

Woodland Community College
Academic Senate
Minutes – February 28, 2014

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum, Secretary)	<input checked="" type="checkbox"/> Talwinder Chetra (Math and Science)
<input checked="" type="checkbox"/> Christopher Howerton (At-Large)	<input checked="" type="checkbox"/> Donna Bahneman (Adjunct, WCC)	<input checked="" type="checkbox"/> Pamela Geer (Adjunct, CCOF)
<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., Vice President)

Guests: C. Strode, N. Kirschner, M. Senecal, S. Cox, J. Shah, S. Horn, J. Ortiz

Call to Order at 1:03 p.m.

I. Approval of Agenda as Amended (Bahneman/Geer)

II. Public Comment

- A. Bahneman comments that students are arriving late to class due to meetings with counselors.
- B. Clark notes that the 5th annual research symposium will take place this semester. It is an awesome event.
- C. Chetra is concerned that we have full time secretaries for both deans. He is concerned because the math department has been unable to get an instructional associate in the past, and now WCC has found funding for two full time employees with benefits. The math IA position has been requested in past program reviews. How is the administration making these decisions?
- D. M. Senecal reports that we are exploring the idea of additional vending machines on campus. A formal RFP will be submitted to the business office soon.
- E. Gassman reports that a new bicycle club is being formed on campus.
- F. Ferns comments that many of WCC's departments have web pages that state "Content to Come." It has been this way for a few years now, and the Communication Resource Committee has set as a goal that all department pages should be updated by the end of March. Please encourage your divisions to update their pages. The following departments are still missing information: CTE Division: Accounting, Business, Cooperative Work Exp. Ed., Early Childhood Education, Economics, Human Services , Mass Communications. Social Sciences Division: Anthropology, Philosophy, Political Science.

III. Approval of Minutes from 2/14/14 (Bahneman/Geer) and as Amended from 2/25/14 (Gassman/Howerton)

IV. President's Report-Clark (attached)

V. Vice President's Report-McGill-Cameron

- A. Curriculum Update. The curriculum committee would like the senate to provide guidelines for approving new programs and grant-funded programs.

VI. New Business

- A. Timeline for Separating from Core Curriculum (Protocol Attached). N. Kirschner reports that we are 50% done with this process, and it should be 100% complete by the end of the spring break, and the moratorium should be lifted in stages sometime after that. No information will be lost in this process. In the future, only WCC personnel will see your revisions. If you want to coordinate with YC faculty on your revisions for courses, you can reach out to them, but this is not a requirement. N. Kirschner thanks S. Cox and the senate for its support throughout this process.
- B. Proposal for Sustaining the Academic Reading Center. C. Strode reports that the ARC started spring 2011 as a BSI-funded pilot with a 15 hour Instructional Associate. Since that time the ARC has grown and developed from serving 31 students that first semester. This semester the ARC has served 260 students over the first 7 weeks. Based on 550 student evaluations of the workshops provided by the ARC, 90% have been positive. M. Senecal's data demonstrate that students who use the ARC 4 or more times during the semester have a higher retention and success rate compared to the average at WCC. The BSI funding is set to sunset in 2015 and no new sources of funding have yet been found for the ARC. The Instructional Associate, Jolene Torres, is still a part time employee. The Student Success Committee would like to find funding for a full time WAM/ARC Instructional Associate (50% in each place). This would require WCC to use a combination of BSI funding and general funds to get a full time employee, with the understanding that the BSI funds would eventually stop. This would eliminate the part time IAs in the WAM and ARC. Clark asks whether the WAM and ARC could be combined in some way. C. Strode agrees that this is possible, but that reading needs a quiet place. Chetra asks why the committee is not asking about a Math IA as well. Strode replies that the committee is advocating for the math position as well. Geer asks what percentage of students who need reading assistance are second language learners. C. Strode is not aware of that number.
- C. Student Success Committee Update on SSSP. M. Senecal anticipates an updated draft of the SSSP to be ready for the senate by the beginning of April. The senate will have the opportunity to review it during the month of April, and it needs to be approved by the senate and go to the board by May.
- D. AP 5055 Impediments to Implementation and Possible Recommendation to Delay/Alter Adoption. Latimer reports that units from any college will be used in determining the enrollment priorities, according to the AP. However, these units will not count until we can evaluate them. Another issue comes up in that current students taking their first semester of units cannot sign up until day 6 because their units as continuing students have not been counted. S. Horn reports that we can't fix all the enrollment priority issues we have in the next three months in time for our fall enrollment. Clark asks whether something can be done to fix the problem for this semester. If there is something on the AP 5055 that is not viable for fall or summer 2014 registration, we need to change it. S. Horn responds that we simply don't have the staff to complete the transcript evaluation project on time, but we could still

comply with the AP. J. Ortiz suggests that whatever we do, it must be district-wide. Clark asks whether we can go back to the randomized enrollment priority for one more semester. S. Horn states that Title 5 may require us to use certain priorities based on unit counts. Clark asks whether we can hold to Section 1 of the AP and then modify Section 2 such that we have one day of registration based on units and the second day that uses a random registration. S. Horn states that we may not have IT capabilities to make this happen, and IT has already switched district technology to the new priority enrollment system. Clark notes that under this AP, three people in the district may have this transcript evaluation as their full time job for a few months. Ferns asks how many students need this update to their transcript. J. Ortiz estimates that it is more than 1,000, and each transcript review takes time to verify and enter into the system. Chetra asks if we can hire staff to review all the transcripts in time. S. Horn believes this work will take longer than a few months, and finding capable staff would also be an issue, even if money were found to hire staff. Clark asks what YC has committed to. S. Horn states that YC is willing to move forward with the AP even though this may be unfair to many students who have submitted transcripts for YCCD applicable degrees but simply have not yet been entered into the system with the transcript evaluation. Clark will communicate the concerns of the senate to DCAS, which include assisting IT and requesting a long term evaluator to perform the degree audits. J. Ortiz notes that this should have been done a year ago when counseling first brought this up.

- E. Prerequisite Checks. S. Horn reports that prerequisite checks are occurring the week before classes during the spring semester because of the short time A&R has to enter and process all the grades. If she had more staff, she would be able to accomplish the prerequisite checks earlier in the break so that students would not be dropped at the last minute. The current problem occurs when students are dropped from a class due to not passing the prerequisite class, and they are unable to re-enroll in the failed class because classes are typically waitlisted or closed the week before the semester begins.
- F. Add Deadline. The add deadline was recently moved to the second week of the semester. Clark asks when the last date for adding should take place. Should we be able to add new students during the third or fourth week of classes? S. Horn would like the add date to remain on the census date. If a student has special circumstances, we can handle those on a case by case basis. The senate agrees we should leave the date at its current 20% cutoff.
- G. Position on Sabbatical Denial. Not addressed.
- H. Brown Act Changes. Not addressed.
- I. Constitution and Bylaws Revision. Not addressed.
- J. Senate Goals. Not addressed.
- K. Senate Agendas. Not addressed.
- L. Realignment. Not addressed.

VII. Unfinished Business

- A. President Search Committee. Not addressed.
- B. Accreditation. Not addressed.
- C. Faculty Evaluation Document. Not addressed

- D. Academic Calendar and Compressed Calendar. The calendar committee met this week and information about the compressed calendar will be brought to the committee on March 28. The summer 2015 start date is June 8, and the Esparto school district concludes on June 12, 2015. The committee would like input as to whether that date will need to be changed.
- E. Division Chairs/CTE Pilot. Not addressed.
- F. Restructuring of Planning Committees. Not addressed.
- G. Campus Celebration AS/YCFA. Not addressed.
- H. Campus Climate. Not addressed.
- I. Professional Standards. Not addressed.

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

President's Report
February 28th, 2014

1. **Meeting with WCC Administration (2/20 & 2/25) – Highlights:**

- The possibility of moving the start date for Summer Session from June 9th to June 16th was discussed. Subsequently we also discussed the concern that the Calendar was not brought into the discussion and that the decision seemed to have been made after asking that our senate weigh in but before we actually did.
- Dr. Walters provided an update on the progress surrounding the AB86 Adult Education consortium. The next meeting will be on March 14th and faculty participation will be sought. (In follow-up emails Dr. Konuwa asked for a faculty member from math, English, DSPS, and counseling faculty.)
- Dr. Walters suggested that Room 800 could be used for Physical Education classes since it is currently under used.
- Dr. Walters informed us that the interim deans would be extended for one year and that searches for permanent deans will begin in January 2015.
- The inclusion/location of DE courses that don't originate at WCC in the class schedule was discussed.
- The possibility of changing AP5055 Enrollment Priorities due to issues with transcript verification was discussed.
- I informed Dr. Walters and Dr. Konuwa of the Chancellor's decision to deny Roger Davidson's sabbatical request.
- Jose Vallejo will move from EOPS/General-Counselor to General Counselor after the March Board meeting. A search for his replacement should begin immediately thereafter.
- Student Success will bring a recommendation regarding making ARC sustainable.
- The Diversity Committee plans on obtaining flags representing our student's homes for graduation.
- Dr. Walters suggested we contact Chancellor Houston with Brown Act concerns and he can obtain answers from CCLC.
- We briefly discussed the possibility of generating FTES from the Tutoring Center, WAM, and ARC.

2. **DCAS (2/21) – Highlights:**

- It was agreed that after our senate had a chance to weigh in a decision regarding the start date for Summer Session 2014 would be made.
- It was agreed to decouple core curriculum. A transition plan will be developed and implemented.
- We agreed on a process for electronic decision making. One member of each group will vote. For items that are 10+1 only the two senates and the Chancellor (or designee) need to vote.
- Dr. Carabjal will convene the District DE Committee which will report to DCAS. The first charge will be creating a purpose statement, followed immediately by addressing the accreditation recommendations relating the DE.

- HR Director Whitfield will attend a near future meeting to discuss AP 3430 Prohibition of Harassment, specifically the portion that touches on academic freedom.
 - Emerging issues include AP4100, transcript evaluation, and AB86.
3. **DC3 (2/25)** – Forming the teams to implement the Strategic Planning Process was essentially the sole topic. Many are still very unclear as to the details. In a significant shift in the first use of this process, each college and district services will submit their top five priorities. Further the process will only be used to determining the allocation of new monies (from SSSP, Perkins, Deferred maintenance, and equipment) so priorities not connected to those areas will likely be moot. Two teams will be formed to rank the 15 priorities (CHEX will also rank) and the results will be taken to DC3. Additionally a District Annual Action Plan Team (DAAPT) and a Institutional Effectiveness Review Team (IERT) will be formed.
 4. **Meeting with Chancellor Houston (2/20)** – We discussed the status of the Academic Standards and the likely interest the Board of Trustees will have in the process used to establish them and any inconsistencies between those at WCC and YC. We also discussed the shortage of people in the district (in all constituent groups, at both colleges, and in district services) who are data savvy.
 5. **Meeting with Vice Chancellor Carabajal (2/26)** – The good work of Nili and Brandi on curriculum and upcoming curricular issues were discussed. There is a need to inventory and clean up the courses, degrees, and certificates at both colleges. The situation surrounding the Summer Session start date, not including the Calendar Committee, and stating that the start date had changed before we weighed in was discussed. The excessive amounts of work on many peoples plates and the inability to hire staff to lessen the burden (due to the structural deficit) was discussed. The Vice Chancellor also emphasized that her top priority at this point is the successful removal of both colleges from sanctions.
 6. **Other Tidbits** –
 - The senate presidents' list-serve has been busy with: (1) Brown Act issues, (2) +/- grading, (3) adjunct on senates.
 - At the state Academic Senate, the current VP has decided to challenge the current President for reasons following the difficulties the the current President and the Director have had.
 - Dr. Walters has been tasked with "Rough Framework Draft Planning Document for ClearLake Transition from Yuba College to Woodland Community College" or as she mockingly refers to it a" RFPDCLTYCWCC."

Core Course Separation Protocol

Separation must be done in two phases:

Phase 1 = cloning courses

Phase 2 = relinking items on Proposal Impact Report to correct college

Phase 1 must be completed before lifting moratorium. This phase involves first determining which core record to clone:

Ignore HISTORICAL and INACTIVE records. Clone ACTIVE record, *unless*:

APPROVED BUT NOT YET ACTIVE version →

Clone APPROVED version, but note that YC clone will not have implementation date added when status of clone is switched to Approved. These will need to be tracked and manually switched to active on the correct date.

PENDING, NEVER LAUNCHED →

Clone ACTIVE version, and then attribute pending version to college of origination; make sure to change parent course to right college.

LAUNCHED/PENDING IN WORKFLOW →

Wait until completed before cloning. In June, any that are not completed will be removed from workflow, cloned and relaunched separately to appropriate places in workflows.

Phase 1 entails 15 steps (see following page) to create a clone, attribute it to Yuba College, reattribute the original record to Woodland, and administratively switch the clone from pending to active.


It is this last step that leads to the need for Phase 2. Courses that are administratively switched to active (instead of completing an approval process) do not link properly to degrees and requisite courses.

We are not going to launch the clones through the approval process because the curriculum is already approved. If we wanted to launch and administratively skip to the completion step in the workflow, this would be more than 20 additional steps required to finish screens (including Skill Analysis for course requisites) in order to be able to launch.

All linked degrees and courses show in the Proposal Impact Report. For Phase 2, we can systematically go through every degree and certificate and make sure that the linked courses are the appropriate versions for each college. This gives us the added benefit of dovetailing with the need to complete degree alignment with Colleague. Phase 2 can be completed after the moratorium is lifted, but requires training for the curriculum committee about monitoring linked courses and programs while the Proposal Impact Report is dysfunctional. We will begin Phase 2 in June and complete as much as possible over the summer.

Phase 1 (Cloning)

Part 1 – Create clone for YC

- 1) From Search Menu, go to Courses, select District Core, all statuses. Check spreadsheet to identify which version to clone; select the clone  icon:
- 2) Enter exact same DISCIPLINE, COURSE NUMBER, and COURSE TITLE (select OK

- 3) Go to Basic Course Info; change District Core to Yuba College (Save – do not Finish)
- 4) Go to SLOs; remove WCC SLOs or switch WCC and YC to YC only (Save – do not Finish)
- 5) Go to Codes and Dates; if necessary change originator to YC faculty, or put Steven Cox
- 6) Underneath, change PROPOSAL TYPE to “YC Revised Course” (except in rare cases where it is really a new course – field defaults to new)
- 7) Underneath, in comments, write “formerly core, separated [insert date]” (Save – do not Finish)

Part 2 – Switch core to WCC

- 8) From Search Menu, go back to the course that you created a clone from (WCC/YC core version)
- 9) On Basic Course Info, change District Core to Woodland (Save – do not Finish)
- 10) Go to SLOs; remove YC SLOs or switch WCC and YC to WCC only (Save – do not Finish)
- 11) Go to Codes and Dates; if necessary change originator to WCC faculty, or put Brandi Asmus
- 12) In comments, write “formerly core, separated [insert date]” (Save – do not Finish)

Part 3 – Switch YC status

- 13) Now, from the Home Screen, go to Admin → Lookup Data → Change Course Status
- 14) Find Pending YC version of the cloned course and switch status to ACTIVE
- 15) Go to Search → Courses → District (All Courses) → Status = ACTIVE, search for course and confirm you have an active record for each college.

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)