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<tr><td colspan="3" align="center">Woodland Community College
Academic Senate
Minutes – January 24, 2014</td></tr>
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☒ Matt Clark (President)	☒ Kevin Ferns (FaLaHum, Secretary)	☐ Talwinder Chetra (Math and Science)
☒ Christopher Howerton (At-Large)	☒ Donna Bahneman (Adjunct, WCC)	☒ Pamela Geer (Adjunct, CCOF)
☐ Greg Gassman (Social Sciences)	☒ Cheryl Latimer (Student Services)	☒ Donna McGill-Cameron (Business and Vocational Ed., Vice President)

Guests: N. Kirschner, B. Asmus, J. Ortiz, M. Senecal, J. Shah, A. Konuwa, M. Chahal

Call to Order at 1:04 p.m.

I. Approval of Agenda As Amended (Howerton/Bahneman)

II. Public Comment
   A. Howerton comments that some instructors have TAs who have had permissions to enter grades online, but these TAs have been denied recently. This needs to be addressed.
   B. Ferns comments that the bookstore has had difficulties stocking textbooks for his classes this semester. He followed up with the bookstore manager, who informed him that the bookstore does not typically purchase extra texts for a course unless students request them and pay for them in advance. The typical bookstore purchase is 25% of the predicted course enrollment, and is usually based on past book purchases for that class.
   C. Ferns reports that there was an English prerequisite glitch during the first week of classes that caused some students to be dropped from English 51 (they had failed the course the previous semester but it was not noticed). He would like to see prerequisite issues taken care of when grades are submitted at the end of the semester rather than during the first week of classes or the week prior to the start of classes, which is the current practice at WCC. Students have enough problems getting into classes without the added stress of being dropped when most sections are already closed.
   D. J. Ortiz comments that students in an ethnic studies organization had planned to hold a meeting in the ME room but a leadership meeting prevented them from doing so. This student organization had been told by administrators that no food was permitted in the ME room. However, the students noticed food being consumed in the leadership meeting.

III. Approval of Minutes as Amended from 1/10/14 and 1/16/14 (Howerton/Geer)

IV. President's Report-Clark (attached)

V. Vice President's Report-McGill-Cameron
   A. A staff development workshop is set for Tuesday, 2/18, which is an academic holiday. McGil-Cameron will send out more information.
   B. Curriculum. Due to the differing workflows between YC and WCC, some issues were overlooked or mistakenly approved at YC that WCC faculty needed to fix. The absence of core curriculum should cut down on such mistakes.

C. Students on financial aid are having trouble acquiring their books in a timely manner because the checks take time to process. This should be agendized for a future senate meeting.

VI. New Business

A. Core Curriculum. B. Asmus reports that "life would be easier" if we remove core curriculum. This would affect a few departments on the WCC campus and it would still allow students to move seamlessly between campuses. N. Kirschner would like this to happen immediately due to recent issues in Curricunet stemming from the differing workflows and procedures being followed at the two campuses. It would be better to have separate course records for each campus to speed up the process, as YC handles curriculum workflow differently. Clark notes that students commuting between CCOF and the Sutter facility might experience some confusion if course outlines are not clear to them, so we'd need to communicate the differences clearly for the population of students that commutes between certain campuses.

➢ **Motion to eliminate the YCCD core curriculum (MSC Bahneman/Howerton)**

B. Resolution Commending Angela Fairchilds for her Dedication to the College:

Whereas Dr. Angela "Angie" Fairchilds lead Woodland Community College from center status through the process of receiving Initial Accreditation and becoming the 110th college in the California Community College System and in doing so became the first (and to this point only) President of Woodland Community College ; and

Whereas Angie has fought for WCC in far too many district-level meetings and has been a staunch advocate for WCC students, staff, and faculty, meeting challenges with a positive attitude and a collegial demeanor at those meeting, regardless of how trying they may have been; and

Whereas Angie has admirably represented WCC within the communities we serve and throughout a district that has geographic and socio-economic challenges while dealing with the challenge of large cuts forced upon the college by a state budget crisis; and

Whereas Angie leaves us for new challenges (such as snow days) at Columbia College where she can spend more time with her family and enjoy the beauty of the Sierra Nevada Mountains while leveraging her experience at WCC as she continues to lead the "small college" (in numbers, if not in heart and dedication) in a two-college district;

Be it resolved that the WCC Academic Senate herein expresses gratitude to Angie for her years of service and leadership to WCC, the Yuba Community College District, and the communities we serve; and

Resolved that the WCC Academic Senate wish her fewer meetings, more resources, and a senate, faculty, and staff that are not too deficient relative to the senate, faculty, and staff she leaves behind; and

Resolved that the WCC Academic Senate wish her the best as she leaves friends and colleagues here and begins building new relationships at Columbia College and in the communities it serves and in all future endeavors she might pursue.

On behalf of the senates during her tenure,

George Galamba, WCC Academic Senate President 2007-2010

Monica Chahal, WCC Academic Senate President 2010-2013

Dr. Matt Clark, WCC Academic Senate President 2013-14

➢ **Motion to approve the resolution (M/S/C Bahneman/Howerton)**

C. SLOs/Program-Review in Adjunct Only Disciplines (attached). M. Senecal requests faculty contacts to be responsible for/answer questions on program reviews for the departments that currently have no full time faculty representatives. Clark asks whether the orphan departments could be grouped under one category and assigned to someone. Ferns replies that grouping them really does a disservice to those programs because we may not be able to effectively plan for the future growth of each individual department. Howerton responds that the divisions have responded well to filling in for the missing departments thus far. Presently the grouping of these disciplines may be the best option we have. Clark suggests that the divisions search for willing adjunct or full time faculty to take the lead with the program reviews, and for those disciplines without a volunteer, we may need to group that discipline with other orphan disciplines. Geer notes that adjunct faculty should be included in program reviews if they wish to volunteer. M. Senecal will follow up with the deans/full time faculty to ensure that the remaining departments are covered. She will also follow up with HR regarding potential stipends for willing adjuncts.

D. Key Predictive Indicators (attached). Senecal would like agreement from the Senate to move forward with the attached document.
   ➢ **Motion to pilot the KPI with the understanding that changes can be made (MSC Howerton/Bahneman).**

E. HSI and Student Success. Clark reports that Trustee Sandy has noted in the past that WCC has not benefited from being an HSI. Clark wonders whether we are doing all we can as an HSI. Perhaps the student success committee should be taking a more active role in this, and perhaps a faculty member should be leading that committee. A. Konuwa would welcome faculty leadership on the Student Success Committee, but no volunteers have come forward. Clark notes that agendas and minutes have not been distributed regularly, so the greater campus community is not aware of the work being done. On the HSI question, the benefits of membership are that WCC could receive potential HSI training and funding for other related programs. We currently receive resources from the departments of agriculture and education. In addition, J. Ortiz organized a summit based on his training at an HSI event. Clark asks A. Konuwa to put a list together of the HSI-related achievements. Clark would like to see the achievement gap measured. M. Senecal replies that we have no statistics that indicate there is an achievement gap. The KPI should address this and give us better data. Clark will follow up with current members to determine whether a chair can be found.

F. Continuing Student Survey. YCCD would like to do a follow-up survey that complements the survey conducted last fall. This would allow us to have results from both entering and continuing students. Clark notes that the survey took a long time for students to complete last time, which cut significantly into class time. M. Senecal notes that we really need this type of information to determine why so many students leave WCC and do not return.
   ➢ **Motion to participate in the survey (MSC Howerton/Bahneman)**

G. Elections. Ferns reports that nomination forms for the Senate President for the 2014-2016 term have been distributed and are due on Thursday, 1/30. If more than one nomination is received, the presidential election will take place beginning on Thursday, 1/30 and will conclude on Thursday, 2/6. In addition, FALAHUM and Math and Science divisions will receive nomination forms in February for the three year terms running from 2014-2017.

VII. Unfinished Business
   A. President Search Committee. Clark reports we will have 4 full time faculty members on the committee and perhaps a member of the community.
   B. Faculty Evaluation Document. Clark reports that the new form will be run on a trial basis this semester for new hires.

C. Academic Calendar and Compressed Calendar. Not addressed.
D. Division Chairs/CTE Pilot. Not addressed.
E. Restructuring of Planning Committees. Not addressed.
F. Campus Celebration AS/YCFA. Not addressed.
G. Accreditation. Not addressed.
H. Constitution and Bylaws Revision. Not addressed.
I. Campus Climate. Not addressed.
J. Professional Standards. Not addressed.

Meeting Adjourned 2:58 p.m. (Howerton/Bahneman)

President's Report
January 24th, 2014

1. **Meeting with WCC Administration (1/14)** – Highlights:
   - Brandi reported that over the break four AD-Ts had been approved at the state level, leaving us just one short of 100%. (Business is being held up by a core curriculum issue.)
   - Dr. Walters informed us that Julie Brown needs to step down as co-chair of College Council.
   - Dr. Walters identified goals for the leadership meeting she is holding on the 23rd: (1) Instructions, (2) Establish goals for her tenure here, and (3) establish point persons/committees and personal commitments for achieving those goals.
   - Dr. Konuwa set the first ART meeting for 1/31, following the joint senate/college-council meeting.
   - Dr. Walters had represented WCC at the ACCJC meeting on 1/13 and reported that the commission was laudatory regarding our efforts. We expect their report the first week of February. Dr. Walters anticipates that we will be asked to do an additional follow-up report.
   - The scheduling committee will be making a recommendation to move MW morning schedules to be similar to TTh mornings.

2. **Board of Trustees Meeting (11/14)** – Highlights:
   - The YC Library and Learning Resource Center was officially reopened and tours were given. I took an unguided tour and was impressed.
   - A recommendation to continue with the suspension of the student loan program was accepted. Strategies for helping affected students and lowering default rates if/when the program is resumed will be explored.
   - Brandman University gave a presentation in connection with its partnership with the district. It plans on beginning to offer classes on the YC campus in March.
   - The board approved a motion for the Chancellor to develop an implementation plan and time-line for the possible realignment of Clear Lake with WCC. Trustee Sandy expressed shared reservations and was the only trustee to vote against the resolution. Although he clearly supports the realignment, the Chancellor conveyed the concerns expressed in fora and at DC3 meetings thoroughly. Trustee Sandy indicated that since WCC has yet to achieve any improvements by leveraging our HSI status, he wasn't sure why solidifying YC's HSI status was a plus for realignment.
   - There were more questions from the board about AD-Ts than they typically ask about issues. They were satisfied with WCCs progress, but unclear as to why we only needed 10.

3. **DC3 (1/21)** – Most of the meeting was focused on a combination of sharing of information regarding the State Budget Workshop of 1-17-14 and the budget situation in the district. Although the state picture is encouraging, the YCCD picture is not. The structural deficit still exists. Further, the district is below its targeted FTES for the year, which means that we may not be able to receive growth funds. However, if we attempt to reach our targets, we will add to this year's deficit. The Chancellor painted a fairly grim picture of the situation. It was agreed to morph the Budget Summit into a Budget Advisory Team and have it make recommendations for moving forward. Further, the Chancellor wants to accelerate (finish) some of the Phase II changes.

4. **WCC Leadership Meeting (1/23)** – Dr. Walters brought together leaders from various WCC constituencies and led us through a process focused on identifying WCC's strengths and also identifying our focus for the six months she will be with us. Additionally, for those items deemed top priorities, contributing committees, point committees, and individual commitments were identified. The two items that were most discussed were communication and SSSP. I expect Dr. Walters will debrief the senate at next week's joint meeting with the College Council.

5. **Other Tidbits** –
    *   A significant change took place regarding AB86 – Adult Education. Instead of WCC partnering with WJUSD to coordinate efforts, we will be working in a consortium with YC and all of the adult education programs in the communities the district serves (including Konocti Unified School Distrct). YCCD will be the fiscal agent and a planning grant will be developed. Dr. Konuwa met with YC administrators and it was agreed that "…*we decided to have the involvement of CTE deans, basic skills/student success chairs and DSPS coordinators at both colleges...*"
    *   The board is interested in moving the district to a compressed calendar. The Calendar Committee will work on having a proposal for the two senates to consider in the very near future.

DRAFT 1: Key Predictive Indicator (KPIs)
As requested by Academic Senate: Descriptions and Definitions

The purpose of KPIs: *Standard I.B.2: "The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution <u>articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed.</u> The institutional members understand these goals and work collaboratively toward their achievement."* *(Five Short-Term Goals adopted October, 2013)*

Short-Term Goal 1: Improve Student Success and Completion

- Assessment of SLOs – By June 2014 the Colleges and the District will achieve a level of "proficiency" in the assessment of student learning consistent with ACCJC standards and October 2012 recommendations
- Establish standards of student learning and student achievement – by January 2014 the Colleges and the District will collaboratively draft District standards of student learning and achievement and will develop definitions of "student success" for review and approval by the Governing Board
- Specific Student Success Initiatives – The Colleges and District Services will undertake a multi-year program of specific initiatives to improve student success and completion rates

KPI Title	Definition/Description	District Performance	Target	Peer Institutions Data Available	Assessment Method	Reference
1. Successful Student Course Completion Rate	**Definition:** Percentage of students who receive a passing/satisfactory grade. **Numerator:** A, B, C, P **Denominator:** A, B, C, D, F, P, NP, W **Exclude grade notations:** DR, IP, MW, RD	WCC=69% YC=67.4%	WCC=60% YC=67%	Yes	**Colleague Reports**	Institution Set Standards (ISS): USDE Regulations: [34.C.F.R §602.16(a)(1)(i); §602.17(f); §602.19(a-e)] ACCJC: (ER 10; Standards I.B; I.B. 1-6; II.A; II.A.2.a,b,c,f,g,h,
2. Student Retention Percentage	a. **Term-to-term Retention:** Percentage of students who are enrolled as of census for an initial and a subsequent term; calculated for two adjacent primary terms, e.g., Fall 2013 to Spring 2014. b. **Annual Retention:** Percent of students who are enrolled as of census for a fall term and reenroll in the subsequent fall term; e.g., Fall 2012 to Fall 2013. Intersession terms and summer session terms are typically ignored **Numerator:** The number of students who receive a grade of A, B, C, D, F, I, MW, P, NP, or W in at least one class in the subsequent primary term. **Denominator:** The number of students who receive a grade of A, B, C, D,	b. Annual WCC=48% YC=42.5%	b. Annual WCC=45% YC=40%	Yes	**Colleague Reports**	

F, I, MW, P, NP, W in at least one class in the initial primary term.
Exclude: Any students who receive a degree, certificate, or transfer during the time period covered by the first term and subsequent term.

KPI Title	Definition/Description	District Performance	Target	Peer Institutions Data Available	Assessment Method	
3. Student Degree Completion	Number of students earning an Associate of Arts or Associate of Science Degree in an academic year	WCC=192 YC=483	WCC=140 YC=480	Yes		
4. Student Transfer	Number of students who transferred to 4-year colleges/universities (e.g., 2011-2012)	WCC=106 YC=400	WCC=85 YC=400	Yes	CCCCO and National Student Clearinghouse Reports	
5. Student Certificate Completion	Number of students earning a Certificate of Achievement in an academic year. **Excluded:** Certificates of Training	WCC=20 YC=196	WCC=10 YC=200	Yes		
6. Licensure Pass Rate	**Pass rates** for YCCD students who took **licensure** and certification exams in an academic year, by occupational fields	YC = 100% pass rates and job placement for: Vocational Nursing; Veterinary Technician; Psychiatric Technology; Radiologic Technology		Yes	Industry Licensure Scores	ACCJC Evidence (Guide to Evaluating Institutions, page 10)
7. Graduation Rate	The number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular academic year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission.			Yes	IPEDS	IPEDS
8. Transfer Ready	Students who complete at least 60 transferable units with at least a 2.0 GPA and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, or P Note: Students may be transfer ready by this definition and still not meet			Yes	Cohort Tracking –SSS methodology	CCCCO Student Success Scorecard (SSS)

the minimum requirements for admission to a given program as admission requirements for particular programs may exceed these minimum requirements.

KPI Title	Definition/Description	District Performance	Target	Peer Institutions Data Available	Assessment Method	Reference
9. Next-level Success	Percentage of students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline			Yes	Cohort Tracking –SSS methodology	CCCCO Student Success Scorecard (SSS)
10. Student Satisfaction and Level of Student Engagement	a. Level of student satisfaction with programs and services b. Level of student engagement			Yes	Regular Rotation of Student Surveys (SENSE, CCSSE and SSI)	ACCJC II; II.A.2
11. # Student Success Initiatives • Implemented • Assessed • Revised or modified	TBD as appropriate (potential examples include): • Of the 35 SSI total number implemented, in progress, revised or modified • Student engagement (e.g., # of students completing orientation, assessment, counseling, advising, student education plans, follow-up, etc.)			No	TBD as appropriate	ACCJC: II.B.1; II.B.3
12. Student Learning Outcomes (SLOs)	Assessment of SLO "Proficiency": Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review.			Yes/ Some aspects	Program Review data extracted from TracDat CCSSE survey for iSLOs assessment	ACCJC: ER 10: Student Learning and Achievement Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h, i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

Short-Term Goal 2: Improve leadership and managerial competencies at all levels

- By June 2014 the District will clearly define professional roles, responsibilities and accountability for all leaders and identify core leadership competencies to be embedded in performance management systems
- By June 2015 the District will have defined and improved decision-making competencies with the intent to decentralize or centralize decisions where appropriate
- By June 2014 the District will develop and launch professional development opportunities that enhance leadership/managerial competencies (e.g., "Leadership Plus", training and professional development programs for the District Management Council, formal internships and interim assignments, external leadership programs, etc.)

KPI Title	Definition/Description	District Performance	Target (ISS)	Peer Institutions Data Available	Assessment Method	References
13. Professional Development/ Staff Development #s	a. # of professional development activities b. 4-Level Evaluation			Yes/ Some aspects	Evaluation instruments based upon Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)	ACCJC III.A.5.a-b
14. Committee Effectiveness Review	Qualitative assessment of District Committee effectiveness in six areas: Committee process, prioritization, participatory decision-making, communication, goal achievement and evaluation. Assessment includes an internal committee assessment and an external assessment administered to all personnel employed at the District.			No	Annual District Committee Effectiveness Review • Internal survey (piloted Fall 2013) • External survey (TBD)	ACCJC I.B.4, 6 YCCD Institutional Effectiveness Review

Short-Term Goal 3: Complete the transition to Multi-College District to increase organizational efficiency of the District and Colleges

- Develop and implement a comprehensive planning protocol to conduct long-range planning for strategic initiatives and program/service priorities that align with master planning with focus on curricular design, student support services and organizational efficiencies to improve the student experience and increase student completion, student learning and student success
  - By June 2013 – develop and implement the Strategic Planning Protocol to align College Ed Master Planning and District Master Planning with District strategic priorities
  - By June 2013 – develop a Resource Allocation Process to align resources with priorities identified in the District and Colleges' master plans and is responsive to opportunities and emerging needs/imperatives consistent with the comprehensive planning protocol
  - By June 2014 – have implemented first-year cycle of the Strategic Planning Protocol to include draft District and revised College mission statements that identify students served and defines the specific programs that best serve those students and their communities
  - By June 2014 – have implemented the first cycle of the Resource Allocation Process for the development of the FY 2015-16 Annual Plan and Budget
- By June 2014 have developed a multi-year reorganization plan for the District
  - Delineate the functional relationships between the Colleges and the District, and where needed, reorganize to enhance and improve efficiency
  - Improve and reengineer communication and decision-making effectiveness to navigate complex decisions with efficiency and structure to focus on student success
  - Improve and reengineer administrative efficiency to include responsibilities, functions, positions and staffing to realign resources for student success
  - Restructure participatory decision-making organizations, develop clearly defined charters and processes and train and empower teams to ensure a high degree of involvement in decision-making and achieve efficient management of staff workload
  - Develop competency in resource development, adopt an entrepreneurial stance, and assure initiatives funded through external sources advance the mission and goals of the Colleges and achievement of the District's overall strategic intent
- By January 2014 determine whether to realign the Clear Lake Campus

KPI Title	Definition/Description	District Performance	Target (ISS)	Peer Institutions Data Available	Assessment Method	Reference
15. Professional Development/Staff Development	c. # of professional development activities d. 4-Level Evaluation			No	Evaluation instruments: Kirkpatrick's 4 level evaluation (Reaction, Learning, Behavior and Results)	
16. Process Reengineering	a. # of departments identifying key processes b. # of departments participating in Process Reengineering training c. # of departments engaged in reengineering a process with the intent of supporting student learning and success			No	Process Reengineering project data	
17. Resource development	Revenues from governmental agencies and nongovernmental parties that are for specific projects, other types of programs, or for general institutional operations (if not government appropriations) trended over time. Examples are grants funding student success projects, training programs, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Grants are classified to identify the governmental level (federal, state, or local funding the grant or contract to the institution; grants and contracts from other sources are classified as nongovernmental grants and contracts.			Yes	Longitudinal financial data – restricted funds	
18. Employee Satisfaction	Assessment of employee satisfaction with delineation of college and district functions and responsibilities and implementation of those delineated responsibilities			No	Employee focus groups	
19. Planning and Budgeting Process Assessment	Employee satisfaction with planning and budget processes and participatory decision-making			No	Annual Survey (TBD) as component of the Institutional	

					Effectiveness Review (IER)	

Short-Term Goal 4: Increase regional leadership

- EWD Initiatives – (1) support the reorganization of *Economic Development Program Advisory Committee/California Community Colleges Chancellor's Office Economic Workforce Development* by organizing region and (2) forge partnerships with other regional CCs to advance specific industry-focused initiatives
- Continue/accelerate work on Rural College Collaborative to optimize administrative and programmatic shared service partnerships among small/rural colleges (interest is growing among mid-sized districts as well).
- Lead/support the development of state & local partnerships focused on the *Completion Agenda(s)*

Short-Term Goal 5: Prioritize Economic and Workforce Development programs based on regional, state and national imperatives

- For FY 2013-14 & 2014-15 – leverage existing programs and pursue specific Economic and Workforce Development (EWD) Initiatives (framed by the CCCCO *"Doing What Matters for Jobs and the Economy" http://doingwhatmatters.cccco.edu/* and the Capital Area Region EWD initiative *"The Next Economy" http://www.nexteconomycapitalregion.org/*):
  - Program opportunities/imperatives:
    - WCC Ag & Seed Central
    - YC Ag & High Tech Manufacturing
    - YC Allied Health & Public Safety – Nursing & BSN Bridge partnership
  - Determine whether to realign College/Centers to better support EWD regionalization

KPI Title	Definition/Description	District Performance	Target (ISS)	Best Practice Peer Institutions	Assessment Method	Reference
20. Economic and Workforce Development Initiatives	Number and type of EWD initiatives			No		
21. External Partnerships #s	a. # of partnerships with rural colleges b. # of partnerships with regional CCs c. # of industry partnerships			No		
22. HS Articulation to College Coursework	Number of high school students successfully completing an articulated credit course with a grade of A, B, C who are enrolled at WCC or YC as of census in the academic year following high school graduation			No	Colleague Reports	
23. Market Penetration	Percentage of recent service area high school graduates enrolling in courses at WCC or YC disaggregated by major and percentage of non-HS graduate market share in local service area			No	Colleague Reports and Regional HS graduation numbers	
24. Employer Satisfaction	Employer satisfaction with program offerings and graduates' workplace skills			No	Employer Survey (TBD)	
25. Graduate/Alumni Satisfaction	Graduate and alumni satisfaction with			No – unless national instrument used	Graduate and Alumni Surveys (TBD)	
26. Local Employment Needs Assessment	Student training needs, including local employment training needs, transfer education needs, basic skills needs, etc.			No	Student and Regional Workforce Employer Needs Assessment Survey (TBD)	ACCJC: II.A; II.A.1.a

Programs and Units for Review - Woodland Community College

WCC Academic Program Review	Lead Faculty
Accounting	Sherry Spina
Administration of Justice	Leslie Deniz
Agriculture	Brandi Asmus
Art/Photography	None
Biology/Ecology	Ralph Robinson
Business • BCA, COMSC, GNBUS, OA	Donna McGill-Cameron
Chemistry	Julie Brown
Communication Studies	Christopher Howerton
Digital Media (On Hold, No Classes Currently Offered)	Al Konuwa
Early Childhood Education	Jeannine Mullin
Economics	Donna McGill-Cameron
Emergency Medical Technician	Leslie Deniz
English	Kevin Ferns
English as a Second Language	None
Ethnic Studies	Melissa Moreno
GE Degree Area (AA/AS) *[Planned for 2014-2015]*	Monica Chahal
Geology/Geography/Physical Science	Jennifer McCabe
Health Education/PE	Donna McGill-Cameron
History/Political Science	Greg Gassman
Human Services	Donna Bahneman
Humanities/Philosophy	None
Library/Learning Resources	Dena Martin
Mathematics/Statistics	Matt Clark
Media Lab	Monica Chahal
MESA	Veronica Torres
Music	None
Physics/Astronomy	None
Psychology	Alison Buckley
Reading	Cay Strode
Spanish and Sign Language	None
Sociology	Nili Kirschner
Theater Arts	None
TRiO	Vanessa Cuevas
Tutoring Center	None
WAM	Noel Bruening

__Highlighted__ programs do not have a designated faculty leadership

Senate Goals, 2013-2014 (Assigned leads in parentheses, 14 total goals)

1. Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, establish AA-T and AS-T where appropriate, and create a DE handbook. (Clark)

2. Communication: Advocate for increase in effective communication tools and access. (Clark, Ferns)

3. Grading Policies: Review, update, and distribute Faculty Handbook. (Clark)

4. Academic Standards: Promote rigor in coursework, DE, and collegiality among faculty, classified staff, administration, and students. (Clark, McGill-Cameron, Wheeler)

5. Student Success: Identify and address barriers to student success (counseling availability, course offerings). (Latimer, Wheeler)

6. Faculty Development: Find more opportunities/activities focused on student success. (Chetra, McGill-Cameron)

7. Improve faculty evaluation process. (Clark, Howerton)

8. Work to create comprehensive process for Colusa County Outreach Facility (CCOF). (Chetra, Geer)

9. Revise Senate Constitution and Bylaws. (Clark, McGill, Gassman, Ferns)

10. SLOs: Attain CQI-status. (Howerton)

11. Research pedagogy of learning. (McGill-Cameron)

12. Professional standards goal (No assigned leads)

13. Partnerships with private colleges (No assigned leads)

14. Sustainability and grant funding (No assigned leads)