

**Woodland Community College**  
**ACADEMIC SENATE**  
**Meeting Minutes – September 28, 2012**

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

Guests: A. Fairchilds, J. Shah, A. Konuwa

Call to Order at 1:02 p.m.

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

II. Public Comment

- A. Ferns reports that all committee chairs should request a committee Portal page accessible to all faculty via the online technology form at <http://mycampus.yccd.edu/faculty/ITForms/SitePages/ServiceRequest.aspx>. These faculty pages will be located under the Faculty Tab/WCC. This will allow committees to communicate effectively with faculty and provide a centralized location for faculty to find quick updated information on committee meeting times, agendas, minutes, and other important internal/external documents.
- B. Ferns reports that the glass display case outside B100 will be used for senate/curriculum committee/board agendas. The glass display case outside B800 will be used for community room events and upcoming events. The key for that display case will be made available to any faculty and ASWCC representatives who request it. The key is located with D. Martin in the library and with A. Villagrana in the president's office.
- C. Ortiz reports on transfer data: For Fall 2011, 80 students were admitted out of 94 applications to CSUS. Spring 2012, we had 34 admitted of 39 applications. For Spring 13 we currently have 0 applications to CSUS. This is partly due to new AA-T/AS-T requirements. November 2 is the day for the schedule to come out, and November 26 will be the first day students can register for Spring 13 courses. Faculty and staff, wear your alumni colors on Thursday, 10/11/12 to support the Transfer Fair.
- D. Ortiz reports that Governor Brown signed the Student Success Act of 2012, which will prompt the restructure of some student support services and usher in some important changes.
- E. McGill-Cameron states that the Founder's Day Celebration Event will take place on 10/4/12 in the WCC Community Room. Social hour will begin at 5:30 p.m. with the dinner at 6:30 p.m. and the program at 7 p.m. Many faculty and retired faculty have not yet signed up, and it's important that you sign up to show your respect for those who helped found WCC.
- F. Chetra recommends that campus climate should be moved up to New Business in a future meeting in light of YCFA developments.

### III. Approval of Minutes as amended for 9/14/12 (Clark/Wheeler).

#### IV. Academic Senate President's Report- Chahal

- A. Chahal and Clark met with D. Houston recently on a number of topics. They inquired as to the reasons the MESA hiring process was stopped. D. Houston stated that it had been done because he wished to gather more information on the process. Regarding commencement, D. Houston did not intend for his commencement speech to imply that faculty weren't working hard enough.
- B. C. Mejia is working with IT to put together a classroom computer replacement strategy. Computer labs will also be addressed.
- C. Regarding religious groups on campus: They should not be aggressive in handing out their information, but they have the right to be on campus.
- D. CurricUNET: Discussions are taking place regarding reassigned time for the faculty members working on it. Senate reassigned times may also be discussed in the future.
- E. The bookstore committee met this past week. While progress has been slow, Chahal is hopeful that a solution will be developed soon.
- F. The hiring committee for the new District M&O position has not met with the selected faculty member assigned to the committee. HR informed Chahal that a faculty member is not required.

#### V. Academic Senate Vice President's Report- Clark (Attached at end of minutes)

- A. In today's Curriculum Committee meeting, the question was raised: Should the Dean of Instruction and the Vice President be voting members of the Curriculum Committee? This will be agendized for the next Senate meeting.

#### VI. New Business

- A. BSI Expenditure Report (attached at end of minutes). Chahal needs to sign off on this prior to October 11. Clark notes a number of issues regarding future goals for Math and English in part 4A. The main issue here is that those goals were not previously discussed with the Math and English departments, nor were the means to accomplish those improvement goals. Chetra notes a number of accounting discrepancies that A. Konuwa will investigate and take back to the committee.
  - **Motion: The Senate recommends that the Senate President sign the BSI expenditure report with the caveat that the BSI committee revise the long term goals in part 4A (M/S/C Clark/Wheeler)**
- B. Waitlists. Clark took the previous WCC Senate motion regarding waitlists to the YC Senate and it will be agendized for a future YC Senate meeting.
- C. Academic Calendar. Chetra reports that he forwarded a concern to the calendar committee that the Fall 2013 semester begins very early in August. This is due in part to the district's manual prerequisite checking process at the end of the semester, which demands more time between the fall and spring semesters. The Academic Calendar Committee will meet again in the future to discuss this.
- D. YCCD Electronic Communication Best Practices Draft (attached to the end of the minutes). Ferns distributed the draft YCCD Electronic Communication Best Practices document for senate review. This was developed by the Communication Resource Committee with the intent that faculty and staff would regain access to reliable, updated, and monitored group email lists for full time faculty, adjunct faculty, and classified staff. These lists were lost when the district converted to the new Microsoft

email program last year. The Technology Committee had expressed concern that IT would be forced to “police” email for violators of the policy. The Communication Resource Committee agreed to address any issues arising from regaining access to these groups. A. Fairchilds will take the document to Chex-Plus for vetting. To regain the use of email groups, HR and IT would need to collaborate each semester to verify the lists were accurate. Also included in the best practices are Portal Announcement tips. With more faculty and staff using the Portal and making announcements there rather than via the more traditional email groups, email boxes would be less cluttered with meeting notices. Chahal states that the original administrative policy taking away the ability to use email groups was an attempt to restrict free speech and is a form of censorship. Clark states that it doesn’t make sense that any group that wants to have an official email group has been forced to put together its own lists.

- E. Phases 2 and 3 Discussions. Chahal attended the student services forums at both colleges regarding the Phase 2 consolidation of district student services. After the information gathering stage, Dr. Carabajal will vet the plan and take it to the board by the end of the year. The College Council will invite her to share her plans at the next College Council meeting. The Phase 3 group (instructional services) has set up a list of criteria, but this criteria has not yet been shared with faculty and has been created solely by administrators. It’s possible if Proposition 30 fails, some instructional programs, particularly in CTE, may need to be consolidated at one college rather than splitting them at both campuses. Chahal has asked what we would need to offer at WCC minimally to be considered a college. Administration has agreed that we need to have a plan to remain effective and fully functional in the face of potentially devastating cuts if Proposition 30 does not pass.
- F. DE. Chahal/Clark request that the senate review the Cold Brainstorming document from 9/21/12 (attached at end of minutes) and provide feedback regarding DE to Chahal/Clark. This will be taken up at a future DCAS meeting.

Meeting Adjourned-3:05 p.m. (Gassman/Wheeler)

Vice President Report  
September 28<sup>th</sup>, 2012

1. Committee Assignments –  
We will approve at the meeting.
2. Curriculum Report –
  - CurricUNet workflow issues continue. It is possible that there are insufficient resources being allocated to the implementation of CurricUNet. I raised this issue at both (AM)^2 and DCAS and there was agreement, but no discernible effort to address the issue.
3. **DCAS (9/21)** –
  - Approved the revised DCAS Purpose Statement.
  - Dr. Carabajal indicated that DASS will define criteria for Phase III and then take to DCAS and senates to check on appropriateness of the criteria.
  - Dr. Carabajal presented material on effective meeting management. The group agreed to use the process outlined to attack issues before it.
  - As a test case, DCAS cold-brainstormed issues related to DE. Information needed and issues to address were listed to take to constituencies (see today's agenda). Somewhat awkwardly, although Dean Mills was invited to the meeting, no representative from WCC DE subcommittee was invited. Also somewhat awkwardly (but apparently mostly by design) we didn't know that DE was going to be a topic on the agenda.
  - Ground rules for future work were discussed.
4. **DC3 (9/18)**
  - Chancellor discussed the bond issue in some detail.
  - Work of DC3-Team 1, DC3-Team2, and DC3-Team3 was discussed. All teams are behind, but getting up to speed. The focus of each team was clarified by the discussion.
  - DC3 Purpose Statement was reviewed and changes were agreed upon.
  - Membership was discussed and an expansion was agreed upon (from the previous DC3 to what was referred to last year as DC3-Plus, with some modifications.)
5. **RAM (9/26)** – The meeting focused on a draft model (presented by R. Davidson) of an Expenditure-Based Model for resource allocation. The group agreed that the proposed model should provide needed insight to the current expenditures and should therefore be useful in decision making regarding resource allocation. It was less clear how the model would drive decision making, but that issue and refinements to the draft will be taken up as the model takes shape.
6. **Budget & Planning (9/19)** – Most of the meeting focused on the approach WCC will take in moving toward Phase III reductions, should Prop 30 fail. Consensus was that we should identify WCC's strengths and consolidate those. WCC can likely weather the reductions by a somewhat painful application of the Scheduling Criteria to our current schedule. It is likely that CTE programs will be looked at carefully to determine if efficiencies would arise from housing a program at one college (such as is currently done with Nursing).

**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

**College Name: Woodland Community College**

**Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2012, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 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 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	0	0	
B. Student Assessment	0	0	
C. Advisement and Counseling Services	0	0	
D. Supplemental Instruction and Tutoring	0	0	
E. Course Articulation/ Alignment of the Curriculum	0	0	
F. Instructional Materials and Equipment	0	0	
G.1 Coordination	0	0	
G.2 Research	0	0	
G.3 Professional Development	0	0	
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

Signature, Chief Business Officer

Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

**College Name: Woodland 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, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 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.

<b>Category</b>	<b>Total Allocation for 2010-2011</b>	<b>Total Expenditures by Category from 7/1/10 through 6/30/12</b>	<b>Total Encumbered Amounts by Category as of 6/30/12</b>
A. Program, Curriculum Planning and Development		<b>18,725</b>	<b>4,100</b>
B. Student Assessment		<b>0</b>	<b>0</b>
C. Advisement and Counseling Services		<b>0</b>	<b>0</b>
D. Supplemental Instruction and Tutoring		<b>14,480</b>	<b>40,910</b>
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		<b>8,661</b>	<b>3,124</b>
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
<b>TOTAL:</b>		<b>41,866</b>	<b>48,134</b>

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Signature, Chief Executive Officer

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Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

**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 encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 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.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development		4100	22,825
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring		14,480	55,390
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment		8,661	11,785
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
<b>TOTAL:</b>	<b>90,000</b>	<b>41,866</b>	<b>90,000</b>

Signature, Chief Executive Officer

Date



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Signature, Academic Senate President

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Date

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Signature, Chief Business Officer

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Date

## [2]. 2007-2012 Basic Skills Initiative - Narrative Response

Respond to the following question. “Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?”

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**. (NOTE: There is no form for this section.)

Before responding to the question, it is helpful to frame the discussion by first showing five of the main activities on which our college was focused relative to the Basic Skills Initiative. They are presented in the table below:

#1. Activity/Intervention	Effective Practice ID	#2. Impact on Improvement & completion Rates
Math Early Alert Project	D.9.2	The project identified at risk students who were in basic math and pre-algebra with the objective of: <ul style="list-style-type: none"><li>• Student Success Plan</li><li>• Strategies for success to include test taking and overcoming anxiety.</li></ul> The project followed the students throughout their class experience achieving a 46% success rate vs. non project members having an 11% pass rate.
Social Science Workshops for BSI Students	D.10.3	The project involved supplementing instruction for students taking any social science classes. There were eight two-hour workshops given. The workshops were held with the intent to enhance reading and writing skills for these students. In a survey taken, 100% of the students felt that help them improve their schoolwork.
Retention through Collaboration 9-14	C.4.7	This project was the result of collaboration between WCC and Woodland and Pioneer High Schools, the two largest feeder schools to WCC. Three English and math faculty from each school (9 total in each discipline) met three times for two hours each time and discussed the expectation and articulation from 9-14.

Promoting A Culture of Student Success-A Dialogue Toward Action (forum)	C.2.3	This was a full day forum bringing together Nancy Shulock, Scott Lay, and Adrea Venezia from WestEd for discussion with faculty and administration on student achievement. Topics covering the future and practical student success ideas were presented. Because of the forum the BSI facilitator assessed all college activities/strategies which totaled 270. This has started on-going discussion on how to become more focused and or have a “quality vs. quantity” mentality. We have much work to go.
Reading Assistance Tutoring	A.5.1	A 15 hour a week IA served approximately 175 students through both individual tutoring and reading workshops. The classes served were diverse touching a variety of disciplines. With 63% of our students placing below college-level reading. A campus HIS student survey indicated that over 81% of the students believe a reading assistance center would be helpful to them. The Reading IA is a start to closing the achievement gap.

To respond to the question about what could have been done differently, our BSI Committee collaborated and we present the following changes that would have been made:

- a. We believe the most significant thing that we would have done is re-asses how the BSI Facilitator position is managed. The position needs to be institutionalized instead of getting a stipend and doing above regular job duties.
- b. Assess the student population/demographics being served by the college and address any social/cultural needs that may interfere with achievement.
- c. Assess the current student achievement data and develop projects that address it. This would include assessments of specific student cohorts.
- d. Assess in comparison to campuses that are similar in size and demographics. Furthermore, consider if a college is in an urban, suburban, or rural setting. Contextualizing the college will further inform what they do to improve success.
- e. Know that a campus of 15,000 students has more resources than one of 4,000. Such awareness makes a difference on both the focuses and approaches of single activities and multifaceted projects.
- f. Consider the “quality vs. quantity” factor of projects. Projects that have been shown to have successful outcomes tend to have more long term viability and potential for institutionalization. The benefits and drawbacks of long-term versus short-term funding should also be assessed.

- g. There should be more frequent coordination and collaboration among colleges' and districts' student success projects or plans. Such collaborative points of emphasis should include matriculation, student equity, student success, and strategic goals of the campus and district.
- h. The goals of a Hispanic Serving Institution (HSI) should be considered when developing student success projects and BSI.

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

In preparation for the drafting of your goals and action plan (section [4]), you must access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website ([http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](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 raises 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.

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

1. Based on full data available (Fall 2008-Spring 2012), we see that if a student starts at the lowest level of math or English (four levels for our college) – only less than 3% take a transferable level course, and less than 2.5% successfully pass. If we look at students who start at two levels below college level/transferable course work, the probability that students will successfully complete a college level course goes up to 14% (for math) and 30% (for English). This data is telling, since it leads us to the discussion of what our target population should be. Is it appropriate for a community college to assume the role of adult education, especially when the data has shown time and time again that students who come to us at the lowest English and math levels very rarely achieve college level work?
2. Also looking at the full data available and disaggregating by gender, age, ethnicity, financial aid status, and other indicators, we noticed that:
  - a. Hispanics and students between the ages of 18-19 make up the largest number of students taking basic skills courses at the lowest levels. This group also has the largest number of students progressing over time, which indicates that our support services, SSS grants, Basic Skills programs are helping students move upward.

- b. For math – students who are NOT receiving financial aid make up the highest number of students taking basic skills math courses. These students also have the lowest success rate. This same trend is not noticed as strongly with English.
3. English-Reading data is incorrect and limited. If you look at the Fall 2008-Fall 2010 cohort, you will see that there are more students within “two levels below” than there are students for “four levels below” (which is the starting cohort.) This is likely due to the recoding of CB21 that took place during 2009-2010 which we changed the levels of some of the English courses. The data for the Fall 2009-2011 cohort appears correct, and it seems that some of the English-Reading courses are combined with English - Writing. None of the students who started at 4 levels below moved to the next level – likely this is due to the fact that we’ve reduced and stopped offering Reading 110. Hispanics make up the highest percentage of students taking English-Reading at all levels. Within two years, out of 15 students that started at four levels below, zero successfully passed two-levels below course.
  4. ESL data does not demonstrate a consistent story simply because we, at WCC, do not have an official ESL sequence, nor are any restrictions in place that would prevent a student from self-determining what ESL courses they want to take. A typical pattern we see is students repeating courses, following instructors rather than course sequence, and/or taking courses for non-credit (which will not show up as a success in the data.) The ESL full time faculty and the Dean have been discussing this dilemma and strategizing how to address it.

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

Now that we have had five years of experience with the Basic Skills Initiative under our belts, it is time to re-evaluate our long-term goals. Using the long-term goals template, provide a maximum of three long-term goals for the ESL/Basic Skills work your college will engage in over the next five years. These goals should provide an umbrella for the activities and outcomes of your 2012-2013 action plan. Long-term goals should be informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should focus on student success goals in ESL and basic skills.

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

*Due October 10, 2012*

**College Name: Woodland Community College**

Goal ID	Long-Term 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 2012-2013, 2013-14, 2014-15, 2015-2016, and 2016-2017.
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 2012-2013, 2013-14, 2014-15, 2015-2016, and 2016-2017.

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

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

Your revised Long-Term Goals should now inform your action plan for 2012-2013. How will you make progress towards attaining your long-term goal? What are your intermediate steps to bring you to that point? What will you do in 2012-2013 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 goal. 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 on the following page.

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.

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

*Due October 10, 2012*

**College Name:** Woodland Community College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Continue across-the-curriculum instructional support in reading/writing.	A.5.1	May 30, 2013	Learning Resources, Curriculum Committee, Dean of Instruction, College	<ul style="list-style-type: none"> <li>• Increased number of students served by the Writing and Math Center, the Academic Reading Center, and the Tutoring Center</li> <li>• Gathered data on success rates in select courses with significant writing requirements (e.g. term papers, research papers, reports) will increase by</li> </ul>

			Vice President	5%
Continue support for math intervention program to increase its students' retention, persistence and success rates.	D.9.2	May 30, 2013	BSI Committee, College Vice President, Dean of Instruction	Success rates among students participating in math intervention programs will increase by 5%.
Supplemental instruction and tutoring will continue to be utilized as a strategy for influencing student success.	D.10.3 D.10.5	May 30, 2013	Learning Resources BSI Committee, College Vice President, Dean of Instruction	The success rates among students served by tutoring and supplemental instruction intervention program will increase by 5%.

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

### [5]. 2011-2012 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2012-13 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August, 2012.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college's 2011-12 - 320 reports that are due at the Chancellor's Office on November 1, 2012, 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.

**Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date.** All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

## College Name: Woodland Community College

**2012-2013 Basic Skills Contact Information** (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Alfred Konuwa	Vice President of Academic and Student Services	akonuwa@yccd.edu
Dr. Rudy Besikof	Dean of Instruction and Learning Resources	<a href="mailto:rbesikof@yccd.edu">rbesikof@yccd.edu</a>
Dr. Jesse Ortiz	Counselor	jortiz@yccd.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	22,825
B. Student Assessment	
C. Advisement and Counseling Services	
D. Supplemental Instruction and Tutoring	55,390
E. Articulation	
F. Instructional Materials and Equipment	11,785
G.1 Coordination	
G.2 Research	
G.1 Professional Development	
<b>TOTAL</b>	<b>90,000</b>



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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

### **ACTION REQUIRED:**

Email an electronic copy of sections 2-4 of your report to basicskills@cccoco.edu, and mail the signed Reports and Plans to:

Basic Skills Reporting/Academic Affairs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, 3rd Floor  
Sacramento, CA 95811-6549

### **ACCOUNTABILITY**

The \$19.07m is allocated pursuant to referenced Fiscal Year 2012-13 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 2012-13 and the items purchased/funded that were specified in the Expenditure Plan. The 2012-13 End-of-Year report is tentatively scheduled to be due on October 10, 2013.

## **COLD BRAINSTORMING**

DCAS Meeting

September 21, 2012

**TOPIC:** Distributive Education – clear need for a strategic plan for DE

***Before (Objective): May need these items addressed or data provided before some of DCAS's***

***work will be truly productive***

### **Mission of DE**

- Lack of a clear goal or purpose for DE in relation to serving students
- Who are our target audiences?
- Developing a criteria for teaching DE courses
- Should we focus on breadth or depth of offerings?
- Is the DE schedule coherent/comprehensive?

### **Mode v Program**

- Fair use of resources
- Have all resources been identified?
- DE: academic program or mode of instruction?
- Is DE a “mode of delivery” or an “academic program”? (Some YCAS members often ask this.)
- DE standards – monitoring compliance
- Federal
- Accreditation
- Should DE be a district or college function?

### **Access / Success**

- Are we sure that certain groups aren't being disproportionately affected by access issues?
- Who currently takes DE
- What is success/retention level in DE?
- Retention success feeds into Quality

### **Training / Quality / Resources**

- What quality control is in place for DE?
- How are instructor's evaluations being completed and used for instructional improvement?

Cold Brainstorming – DE, September 21, 2012 Page 2 of 4

- Is there enough support staff to adequately assist in offering a quality, comprehensive DE program?
- Do we have sufficient training/resources for DE?
- Need to include SLO analysis around courses taught as DE
- Do we have ability for students to get what they need from DE?
- Have we just cobbled something together that may not meet student's needs?

### **Not in Our Domain**

- Do we have the ability to change offerings or does YCFA/YCAFT limit that ability?
- How do YCFA contractual issues impact DE offerings?
- Interaction w/ IT at technical level (v. academic)
- DE decisions will impact the core curriculum discussion
- How do we tie DE and Core Curriculum together?

**DCAS Domain:**

## Program / Allocation

- What is the appropriate level of FTEF allocation for DE?
- Schedule of televised courses
- DE includes ITV
- Program planning
- Curriculum planning
- Should there be a special or separate FTEF allotment for DE?
- Who is determining what programs/classes are offered through DE?
- How FTES are distributed
- College
- District
- Who makes scheduling decisions related to FTES?
- Program planning
- Student-centric plans
- Educational plans for students
- Program review: merging views, opinions, perspectives
- Should DE be a District program or should each college have its own Deprogram?
- District coordination of college programs
- How should DE FTEF be distributed?
- Between colleges?
- Between departments at colleges?
- Are we offering appropriate classes to meet students/community needs?

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## Policies / Procedures

- Policies and procedures/best practices/laws – **(Note: the need to address the APs on these items is immediate)**
- Last date of attendance*
- Legal requirement for review*
- State Authorization*
- Virtual student services
- The role of DE subcommittees
- Are they college specific or district?
- Role of curriculum committee
- Legal requirement for review
- Curriculum requirement for programs
- Core curriculum as it affects DE offerings
- DE is it a program or a platform for teaching and learning? Need to define this for YCCD.

## Training / Support

- Training
- Ed design
- Best practices
- Is adequate training and evaluation of program/classes/instruction being completed?

## Evaluation of DE (student success, retention, etc.)

- Does success/retention in DE justify allocation level?

## Support from District

- Is there enough district support for the DE program?
- DE budget

- Should it be allocated to both colleges for
- Staff development
- Equipment

Cold Brainstorming – DE, September 21, 2012 Page 4 of 4

***After (Ongoing Evaluation):***

- Evaluating the need for continuous scheduling of DE courses
- What criteria should we use?
- DE planning needs to be coordinated among the colleges rather than top-down
- Consideration of the needs of all sites should be part of the plan (e.g.,  
point-to-point from main campus to outreach site)

## YCCD Electronic Communication Best Practices

The following best practices are recommended for users of the YCCD email system and the MyCampus Portal:

**Be Aware of Your Audience:** Any online transmission could potentially be seen by everyone in the district. If a message does not need to go to a particular group of people or campus, leave that group off of your list. Most users would rather not receive messages that do not apply to them. When you receive messages directed to a group via email, do not “Reply to All” if you intend to send the message to just one recipient.

**Keep Your Tone Professional:** Please do not make personal attacks and do not air your grievances about your school or colleagues.

**Keep the Subject Line Specific and Brief:** Readers can easily prioritize subject lines that are clear and meaningful.

**Keep the Body of the Message Clear and Direct:** Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts and Portal page as business. Don't write unnecessarily long emails or otherwise waste the recipient's time. On the Portal, each announcement should not take up more than a few lines of text. If more information must be conveyed, link it to a web page or attachment.

**Avoid Unnecessarily Large Attachments to Messages:** Sending large files can be burdensome; consider linking your documents to a Portal or Web site page instead. When you must send a large file or set of files, do the recipient the courtesy of sending an email telling them what you'll be sending and why.

**AVOID SHOUTING AT YOUR READER:** Use capital letters or large fonts sparingly; most readers find them annoying.

**Do Not Solicit Donations:** District email groups are not the place to request your colleagues' support for your kids, local businesses, or charities.

### MyCampus Portal-Specific Best Practices

When posting announcements to the MyCampus Portal, in addition to the recommendations above, please apply the following best practices:

- Keep the title concise and to the point, and no more than one phrase long.
- Keep the announcement concise and clear, and no more than 50 words long. Use an attachment or link to convey more detailed posts.
- Enter a target audience.
- Do not double or triple space the announcement, and do not use excessively large or small fonts.
- Enter an end date.

To begin posting announcements to the Portal, you must first submit a request through the IT services online form at <http://mycampus.yccd.edu/staff/ITForms/SitePages/ServiceRequest.aspx>.