on the campuses.

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- Notes on DE FTEF
 - District will resource colleges based on program prioritization.
 - Colleges decide which courses are assigned to DE.
 - Adjust 78/22 allocation model to the reality of the situation.
 - Will have to implement base allocation relative to program prioritization.
 - “Base” – (think of what this may include)



2012-2013 ESL/Basic Skills Allocation End-of-Year Report 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2013

Please find attached the instructions and form templates for submission of your 2012-2013 Basic Skills Allocation End-of-Year Report and your 2013-2014 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2013.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to basicskills@cccco.edu.

[1]. 2010-2011 | 2011-2012 | 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2012-2013

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2013 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

Respond to the following questions:

- How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?
- What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?
- What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?

Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website

(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative.

Please limit your response to **one page total**. (NOTE: There is no form for this section.)

[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year's report. Last year, each college re-evaluated its long-term goals. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2013-2014 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include the funds from 2013-2014 that are allocated to each goal.

[4b]. 2012-2013 ESL/Basic Skills Action Plan

Your revised Long-Term Goals from the report submitted by October 10, 2012 now inform your action plan for 2013-2014. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2013-2014 to move you along that trajectory?

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. Funds: Include the funds from your 2013-2014 allocation that will be spent on conducting this item.

[5]. 2013-2014 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2013-2014 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2013.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2012-2013 - 320 reports that are due at the Chancellor's Office on November 1, 2013, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the



2012-13 State Budget language. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

- 1. Email an electronic copy of Sections [2] & [3] of your report to:

basicskills@cccco.edu

- 2. Mail the signed Reports and Plans to:

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2013-2014 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2013-2104 and the items purchased/funded that were specified in the Expenditure Plan. The 2013-2014 End-of-Year report is tentatively scheduled to be due on October 10, 2014.

**[1a] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2012-2013 and Signature Page
Due October 10, 2013**

College Name: Wodland Community College

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
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A. Program, Curriculum Planning and Development		22,920	
B. Student Assessment		0	
C. Advisement and Counseling Services		0	
D. Supplemental Instruction and Tutoring		64,800	
E. Course Articulation/Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		1,700	
G.1 Coordination		0	
G.2 Research		0	
G.3 Professional Development		580	
TOTAL:	90,000	90,000	0

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____	_____
Signature, Chief Executive Officer	Date
_____	_____
Signature, Academic Senate President	Date
_____	_____
Signature, Chief Business Officer	Date

**[1b] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
 for FY 2012-2013 and Signature Page
 Due October 10, 2013**

College Name: Woodland Community College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and planned amounts from 7/1/2011 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

Woodland Community College – Narrative Response

A) How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?

All programs and projects funded by the Basic Skills Initiative (BSI) are required to submit a year-end report to the BSI Committee. These reports include an assessment of the goals of the projects which inform the future direction of the activities as they relate to the Educational Master Plan (EMP). The reports are also incorporated in a bi-annual presentation to the College Council, which is responsible for monitoring overall college planning and evaluation of planning results. The college's integrated planning process closely links its long term plan, as indicated by the EMP, with short term planning through an Annual Action Plan. The EMP is updated annually through program reviews, student learning outcomes and reports to the College Council. These updates to the EMP form the basis of the assessment and evaluation processes at the College. The AAP, in its alignment with the EMP, identifies activities within the EMP and establishes short-term objectives and implementation plans. Through the Budget and Planning Committee, these plans are evaluated, assessed and updated annual. Basic Skills is one of the major goals of WCC's EMP and its long term planning, and it features prominently in the AAP. As part of this integrated planning and evaluation process, the BSI Committee has determined that, as a precursor to the institutionalization of basic skills planning and implementation, funds will be allocated to those projects and programs that have demonstrated significant contributions to student success in basic skills attainment: tutoring and supplemental instruction; reading assistance; English. Math and ESL assistance through structured activities

B) What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?

One major problem is the low percentage of students that persist through ESL/Basic Skills courses to a transfer level course. As reported in previous BSI reports and demonstrated in our Student Equity and Matriculation plans, only 3% of our students taking English or math classes that are four level below transfer are able to persist towards a college level class. We have set a modest long term goal to annually increase, by 5%, the percentage of students who begin English and Math courses at two levels below transfer and successfully complete Math 1A and English 1A. We have initiated activities such as math intervention, curriculum changes that have reduced the levels of English courses below transfer, and tutoring activities; but this remains a challenge for the college. Additionally, our ESL instruction has not yielded encouraging results. We will need particular assistance from 3CSN in revamping and revitalizing our ESL programs, especially so that the program currently lacks a full-time faculty leadership, and resource constraints and planning prioritizations do not indicate the hiring of a full-time faculty anytime soon.

C) What is your action plan for research to evaluate your programs and if/how BSI funds have helped?

Our action plan for research is consistent with the integrated planning model at the College. We have implemented a math intervention and reading assistance program that are evaluated based on research questions advanced by the monitors of this program. For example, in math, we have compared the success and percentage levels, using disaggregated data, of students participating in an enhanced tutoring program with those who did not. The results have revealed a strong correlation between those who participate in the program and success rates in math. Particularly, our Research, Planning and Student Success Office will continue to feature basic skills metrics in the College Accountability Report (CAR) that considers long term and short term planning imperatives and use the results to inform planning priorities for student learning in basic skills. BSI funds have been instrumental in our efforts at helping students succeed. The funds have provided the capacity to

experiment with a myriad of processes and activities; and also established a basis for identifying sustainable and workable initiatives that we can pursue as we move towards efforts at institutionalizing BSI at our college.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

- ***Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?***

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative.

*Please limit your response to **one page total**. (NOTE: There is no form for this section.)*

English Reading: During 2008-2010, 17% of students starting 2 levels below college level reading successfully passed a 1-level below college reading course; contrasted with only 11% in 2010-2012. We added a 3rd and 4th level in 2010-2012, and none of the 3rd level students progressed and only 7% of the 4-level students progressed to 1-level. Last year we established an Academic Reading Center to provide basic skills students with additional tutoring and support to address this deficiency.

English Writing: During 2008-2010, 35% of students starting 1 level below college level English progressed to a College-Level transferable (CLT) course; contrasted with nearly 47% in 2010-2012. Likewise, we saw an increase in the basic skills progression at all levels of English (1 through 4) between 2008-2010 and 2010-2012. However, students who start at level 4 (the lowest level), still demonstrate a low probability of achieving and passing a CLT course (less than 4%.) To this end, the English department created a plan to help accelerate basic skills English progress by reducing the levels of English (thereby reducing the number of “exit points” and increasing the change the student will remain in class and progress.) The lowest levels of English were dropped, and now students start at ENGL-110, before progressing to ENGL-51 then ENGL-1A. In and out of class support are provided for (instructional assistance, supplemental instruction, tutoring.)

ESL: During 2008-2010, 11% of students starting at 2 levels below college level ESL progressed to a CLT course; contrasted with 22% in 2010-2012. The lower levels of ESL (3 through 5) do not show any strong trends of progression – a characteristic typical of our lowest level ESL students who “just want to learn English” and are not interested in achieving a traditional academic outcome. We suspect the level 2 improvement is due to the informal “certificate” program implemented by the ESL staff to help motivate and direct ESL students to complete the course series (instead of languishing in whatever courses fit their schedule.) The Basic Skills Committee at Woodland has identified the ESL curriculum as a priority for 13-14 and 14-15, and intends to revamp the curriculum.

Math: During 2008-2010, 23% of students starting at 1 level below college level math progressed to a CLT course; contrasted with nearly 31% in 2010-2012. The percent of students starting at 2 or 3 levels below and who progressed to CLT math remained about the same (approximately 7% for level 2 and 3.5% for level 3.) Very few students starting at level 4 progress to CLT math, and in fact – there were no level 4 students during 2010-2012 that progressed to CLT math. The math department is expanding their early alert program (designed to catch struggling students mid-semester and intervene), and have funded a math IA position.

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2013

College Name: Woodland Community College

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below transfer-level math and successfully complete Math 1A within two years will increase by 5% annually in 2013-14, 2014-15, 2015-16 and 2016-17.	\$24,000
B	The percentage of students who begin at two levels below transfer-level English and successfully complete English 1A within two years will increase by 5% annually in 2013-14, 2014-15, 2015-16 and 2016-17	\$28,000
C	A revamped ESL program will provide opportunities for ESL students to transition to college level English courses within two years of taking their first ESL courses.	\$38,000
TOTAL ALLOCATION:		\$90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer Date Signature, Academic Senate President Date

Signature, Chief Instructional Officer Date Signature, Chief Student Services Officer Date

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013

College Name: Woodland Community College

Insert your 2013-2014 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term	Target Date for	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds
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	Goal ID	Completion			Allocated to this Activity
Math Intervention	A.4a	May, 2015	Dean of Instruction, Vice President, Learning Resources, Math Department	Success rates among students participating in math intervention programs will increase by 5%	\$24,000
Supplemental Instruction/Reading Assistance	B. 4a	May, 2015	Dean of Instruction, Vice President, Learning Resources, English Department, WAM	The success rates among students served by tutoring and supplemental instruction intervention programs will increase by 5%	\$49,000
Dismissal/Probation Workshops	A.4a/B.4a /C.4a	May, 2015	Vice President, Dean of Instruction, Student Services	The percentage of students on probation and dismissal will decrease by 5%	\$2,000
Revamped ESL Program and Instruction	C.4a	May, 2015	Dean of Instruction, Planning and Research Office, English Department	The percentage of ESL students transitioning to college level English courses will increase by 5%	\$15,000
				TOTAL ALLOCATION:	\$90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

Signature, Chief Business Officer

Date

