

Woodland Community College
Academic Senate
Minutes – March 14, 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 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: K. Carabajal, D. Houston, J. Vallejo, E. Spears, J. Shah, N. Gonzalez-Diaz, A. Konuwa, J. Walters, V. Cuevas, A. Revell, J. Ruiz, R. Hunter, B. Heidbreder

Call to Order at 1:03 p.m.

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

II. Public Comment

- A. Happy pi day! Have some pi(e).
- B. Howerton reports that judges are needed for the Region 2 Migrant Education Speech and Debate Competition. The competition will be held at WCC on Saturday, March 29 from 7:00 am to 3:00 pm. Training for potential judges will be held in the evening on Thursday March 20. Please contact him if you are interested in participating as a judge.
- C. Latimer reports that J. Vallejo will be moving to the General Counselor position on Monday, and his current position has not been filled.
- D. Bahneman is frustrated that some committee members were not informed that the Student Success/BSI Committee was not meeting today. Please remember to inform members if a meeting has been canceled.

III. Approval of Minutes as Amended from 2/28/14 (Chetra/Howerton)

IV. President's Report-Clark (attached)

V. Vice President's Report-McGill-Cameron

- A. Committee Appointments. McGill-Cameron received 0 volunteers for the various current committee and team openings. Latimer volunteers for the opening on the Program Services Vitality Team. The District Annual Action Planning Team still needs a volunteer for a 1 to 3 year term. The Instructional Effectiveness Review Team needs a volunteer as well. These teams are advisory in nature. Howerton volunteers for the IERT and Clark volunteers for the DAAPT.
- B. Curriculum Committee. There is no resolution on the request to remove YC Distance Education courses from the course catalog. WCC has no control over these courses for accreditation purposes. We may need to remove the DE option from the COR for

some programs in order to remove YC DE courses from the schedule. The DE committee is analyzing DE plans from other colleges and will draft a plan.

VI. New Business

- A. Separation of Core Curriculum. Clark notes that the process is almost complete. Kudos to the team members for their Herculean efforts.
- B. Program Review Data Elements and Feedback. Clark distributes an explanation of the sample review data sheet used by Butte Community College (attached to the minutes). He reports concerns that some program success and retention numbers could potentially be used to determine how faculty may be evaluated. K. Carabajal responds that data elements will never be used to evaluate faculty. We use data elements to understand the complexities of a program for future improvement, scheduling, and resource allocation. Without data like this, we would not be able to determine where the achievement gaps are and effectively address them. Faculty evaluation information is in the faculty member's contract, and program data is not factored into a faculty member's review. Howerton expresses concern that we might begin comparing various departments, which is not fair considering the diverse missions of those departments. Clark believes we will have a lot of information we won't know how to use, and we may need workshops to figure out how to use the data. Chetra is concerned with the data element related to program costs and revenues. K. Carabajal responds that it would be good to know how much a program costs if we wish to grow programs. We are currently working in the dark in regard to potential costs when planning for new programs or departments. Clark responds that costs should not be the driving factor for the colleges going forward, and it will be up to the senate and curriculum committee to make sure that good planning considers multiple elements in addition to costs. We should also consider that the numbers don't always tell the whole story. For example, some students might not fulfill a degree or certificate because they transferred or got a job instead. This doesn't represent a failure on the part of the program, but some would interpret the data as students dropping out rather than moving on to future success. The senate requests feedback by the next meeting, March 28, when a recommendation will be made.
- C. Senate Support for Plenary Summer Leadership Institute and Summer Curriculum Institute. Clark reports that we have a plenary in April and two summer institutes that senators can attend. The senate has a budget that has not been tapped of \$1,500. Chetra asks for confirmation of that amount, as it might have been \$5,000 in the past. Clark will confirm the amount. Should we split the funds to send attendees to all meetings, for example, two to plenary and one to each of the institutes? The senate agrees to this, and if more money is available, we might accommodate more involvement.
- D. Change of Date for April Senate Meeting. Because plenary occurs on April 11, we may not have a quorum. The April 18 meeting would conflict with the College Council meeting, but we would have a quorum.
 - **Motion to change the senate meeting from April 11 to April 18 at 1:00 PM (MSC Chetra/Ferns).**
- E. WCC Priority List for 2014-2015. This was distributed to all faculty for informational purposes.

- F. Position Regarding Sabbatical Denial. Can the chancellor deny a sabbatical that the sabbatical committee recommended? Roger Davidson had a sabbatical denied that the committee recommended. The senate will agendaize this for a future meeting.
- G. Chancellor Q&A Regarding Structural Deficit (the PowerPoint presentation provided to members at today's meeting is on the chancellor's Portal web site at <http://mycampus.yccd.edu/district/govern/chancellor/Documents/20140313%20-%202014-15%20Fiscal-Budget%20Planning.pdf>). D. Houston reports that the district is dangerously fiscally unstable. We must create long term fiscal stability. We have an unfunded retiree health liability of \$59 million. We have nothing set aside for this. We also have no solution for \$210 million of renovations and construction in facilities. We are also under-funded regarding facilities maintenance, technology, and infrastructure. We are potentially under-funded in state pension reform and federal health care reform. We generate a modest savings with some of our energy initiatives. Our funding deficit has been caused by some short-sighted budgeting over the past few years. Many of our budgets had been rolled over for years by budgeting for worst-case scenarios, which is not exactly smart budgeting. The current year's projected deficit is about 1.5% and the ending balance is projected to be around 10%. The downside to our deficits is that our credit rating has gone down each year, so it becomes more expensive for the district to borrow money. Annually our fixed costs rise at a greater rate than our revenues. This is due to health benefits increases, step and column increases, state pension costs, retiree health benefits, operating expenses, and software licenses. Some short term strategies: We need to balance the budget without direct impacts to students by improving student debt collection, improving internal controls, reducing borrowing, reorganizing management, optimizing class schedules for student access, and optimizing facilities and instructional resources. We successfully started the Sutter Center with one-time funds, and now the center is a revenue stream. We are covering the STRS settlement from the retiree benefit fund, and we are phasing out the Chartwells subsidy. We hope Canvas will eventually be paid for via state funds. To reduce short-term borrowing and avoid borrowing costs, we need to maintain a fund balance contingency of more than 5% of reserves. Our month to month revenue varies greatly, and it's prudent to have a savings account we can borrow against to reduce costs. For the fiscal year 2013-2014, we are projecting a fund balance of 10.4%. We have reduced district administration, reduced contracts, travel, and supplies, implemented paperless solutions, consolidated management, reengineered process workflow, shifted staffing to student support functions, and braided categorical and grant funding. We have optimized class schedules and facilities and instructional resources as well. We are currently working on finding financing for the retiree health benefits and other unfunded liabilities. We are looking to expand and enhance program partnerships, do more fundraising and grant writing, and work on regional collaborations and partnerships. Ideally we will free up some money each year to expand and add programs. Clark asks what this means for this year. D. Houston responds that we have a projected deficit of \$680,000 this year, and we are working currently to bring this down and plan for the increase that we typically see in our annual costs. We are restructuring administrative staff at YC and

shifting monies to WCC for the Dean of Student Services. We are contemplating ideas such as outsourcing printing and police services, for example. D. Houston is hopeful that further thoughtful reorganization and other efforts will result in balancing our budget and avoiding Draconian cuts that will affect student success. Clark asks whether there is a chance that if WCC takes on management of the Clear Lake Campus, will we be afforded more resources, or would it simply be a drain on resources. D. Houston believes it is possible that the new campus may present fiscal challenges, but he is hopeful that more resources will be found for WCC. D. Houston states that many of the district's processes are 19th century in nature. In other words, our processes are transactional. By modernizing many of our processes, we will be saving time. Some rural Northern California colleges are working on fewer resources than we are but do not have the deficits we have because they have modernized and are less transactional.

- H. Realignment. Not addressed.
- I. Senate/YCFA Liaison. Not addressed.
- J. Brown Act Changes. Not addressed.
- K. Constitution and Bylaws Revision. Not addressed.
- L. Senate Goals. Not addressed.
- M. Senate Agendas. 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. Not addressed.
- 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 3:36 p.m. (Bahneman/Chetra)

President's Report
II Day
March 14th, 2014

Meeting with WCC Administration (3/13) – Highlights:

- Dr. Walters reported that the visit she and Dr. Konuwa took to CLC was very well received by the faculty and staff there. Among topics raised were representation on senate and stacking of courses.
- The Foundation has raised nearly \$6000 for the Ag program. Dr. Walters met with representatives of the Foundation and discussed future events including the possibility of a ribbon cutting ceremony for the greenhouse when it is completed.
- We discussed the process that led to the annual action plan that will be forwarded to the district on March 14th. There were many issues with timing that need to be addressed for future iterations of the process.
- We discussed that Media Services doesn't currently participate in program review, so resource requests from Media Services aren't formally in our planning processes. The administration suggested that perhaps Media Services should be part of the Library program review.
- The bathrooms upstairs in the south wing of the 800 Building will likely be locked in the near future to prevent student use. It was agreed that faculty members and staff members would be notified well in advance of the switch and that all would have working keys before the switch.
- The Chancellor's presentation to the senate on the budget will be recorded. We will work to have the recording available to all (including our colleagues at CLC) as soon as possible.
- There are a number of required changes from the state regarding AP 5055, so DCAS will be revisiting almost immediately. (It hasn't been enough fun already!)
- VP McGill-Cameron will be on an accreditation visit next week. I will ask Latimer to join me in the meeting with the administration since AP 5055 is likely to be a hot topic.
- The district assessment director will be conducting assessments at high schools in our service area beginning next week. This should reduce strain on our A&R staff who has been working out of class to administer assessments.

1. **DCAS (3/7) – Highlights:**

- The meeting was unofficial since there was no administrative representation from YC.
- Even in their absence, a lengthy discussion ensued regarding the ability (or inability) to enact AP 5055 as approved. There was a somewhat heated and partially pointless discussion on the pros and cons of YCCD units versus transcribed units. The leading voice against YCCD units seemed to be far more interested in pointing out (correctly) that there are insufficient resources for either option. Why that led to opposition of moving to YCCD units for the upcoming registration was never made clear. Nor did anyone have an accurate estimate of how many students would be adversely affected by either option at either college. In the absence of agreement to change, the AP will currently remain transcribed units.

2. **DC3 (3/4) –**

- The draft board agenda was reviewed with few questions.
- An update from DC3 Team 2 was given and in response to a request from Robert Mathews it was suggested that the team focus on an electronic newsletter for YC for one meeting before resuming its work on the bigger communication picture for the district.
- Chancellor Houston reported that the State Chancellor has openly acknowledged the funding formula for community colleges is not working for small/rural colleges.
- ASWCC President Foster brought up the issue of securing a deal with Yolo Bus for WCC students. The Chancellor reported that newly proposed legislation may make such a deal easier to reach.

- The Chancellor will ask that the Community College Baccalaureate Initiative should be on a near future agenda.
3. **Board Meeting (3/13)** – The meeting was fairly uneventful. Dr. Carabajal, VPs Konuwa and Jensen-Martin, and WCC Research Director Senecal gave a presentation regarding Institutionally Set Standards. There were questions regarding the low retention standard at YC from both student trustees. Chancellor Houston and Research Director Senecal discussed the importance of disaggregating the data and looking at it carefully before setting standards.
 4. **Meeting with HR Director Whitfield (3/4)** –
 - The Human Resources Staffing Plan will be rolled out for feedback on March 15th. The plan will use student levels to determine staffing levels (academic faculty, student services, academic support, and administration) at the two colleges.
 - At a recent YC-AFT meeting kudos were given to WCC for our scheduling process.
 - Dr. Whitfield will meet with DCAS in the near future to work on the APs dealing with Prohibition of Harassment and Minimum Qualifications and Equivalencies. The latter is overdue for an update and needs some serious reworking.
 - Dr. Whitfield anticipates working with the senates to overhaul professional development in conjunction the anticipate change to a compressed calendar
 5. **BAT (3/6)** – An overview of the 2014 and the 2014/15 Strategic Planning Process was reviewed. The assumptions driving this round of the process were presented (monies will be only new monies from Perkins (\$400K), instructional equipment (\$635K), deferred maintenance (\$635K), and SSSP (\$???)). Further, there is already a deferred maintenance list which will be referred to for allocating that money. It was pointed out that these assumptions are being provided very late in the planning process at WCC. There was also a lot of frustration at both the process and the seemingly repetitious meetings that some members endure.
 6. **Other Tidbits** –
 - The senate will hold a FLEX activity on March 20th to review the state resolutions to be discussed at the upcoming Area A meeting.
 - There has been a sizeable uptick in activity on the senate president's listserv covering a wide range of topics. I will summarize those that are the most relevant to WCC before the March 28th senate meeting.

**ROUGH DRAFT FRAMEWORK PLANNING DOCUMENT
FOR THE CLEAR LAKE TRANSITION
FROM YUBA COLLEGE TO WOODLAND COMMUNITY COLLEGE**

This is the beginning planning document for transitioning Clear Lake from Yuba College to Woodland Community College. Please review the areas below and add or subtract from this list what you think needs to happen. It is just a list and not yet in a priority order, some things will take longer than others. We want to make this transition as smooth as possible for students and for faculty and staff.

We will work from our Mission:

The mission of Woodland Community College is to provide high quality education that fosters student success and lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

And our Vision:

Woodland Community College is a regional college dedicated to excellence and innovation. At WCC we strive to strengthen the communities we serve. We commit to the growth and improvement of our academic and career technical **programs to meet the needs and expectations of a changing global economy.** We will continue to provide the resources and rigorous academic programs that will empower our students to succeed and positively transform their lives. We value being an accessible institution of higher education one that respects the many facets of human identity and promotes collegiality, cultural enrichment, economic development, civic responsibility, and life-long learning.

1. Accreditation. We will need to file a substantive change with ACCJC, which we cannot do until we are off Sanction. Therefore the earliest this can be done would be February 2015 assuming the Commission allows the Colleges to come off sanction at their January 2015 meeting and notifies us by February. However, much of this work should be done in anticipation of submitting a substantive change and I would assume, that the transition would take place beginning July 2015.
2. Faculty from WCC will need to meet with Faculty from CL for curriculum resolutions, course approvals, SLO dialogues and assessments. Rep at WCC Faculty Senate ?????
3. Technology. What needs to be done with phones (perhaps also address phone issues at Colusa).
4. Committees: what committee structure (if any) exists... any Faculty Senate committees that need to transition to WCC faculty senate.
5. Student Services: Financial Aid (what needs to be resolved here)... DSPS ... all categorical areas need to be unbundled from YC and either set up separately or with WCC. Approvals from the Feds and Chancellors Office where needed.
6. Approvals from Chancellors Office on curriculum changes and from the Federal Government on Financial Aid and in any other areas where approval is required...
7. Current administrative structure ?????
8. Signage... letter heads, paper, etc.
9. Support services on Campus... see student services.

Registration... all student services ... what does YC do and what should WCC do?

Get Art to give me a document with kinds of services currently offers... hours...staff... and total budget for center...

Financial Aid (from Judy Smart)

My understanding from the Financial Aid side: the programs must be approved by the accrediting agency, the state and then a request can be made to the Participation Agreement for Federal approval. Currently WCC

financial aid cannot pay funds to students if they are not in an approved program. Clearlake programs are not approved for WCC to pay. We must add a site, plus add the programs offered at CLC. Along with the staffing concern that WCC will absorb the 'senior technician' responsibilities of the CLC Financial Aid students; the same as when WCC became a separate college. The work load shifted if the back end reporting and processing (senior technician/ analyst), but the staffing did not shift. We currently have not met the minimum staffing needs from the first transition.

I contacted the School Eligibility Service Group for the Federal Student Aid, office of the US Department of Education; Erik Fosker - San Francisco/Seattle School Participation Division 415-486-5606.

There are two concerns for Financial Aid; one adding a 'Location', and adding 'Programs'. Erik confirmed the transfer location would need approval by the schools accrediting agency. Once the location is approved, then Financial Aid must report and get approval.

The programs must also be approved by the Chancellors Office before reporting to the Department of Education for approval. There are some cases that schools can pay students in certain programs without approval; however the school runs the risk of liability if the program is not approved.

I have attached a copy of a PowerPoint presentation from the Department of Education on 'How FAAs Report Changes Impacting Institutional Eligibility'.

Here are some snippets from the Federal Student Aid Handbook:
<http://ifap.ed.gov/fsahandbook/attachments/1314FSAHbkVol2.pdf>

Curriculum (from Brandi)

From the curricular side-there are courses and programs that are offered at CLC that are not currently in the WCC inventory or catalog. WCC would have to go through course/program approval to get them into the catalog. I believe title 5 and the ACCJC handbook called program and course approval handbook would be the regulatory body that indicates course/program adoption by colleges.

Data Elements in the Sample Program Review Data Sheet from Butte Community College

Part A – Demographics by Term (Data is shown for the past 5 Fall Terms)

- Gender, Age, Ethnicity of unduplicated students enrolled
- Program and College Overall data provided

Part B – Program Success, Retention, Efficiency by Term (Data is shown for the past 5 Fall Terms)

- # of Sections
- Enrollment as of 1) census and 2) end of term
- Students/Section
- Fill Rate
- FTEF, FTES, FTES/FTEF
- Retention and Success Rates

Part C – Degrees and Certificates Awarded

- Annual counts of degrees/certificates for past 5 years
- Program and College Overall data provided

Part D – Number of Courses Offered: Enrollment/Fill Rates (similar to Part B, but at the course level)

Part E – Student Success

- Demographics for students who are successful (i.e. students who obtain a grade of A, B, C or CR)
- Program and College Overall data provided

Part F – Faculty Demographics (Data is shown for the past 5 Fall Terms)

Part G – Faculty Load (Data is shown for the past 5 Fall Terms)

- Full-Time, Overload/Load Bank, Part-Time, Voluntary Overload, Contract Services, Admin Load
- Program and College Overall data provided

Part H – SURE Report Data (Revenue and cost data – not currently available to us.)

Part I – Program Percentage of Total District FTES (Data is shown for the past 5 Fall Terms)

Molly's Comments:

- Butte does not use WSCH or Productivity (WSCH/FTEF) but rather they use FTES/FTEF
- I would like to add a comparison of retention and success by 1) F2F vs. Online, and 2) by location

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)