

Substantive, Regular, and Effective Contact Plan

Woodland Community College

Instructor: Jessica Aggrey
Local Course Code: ESOL 510
Date: 7/27/22

Instructions:

For DE Courses at WCC: Please complete this survey to record your plan for regular and effective contact with your students in this course. The Distance Education Committee will consider your responses in the Peer Online Course Review (POCR) process and will keep this document as record of your contact and communication plan for Title 5 and accreditation purposes.

Based on your plan, your course reviewers will determine if your course meets local standards for appropriate quantitative and qualitative levels of contact in your course. There are three areas of regular and effective contact to consider in your overall plan:

- Instructor-to-Student contact
- Student-to-Student contact
- Student-to-Instructor contact

Per Title 5, any portion of instruction provided through Distance Education in lieu of face-to-face is required to have curricular approval and documentation of Regular Effective Contact (5 CCR § 55206, 55204).

From the WCC DE Handbook: Instructor-Student Interaction: Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback, including but not limited to discussion, announcements, email, chat and assignments.

WCC DE Committee Recommends: Best practice for instructor-initiated contact frequency is 2-3 times/week. "Responsive" interaction [to student inquiries] shall occur within 48 hours.

For use by the Distance Education Committee:

- ☐ **Exemplary:** The course design includes many opportunities for regular and effective contact using a wide variety of communication tools and instructor created materials. The instructor has clear plans for proactively initiating contact with students (see examples below).
- ☐ **Aligned:** The course design includes regular instructor-initiated contact with students using Canvas communication tools and some instructor created materials that will facilitate instructor initiated contact with students (see examples below).
- ☐ **Incomplete:** The course design appears to be lacking opportunities for regular and effective student contact initiated by the instructor.

Instructor fills out the following:

-Green indicates something I've already done in the class.

-Blue indicates something I plan to add in future revisions of the course.

Instructor-to-Student Contact

1. How do you provide students with multiple resources to successfully start the course?
 - ☐ **Email course Welcome Letter** to students prior to course start date (using WebAdvisor or WCC Self Service) and provide students:
 - Many of the ESOL students at this level don't check their student email. I also call students before the start of the semester.*
 - ☐ **Canvas login instructions.**
 - I do have a visual that I text students before the start of the semester.*
 - ☐ Help Desk information.
 - ☐ **Instructor contact information.**
 - ☐ **Course welcome video**
 - ☐ Links to student services
 - ☐ Link to the Orientation to Online Learning @ WCC
 - ☐ **Use Announcements to repost the Course Welcome Letter** to students who add the course after the start date.
 - ☐ Course orientation Module open prior to the start of classes.
 - The first week's module is a course orientation module. It is available before the start of the course.*
 - ☐ Other:
2. Which of the following tools in Canvas will you use regularly and substantively with students?

Syllabus or Course Orientation Module

Includes a section for instructor's expected response times to student inquiries, including (select all that apply):

- ☐ Canvas private messages
- ☐ Questions in Discussions and Chat
- ☐ Assignment and Assessment feedback

Describes and quantifies regular and effective contact outside the Canvas course:

- ☐ **On-campus office hours**

- Phone
- Virtual office hours
- Other (please specify):

- Notifies students of expected delays in response times, when possible. E.g. “There may be a delay in my responsiveness from June 18-20 while I am attending a professional conference.”
- Clearly states weekly participation expectations in terms of quality and quantity in the course.
- Includes Drop, Communication, and Late Work policies.

Announcements

- Show 3 most recent announcements on the class home page.
 - *I think the template I have set up shows the 2 most recent.*
- Contextual announcements with at least weekly (2 times or more per week preferred)
- Group feedback on assignments and assessments. E.g. “I’ve just graded this week’s assignment and here’s what I noticed happening...”
- Updates on any changes in the course. “I’ve just updated...”
- Weekly tasks: such as wrapping up the week, coming up next...
- Reminders of next online virtual office hour or synchronous meeting
- Reteach ideas by drawing out main ideas from the week’s study and remind students of overarching themes.
- Kudos and encouragement: e.g. “Great job on last week’s discussion. This week let’s dig deeper by...”
- Video announcements: 1-3 minutes, introducing the next unit or just checking in.

Discussions

- Craft thoughtful questions, encouraging students to apply course material to their own lives and draw from their life experiences.
- Instructor interaction in the discussion sets an **example or provides a template** to prompt students to a **higher level of thinking** or to **refine their response** further. E.g. “For example, I would respond to this question by saying...” or “The evidence you present does support your classmate’s argument. However, what I find exciting is that it also further complicates the matter by raising the question...”
- Encourage discussion early in the week (e.g. 3 points for posting by Tuesday, 2 points for posting by Wednesday, etc.)
- Engage regularly (2-3 times per week) by posting reactions, comments and questions.
- Summarize the main ideas and standout points for each discussion in a capstone post.
- Seek input by periodically asking, What’s working for you? What isn’t what surprised you about this week’s lesson?
- Provide a Q&A discussion board forum for students to ask general questions, as recommended in the WCC DE Handbook.

Feedback and Grading

- **Offer meaningful comments using SpeedGrader.**
 - *I don't use speedgrader. I either write on the document with my pen and upload it or if it was a textbox, I will take a screen capture of it with the Snip tool and then write on it and upload it.*
- **Ask students to chat back and forth with you about performance on an assignment using "Comments" in SpeedGrader.**
- **Use rubrics when grading to offer detailed feedback on both assignments and discussions.**
- **Use audio feedback with each student at least once during the course term.**
- **Use video feedback with each student at least once during the course term.**
- **Auto-graded quizzes** provide helpful auto-feedback to students, directing them to points in the course where they can review material or referring them to your virtual office hours for more extensive assistance.
- **Provide additional qualitative comments on quizzes using SpeedGrader comments.**
 - *I leave comments on some quizzes that aren't completely auto graded.*

Instructor Created Materials

- **Humanize your course with instructor created video using Studio, ConferZoom, or other video recording and hosting applications that allow for accurate closed captioning.**
- **Course welcome video**
- **Weekly welcome videos or lesson introductions**
 - *I've made some, but I haven't made them for every week yet.*
- **Virtual office hours or study groups using web conferencing or chat (post a link to recording/ archive in Announcements)**
- **Narrated PowerPoint or video lectures**
- **Audio lectures with transcripts**
- **Instructor created multimedia presentations (e.g. Sway newsletter with text, images, and video)**
- **Instructor-created handouts, reading guides, resource pages, manuals, etc.**

Analytics and Surveys

- **Instructor consults New Analytics in course to monitor student progress and behavior to anticipate who many need individualized contact or support.**
- **Instructor regularly consults the Course Student Interactions Report to ensure regular and effective contact with all students in the course.**
- **Course includes a "Tell Me About Yourself" survey early in the course to anticipate which students may need more support and outreach.**
- **Anonymous surveys that elicit student feedback offered at least twice during the course term.**
- **Enables Notes column in Gradebook to privately track details to refer to when communicating with student.**
- **Use "Message Students Who..." feature in Gradebook to "nudge" students who have not yet submitted an assignment or provide resources to students who performed below a minimum score.**

- Other:

Remember: Maintain a record of any contact you have with a student within Canvas to save time during accreditation and course reviews. Did a student stop by during virtual office hours, call your office, or visit with you on campus to ask a question? Send them a quick summary of your meeting and a thank you through Canvas inbox to acknowledge their seeking help. This provides a permanent record of your contact and helps students recall key points.

Participation Levels

- A rubric is included within assignments/activities to explain how participation will be evaluated.
- Provide consistent reminders of required number of posts for Discussion assignments.
- Provide students with an “exemplary assignment” as sample quality work.
 - I do this sometimes.
- Open Q&A discussion board for guidance on a particular assignment.
- Communication activities are designed to respond to the variety of cultures and communication styles in the learning community.

Student-to-Student Contact

- Discussion prompts are crafted to encourage meaningful exchange among students.
- Small groups assignments promote meaningful discussion and collaboration.
- Provide students with opportunities for virtual study groups or group conferences.
- Use electronic bulletin board (such as Padlet) or course wiki pages to collect different kinds of student input.
- Community building is designed in the course via ice breakers and “getting to know you” style activities throughout the course, not just at the beginning. These could be in the form of formally designed activities, ConferZoom polls, Zoom chat activities, Flipgrid responses, Adobe Spark social media style posts as replies to a course Announcement, Studio Discussion “shout outs”, etc.

Student-Initiated Contact with Other Students

- Course Q&A board or “Student Lounge” to promote student interaction.
- Open the course Chat tool at specific times to encourage student cross-exchange.
- Provide students with orientation to tools available to them in Groups to communicate with one another (Announcements, pages, collaborations, conferences, etc.).
- Set up ConferZoom times for students to meet up and discuss course concepts throughout the term (e.g. Weekly Synchronous Student Lounge).

Student-to-Instructor Contact

- Students are encouraged to initiate contact with the instructor through easily

accessed contact information that includes expected response times.

- Instructor's preferred method of contact is easily found.
- The Syllabus or orientation module state expected response times for: inquiries in Discussions and Canvas mail, feedback and grades on student work.
- Students are encouraged to correspond about grades using Gradebook Comments.



Program Review Handbook

Version 2.1, October 2021

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Purpose of Program Review

Program Review is conducted every year by instructional, non-instructional, and administrative programs as part of the ACCJC Accreditation Standards. Program Review is about more than compliance. The program review is designated to document the state of a program and promote continuous improvement through self-reflection. Program reviews also help the college determine how programs and services align with the college mission and how well they meet current and projected needs of students. The purpose of this process is to ensure that meaningful data on achievement is regularly collected, analyzed, and used for the improvement of teaching and learning.

- Allows programs and departments to reflect on their mission, goals, outcomes, and needs
- Contains data elements as well as narrative portions, which assist in contextualizing the data, developing the budget, and prioritizing resource allocation
- Essential component of institutional effectiveness, as the goals, objectives and needs inform strategic planning for the college and district
- Highlights areas of success and innovation that may be scaled up or adapted for other programs
- Helps the program and college identify and address concerns and difficulties
- Encourages systematic collection, review and discussion of student learning assessments and effectiveness measures

Process and Roles

Program Review occurs on a 5-year cycle, with on-going annual updates. Reviews are now completed and submitted in eLumen, using the PowerBI data dashboard (see [Appendix A](#)) to gather some of the required data elements.

The process includes several distinct steps, each covered in detail in this Handbook:

1. Creating [Program Mission and Goals](#) in the program profile and aligning to institutional goals
2. Filling out the [Program Review Template](#) which includes data and narrative elements
3. Linking sections of the program review template to [Program/Institutional Goals](#)
4. Making [Action Plans and Resource Requests](#) related to program review
5. [Saving and Submitting the Program Review](#)
6. [Program Review Validation and Feedback](#)

5-Year Cycle

The first four years of a Program Review cycle are called “milestones” in eLumen. For each of the first four milestones, programs are only required to include data from the previous academic year. (For example, a milestone submitted in Fall 2021 would include data from Fall 2020, Spring 2021, and Summer 2021.)

In the fifth year, the program or department will submit their full review, which requires a deep discussion of the previous 5 years of data.

Beginning in Fall 2021, the cycle will show the full 5-year term, and you will complete the same template for all five years, saving each entry as a milestone until the cycle is completed. For example:

- Programs that completed a full review in Fall 2020 will have a cycle from 2021-2025.
- Programs completing their full program review in Fall 2021 will have a cycle from 2017-2021.

Full program review is due in October of the last year in your cycle. You can also see a list of program review cycles in the [WCC SLO and Program Review Resources](#) site in Canvas.

The program review template in eLumen looks the same every year; the key difference is that more data is included and analyzed, and CTE (Career Technical) programs may need to update Labor Market Information and Advisory Committee Recommendations if these weren't updated in the milestones. The Handbook section on the Program Review template will explain which areas are required every year and which are only required for full review or for certain types of programs.

When a program review milestone is submitted in eLumen, that version will be archived. In the next year, the information will still show and can be re-used, updated, or overwritten in each subsequent year.

Each fall term, the Dean of Student Success and Institutional Effectiveness will “assign” a Program Review to faculty and staff in programs and departments. You will receive a notification sent to your YCCD email when the Program Review is assigned and ready for you to begin work.

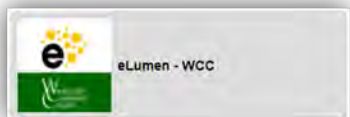
Who Participates in Program Review?

All department or program members can participate in program review. For instructional programs, program review is completed and submitted by discipline faculty (full-time and part-time). For noninstructional programs, reviews are completed by faculty and staff associated with the program.

After program reviews are submitted, they go to the Program Review Validation Task Force, where requests are vetted and sent to appropriate governance bodies for prioritization and feedback. For more information on this process, see [Program Review Validation and Feedback](#).

Accessing eLumen

Access eLumen through [the YCCD Single Sign-On portal](#); this is WCC's system for storing curriculum, SLO assessment data, and program review. If you are unable to sign on or have forgotten your password, email helpdesk@yccd.edu for access.



To get to an assigned program review, first make sure you have selected the correct **role** and **discipline**:

User Roles

Faculty: In eLumen, this is the basic role for all employees, whether you are an administrator, classified professional, or FT or PT faculty member.

- Instructional faculty are given access to specific disciplines for which they can create/revise/deactivate curriculum, enter SLO assessments, and complete program review (including submitting requests).
- Other employees are not assigned disciplines, but may be assigned contexts, such as financial aid or library services, for which they can assess outcomes and complete program review.

Department Coordinator: This role is given to all full-time faculty (and part-time faculty who have been asked by their Dean to complete Program Review) in the disciplines for which they have oversight or

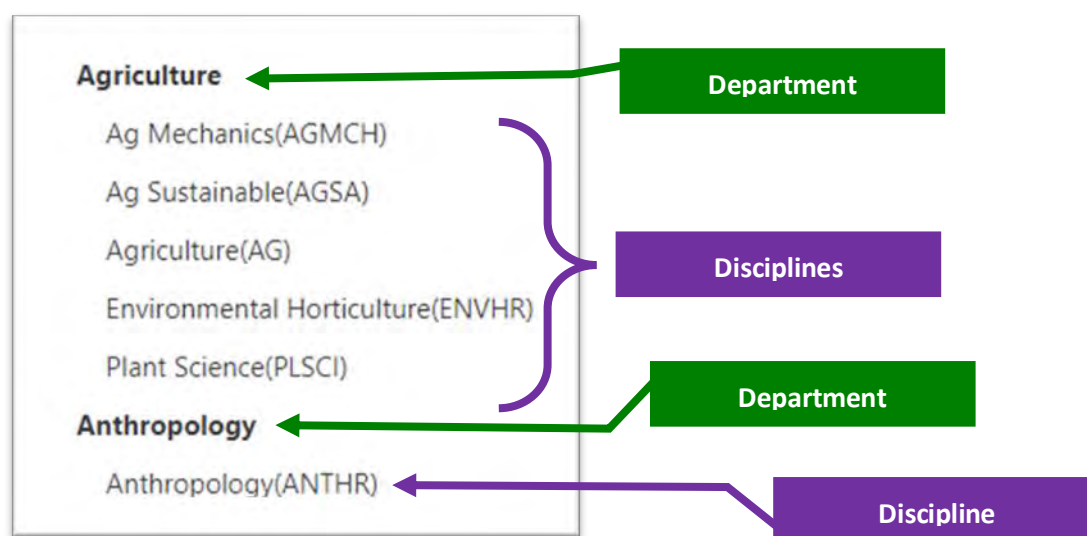
responsibility. The term "coordinator" is eLumen's label and *does not* relate to a contractual coordinator position. It allows the user to complete specific tasks related to Program review:

- Create or edit the Program Mission, Goals, and Objectives
- View aggregated SLO information for their disciplines
- Link sections of Program Review to program and institutional goals and objectives
- Add additional contributors to program review

If you are the person with primary responsibility to complete Program Review for your program or department, choose the Department Coordinator role. If you are contributing to the program review as one member of a larger department, choose the Faculty role.

Department vs Discipline

The drop-down menu lists both departments and disciplines; be sure to choose at the discipline level for Program Review (indented, with departmental abbreviation in parentheses):

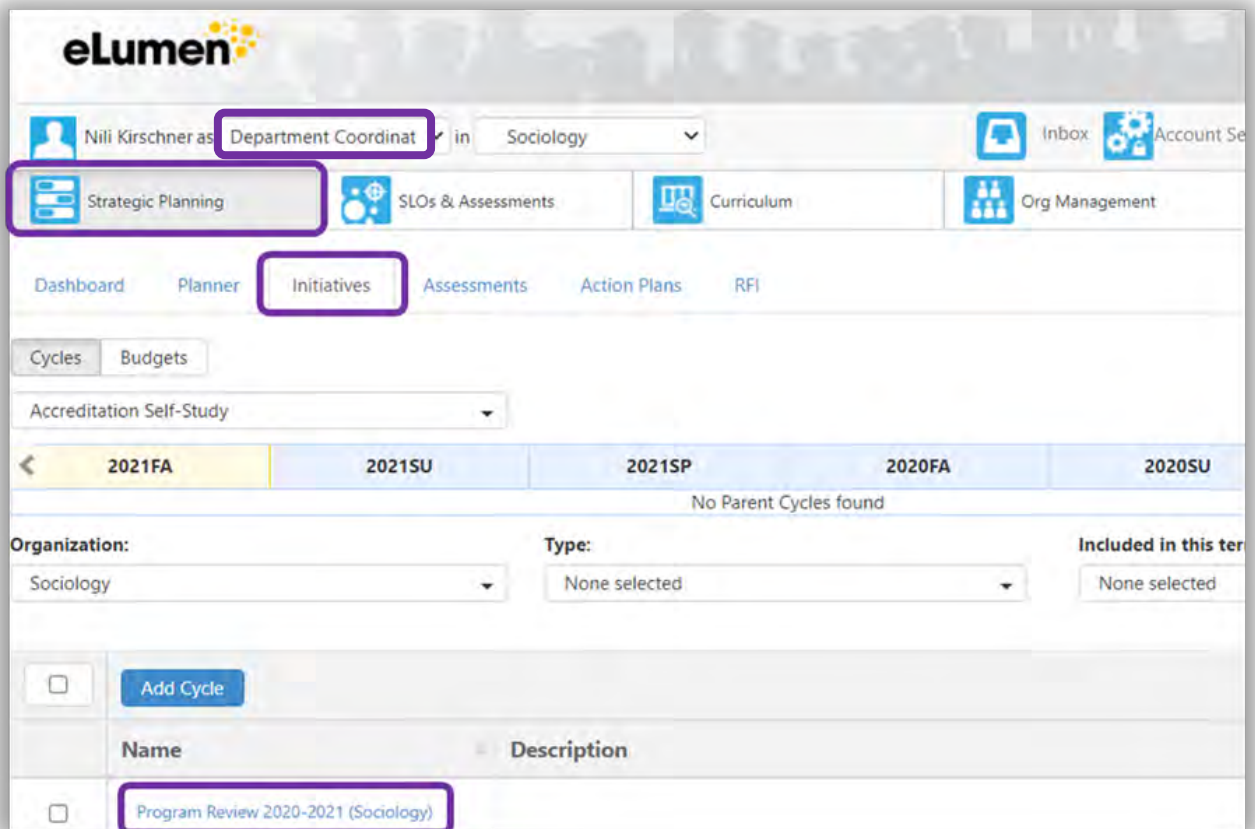


Note that you will only see departments and disciplines in the drop-down that are assigned to you.

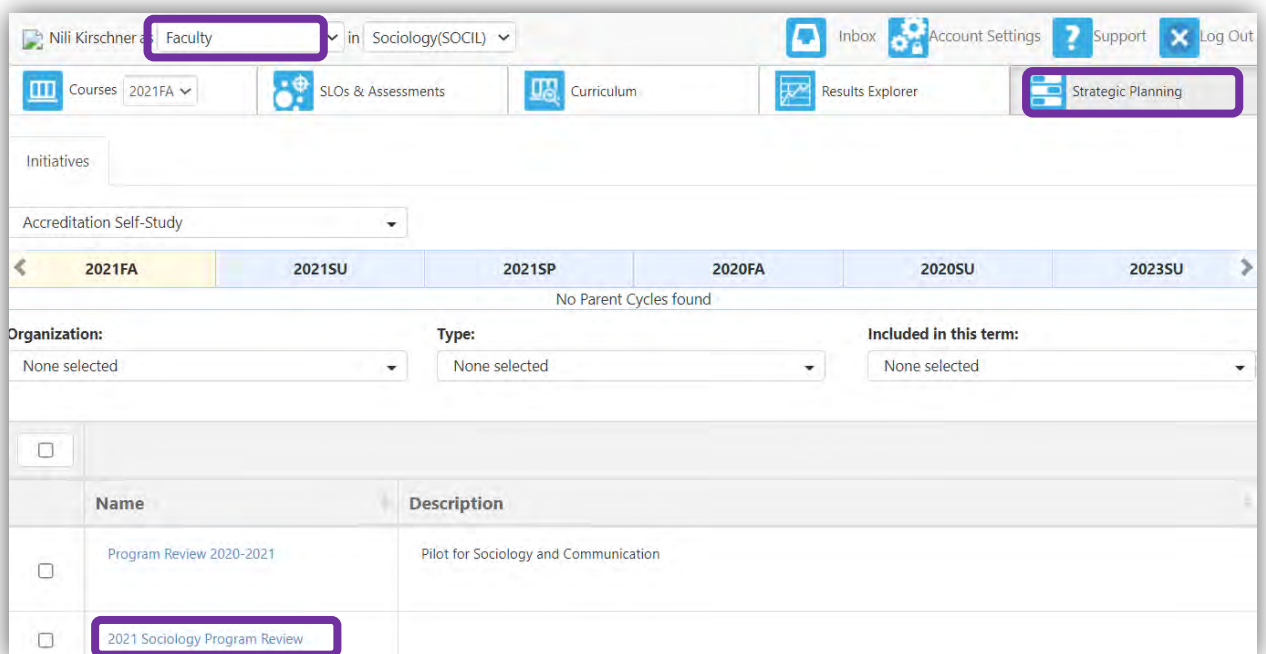
Navigating eLumen – Finding an Assigned Program Review

Once you have received notification that a program review has been assigned, and you've logged in to eLumen and chosen the correct role and discipline (see above), go to the Strategic Planning tab, then to Initiatives, and you will see any program review(s) assigned to you. Simply click on the name of the initiative to open it.

For Department Coordinators, the Strategic Planning tab is on the left, and you must select Initiatives to view the list.



In the Faculty role, the Strategic Planning tab appears on the right, and then defaults to the Initiatives list without any additional clicks:



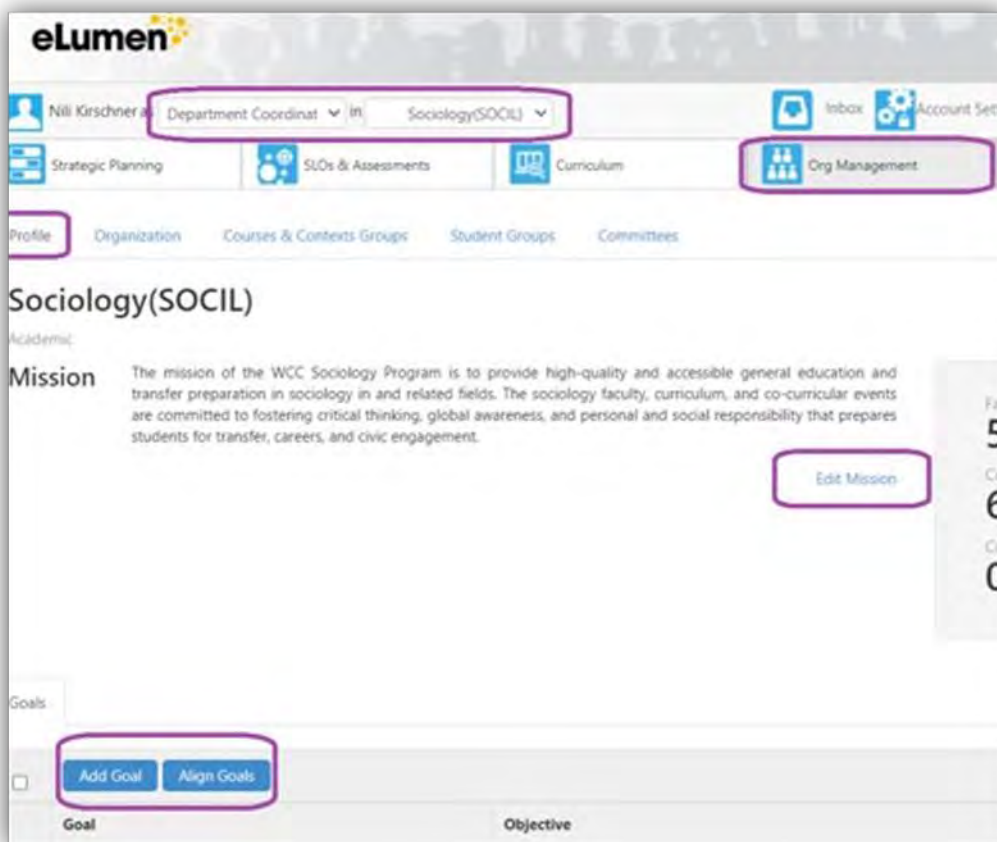
If more than one option is visible, make sure to choose the correct version both by discipline and time-period in the cycle (see [5-Year Cycle](#) for more information).

Program Mission and Goals

As a Department Coordinator in your department or discipline, you can enter or edit the program mission, goals, and objectives. This option is only available to the Department Coordinator role.

Choose your department (not discipline); while you can add a distinct mission, goals, and objectives at the discipline level, only the department-level mission statement will appear in your program review.

Go to the Org Management tab, then Profile. Here you can add or edit the program mission, add program goals and objectives, and align them with institutional goals and objectives.



Program Mission

A program missions should include the program purpose/primary functions, guiding values and principles, and key stakeholders. A good program mission statement is clear and concise, consistent with the [WCC mission and values](#), and connected to the program's own goals and objectives.

For examples of a program mission, see the PowerPoint slides “Preparing for Program Review 2.0 – Program Mission and Goals” in the [WCC SLO and Program Review Resources](#) site in Canvas.



Best Practice: Complete this step prior to making action plans and resource requests associated with program review. The program profile can be accessed any time by Department Coordinators, even when a program review template has not yet been assigned for the year.

Program Goals and Objectives

The purpose of adding program goals is to assist in resource prioritization and allocation and strategic planning. There are two approaches to writing program goals, and it is a departmental decision to use one or both:

1. **Measurable, short-term goals** that you expect to complete – examples include creating a new transfer degree, securing funding for a workshop series, or reducing the gender completion gap in your program by a certain amount
2. **Ongoing, long-term goals** related to the program mission – examples include supporting transfer pathways, increasing student success rate, or maintaining relevant curriculum for a certain industry

Goals can have their process tracked in eLumen (met, not met/in progress, ongoing). This is an advanced feature that we will be providing more guidance on in Program Review 3.0.

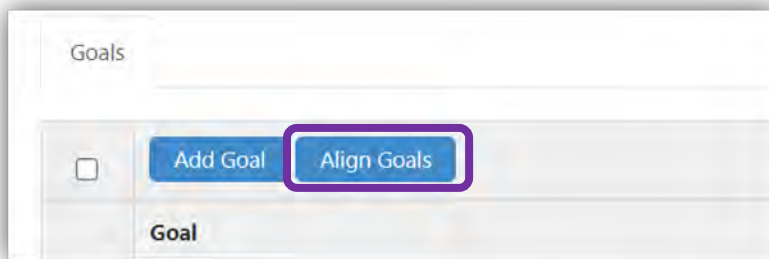
Department Coordinators can enter goals (with or without additional objectives) at the department or discipline level, determined by the drop-down menu at the top (see [Department vs Discipline](#)).

Aligning with Institutional Goals

Program goals and objectives can be aligned with institutional goals. Adding and aligning program goals benefits both your program and the college:

- It benefits your program by providing additional justification and validation for your program review requests and recommendations by showing the relation of your request to your own program mission and goals and well as the college's.
- It benefits the college by providing both evidence of and guidance for institutional planning and effectiveness.

From the program profile, click “align goals” to access a matrix of program and institutional goals.



Program Review 2.0 contains 4 institutional goals related to the college mission; additional institutional goals and objectives will be added over time, so it is a good idea to check the alignment matrix each year.

Align Goals				
Goal owner	College Mission - Promote Diversity, Equity and Inclusion	College Mission - Prepare for Transfer	College Mission - Prepare for Workforce	College Mission - Provide Basic Skills and Lifelong Learning
Sociology				
Program Goal 1	✓			
Program Goal 2		✓		
Objective A				
Objective B				
Program Goal 3	✓		✓	

Note that when you align goals, the matrix (similar to the one for mapping SLOs) shows goals as darker blue, and objectives as lighter blue. You can align either type by clicking the box.

Program Review Template

Program Overview

Mission

This section of the template auto-populates based on the mission that is stored in the program's Profile. See [Program Mission and Goals](#) for instructions on how to add or edit the mission.

Population

In this section you will include information regarding the population your program is serving. Please include information regarding the students who are enrolled in your courses. You will need to use the data dashboard in Power BI to obtain this data. To obtain this information, go to the data dashboards, select the Student Equity Dashboard to see the student population. In this dashboard, you will be able to filter for areas you want to highlight.



Best practice: In this section you can compare the students the program is serving in comparison to the whole college. For example, is your program serving a higher proportion of students who are low income, veterans, DSPS, or a disproportionately impacted group?

Program Outcomes

Success, Retention, and Completion

Programs completing full review are required to include and discuss the previous five years of trend data. Programs completing annual milestones may opt to include the previous year's data, particularly if the program would like to submit a related action plan or resource request.

The data for this section can be found on the PowerBI Program Review Dashboard - See [Appendix A.](#))

For course success and retention data, consider the following:

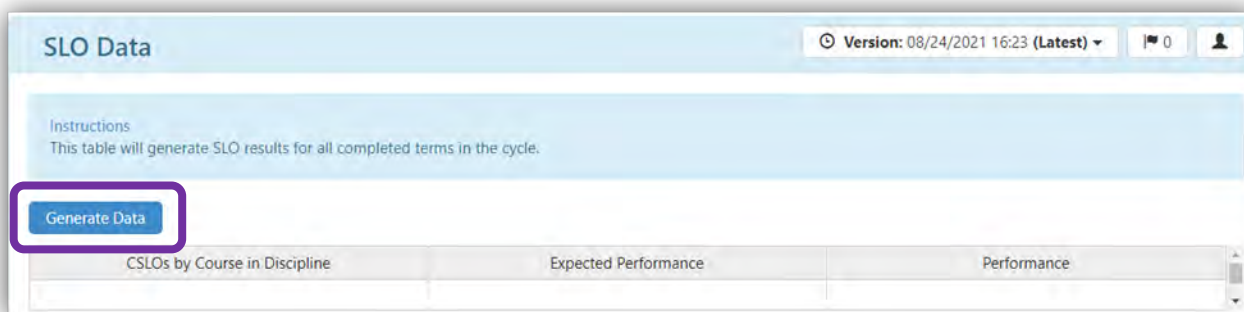
- What is the trend (upward, downward, or stable)?
- If there are changes, to what might they be attributed?
- How does your program compare to the college as a whole?
- Are there gaps in course success and retention by course characteristics such as course number, modality, or location?
- Are there gaps in course success and retention by student characteristics such as age, sex, race/ethnicity, income status, or special programs/populations (such as DSPS, TRiO, Veterans)?
- If you have identified gaps, consider what actions and resources are needed to address them and attach an action plan (with or without resource requests)- see [Action Plans and Resource Requests](#).

For degree and certificate completion rates, consider:

- What is the trend (upward, downward, or stable)?
- If there are changes, to what might they be attributed?
- Are there gaps in completion by location?
- Are there gaps in completion by student characteristics such as age, sex, race/ethnicity, income status, or special programs/populations (such as DSPS, TRiO, Veterans)?
- If you have identified gaps, consider what actions and resources are needed to address them and attach an action plan (with or without resource requests) - see [Action Plans and Resource Requests](#).

SLO Data

This section of the template is only for programs with an instructional component. Clicking the Generate Data button will automatically populate the table with SLO results **for all courses in the department**.



The screenshot shows a web interface titled "SLO Data". At the top right, it says "Version: 08/24/2021 16:23 (Latest)" and has a user icon. Below the title is an "Instructions" section that says "This table will generate SLO results for all completed terms in the cycle." Below the instructions is a blue button labeled "Generate Data", which is highlighted with a red rectangular box. Below the button is a table with three columns: "CSLOs by Course in Discipline", "Expected Performance", and "Performance". The table is currently empty.

After clicking Generate Data, we recommend checking both boxes to limit your table to only courses and CSLOs that were active during the program review cycle.

The data generated will be **cumulative for all terms in the cycle**, starting with Spring 2021 when WCC began reporting SLO assessments in eLumen. This means that for programs with cycles beginning before 2021, you will need to look for your SLO data in TracDat and paste it into the text field below the table.

For programs on cycles beginning in 2021, you'll generate data in this table each year, and by the time you get to the full review it will include 5 years of data for your full cycle.

Notice that this table compares performance to expected performance. The institutional default expected performance is 70%. This percentage can be altered in the curriculum revision process, on the Learning Outcomes section.

Also notice that this table does not give a year-by-year comparison – only cumulative results – and it does not allow you to disaggregate by section characteristics like modality or student characteristics like age, race/ethnicity, or sex/gender. However, eLumen *does* allow department coordinators to compare results this way using the Results Explorer tool.

Use of Results Explorer is an advanced feature that WCC is still developing training and guidelines for; this tool will be more meaningful when the college has more semesters of SLO data entered into eLumen. In the meantime, if you'd like to explore, as **Department Coordinator**, you can go to the **SLOs and Assessments** tab, then **Assessments**, and for any class in your department click the blue **Actions** icon to get to the Results Explorer. Note that as of Fall 2021, not all of the features are enabled.

The screenshot shows the eLumen interface for a Department Coordinator in the Sociology department. The 'SLOs & Assessments' menu item is highlighted in the top navigation bar, and the 'Assessments' sub-tab is highlighted. Below, the 'Assessment Library' table lists three assessments: SOCIL1, SOCIL10, and SOCIL2. The 'Actions' column for each row contains a blue icon, which is highlighted with a red box in the first row.

	Assessment Name	Assessment Description	Type	Planned Terms	Actions
<input type="checkbox"/>	SOCIL1 Default CSLO Assessment Active since 01/2021	SOCIL1 Default CSLO Assessment	Course-ending review of overall student achievement	• 2021SP • 2021SU	
<input type="checkbox"/>	SOCIL10 Default CSLO Assessment Active since 01/2021	SOCIL10 Default CSLO Assessment	Course-ending review of overall student achievement	No Plan defined	
<input type="checkbox"/>	SOCIL2 Default CSLO Assessment Active since 01/2021	SOCIL2 Default CSLO Assessment	Course-ending review of overall student achievement	• 2021SP	

SLO Discussion

In this section, you can paste any additional SLO data from prior years or other disciplines in the program. In addition to any additional data, you should include a reflection and discussion of your SLO results. *Eventually the goal will be to look at disaggregated data in the Results Explorer, but this is not yet required for Program Review 2.0.*

Please reflect on your program's SLO data, including trends or suggested changes. Here you are encouraged to include a reflection of your outcomes:

- Based on the SLO data reported, what can the program do to improve outcomes and decrease any equity gaps?
- If you have seen improvement, to what do you attribute it?
- Are there additional resources your program needs to support student learning outcomes? If so, add an action plan and make a resource request (see [Action Plans and Resource Requests](#)).

Curriculum Overview

For programs with an instructional component, provide a comprehensive overview of the existing courses and awards (degrees or certificates) offered in the program. The following list of topics for investigation can be broken up across the 5-year cycle, tackling a few topics each year so that by the fifth year of the cycle (full program review) you've addressed them all:

Course Outlines of Record (CORs)

- Are the Course Outlines of Record (CORs) current, revised within 5 years?
 - Currently, the Curriculum Committee will notify faculty if CORs are due for revision. Soon, the due dates will be visible in the Curriculum Library and instructions will be provided.
- Are the content, objectives and outcomes, methods of evaluation, and course materials accurate and current? Are there Open Educational Resources (OER) options for course materials?
- Are there conditions of enrollment (prerequisites, advisories, etc.)? When is the last time these were validated?
 - According to title 5 section 55003, "at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation." This means that non-CTE programs need to review all conditions of enrollment on classes at least once in each 5-year cycle. CTE programs should review them at least every 2 years.
- Are the General Education, transfer, and articulation status correct? Does the course meet any of these requirements? Should it?
- Are the units and hours aligned with similar classes at other institutions?
- Are the appropriate Distance Education modalities approved? Is the rationale appropriate?

Awards (Degrees and Certificates)

- Are degree and certificate requirements up to date? Are there any new courses that should be added, or deactivated courses that need to be removed?
- If there are multiple awards within the program, do they "stack" into each other, allowing students to earn more than one?
- Is the Guided Pathways program map current?
- Do the awards still meet needs of the program? Are there completers?
- List any programs in other departments that include courses from your department – you can use the Course Impact Report on your courses in the Curriculum Library to get a listing (see the Impact Report section in Part 1 of the [YCCD eLumen User Guide – Curriculum](#)).



Best practice: Note that to answer many of these questions, you'll want to review relevant sections of the [YCCD Curriculum Development Guidelines](#) as well as additional resources in the [WCC Curriculum Resources](#) Canvas site.



Best practice: Conduct a cultural audit of your curriculum, in response to the California Community Colleges Chancellor's Office Call to Action (June 2020); see the presentation "Infusing Equity into Curriculum" in the Professional Development module of the [WCC Curriculum Resources](#) Canvas site for ideas on how to conduct this type of inquiry.

Proposed Curriculum Changes/Updates

This section is a table that allows you list any proposed or in-progress curriculum changes or updates to courses or programs. If, in the process of writing the Curriculum Overview, you discover the need for a revision or inactivation, please add it here with a rationale and proposed effective term.

This information is shared with the Curriculum Committee so that they can provide guidance and support to the department. Submitting the information here is not a substitute for initiating the curriculum process and does not guarantee committee approval of the proposed changes.



Best practice: For new curriculum proposals, in addition to adding them here, you should also attach an action plan and resource request, choosing the "new Curriculum" request type. (See [Action Plans and Resource Requests](#)).

Success and Equity Reflection

Based on the retention, success, completion, and SLO data in your program review, identify any equity gaps in disaggregated data and how these gaps will be addressed:

- Which student groups are the most impacted?
- What steps will your department need to take to address equity gaps and improve outcomes in your program?
- What resources are needed, if any?



Best practice: Focus on evidence-based approaches and reflect on the factors that are within the control of your program, for example: curriculum, methods of classroom instruction, classroom engagement.



Best practice: If you have identified actions and resources needed to address an equity gap, attach an action plan (with or without resource requests)- see [Action Plans and Resource Requests](#).

Program Needs

Productivity/Fill Rates

A full-time student (FTES) equals 1 student taking a full load of classes, 15 semester hours. FTEF stands for Full-Time Equivalent Faculty, referring to the load factor associated with each section assignment.

The FTES/FTEF Ratio is a way to view productivity. It is the number of full-time students per full time faculty member.

To access productivity measures for your program, access the Data Dashboards. Once you are in the dashboards, select the Enrollment Management folder. In this folder you will find a Productivity Dashboard. This dashboard contains data by course, year, sections, enrollment, fill rates, FTEF, FTES and lastly productivity.

Section Fill Rates indicate how full a course is by accounting students who are enrolled.

For programs undergoing full review, you must look at productivity and fill rates for the past 5 years.

Scheduling Recommendations

For instructional programs undergoing full review, we ask that you look at your program's schedule in the previous 5 years and make recommendations that will optimize fill rates in your courses. Look at the number of course sections offered per year. Based on 5-year trends for fill rates, discuss whether the number of sections is appropriate. Address any gaps in course offerings (for example evenings, weekends, DE, location).

For instructional programs completing annual milestones, you may choose to make scheduling recommendations as needed, but must include supporting data.



Best practice: Consider whether the current scheduling allows students to complete their degree or certificate in two years.

Industry Trends/Career Paths

This section is required for CTE programs and optional but recommended for non-CTE programs. In this section, discuss industry trends in your discipline and/or region, career paths taken by graduates, and employment opportunities.

Non-CTE Instructional Programs

While it is not required for non-CTE instructional programs to include Labor Market Information (LMI), it is recommended that these programs consider common career pathways and industry trends for their discipline(s) at least once in every 5-year cycle.

[O*NET OnLine](#) is a good resource for non-CTE programs to find information about the most common career paths for their discipline, industry outlooks, and even regional wages for related occupation.

The simplest way to start is to type the discipline into the Occupation Quick Search tool at the top of the website.



The [O*NET Resource Center](#) contains training videos and other tools for faculty who want to do a deeper dive.

CTE Programs

Career and Technical Education (CTE) programs are required to provide labor market information (LMI) and advisory committee recommendations. Guidelines for LMI and data sources can be found online:

- [CCC Centers of Excellence](#)
- [CCCCO Workforce and Economic Development](#)

Advisory Committee Recommendations (CTE)

For CTE programs only: Provide information about the membership, meeting schedule, and recommendations of the Advisory Committee and document how the program will respond to any recommendations.

Academic Support Service and Library Resources

Discuss the program's current use of academic support services (tutoring, supplemental instruction, academic success, workshops) and library resources.

Based on your success and retention rates, are there areas that could benefit from more academic support services or library resources? Reflect on what types of academic support would your students benefit from.



Best practice: If you identify recommendations for action or resources, make sure to include supporting data and attach an [Action Plan and Resource Request](#).

Staffing and Professional Development

Describe the current staffing level for the program at all campuses, and whether it is appropriate and sufficient in the short term as well as in the long term.

Include a narrative of all professional development the faculty have engaged in this past year (or cycle).



Best practice: Consider what professional development and training opportunities would benefit your program (e.g., accessibility, culturally responsive curriculum, authentic assessments, specific technologies or platforms like eLumen and Canvas), and attach an [Action Plan and Resource Request](#).

Student Services, Outreach, and Engagement

Describe any collaborations your program has with student services areas. In this area, please include any specifications for outreach and engagement support.

If your program is currently not collaborating with student services, please think about which programs your program can collaborate with and in which ways.



Best practice: If you have recommendations, be sure to include supporting evidence and attach [Action Plan and Resource Request](#).

Technology, Equipment, and Facilities

Part of the program review process is to be able to take inventory of the equipment, technology and facilities needs of the program. In this section, consider whether the program's current technology, equipment, and facilities are sufficient.

- Is anything no longer needed?
- Do you anticipate and long-term changes in program needs?



Best practice: Make sure that any short- or long-term needs have an [Action Plan and Resource Request](#).

Action Plans and Resource Requests

The program review process should generate recommendations and requests for the program. Any recommendations that come from program review should be documented in an action plan, which allows the college to follow up on the status of recommendations and linked goals.



Best practice: An action plan should be aligned with specific program or institutional goals and objectives or SLOs.

An action plan may include one or more associated resource requests; think of the action plan as the recommendation for something that needs to happen, and the resource request(s) as the specific resources needed to complete the recommended action. In eLumen, resource requests must be categorized as one of the following types:

- **Budget request – one time** (requires \$ amount)
- **Budget request – ongoing** (requires \$ amount)
- **Facilities**
- **Institutional Support – Non-monetary**
- **New Course, Certificate or Degree**
- **Professional Development**



Best practice: Enter resource requests separately, even if multiple requests are needed for the same action plan. Do not combine two distinct requests into one. For example, new videos to purchase and captioning services are related but distinct: new videos are a Budget request – one time; captioning services are Institutional Support – Non-Monetary.



Best practice: Provide sufficient detail in the description and name of each request. Even for budget requests, include text in the Amount field describing the request, or providing a link for purchase.

Examples of Action Plans with and without Resource Requests

Example 1: Action plan = revise current transfer degree to align with UC Transfer Pathway

- Aligns with program goal of maintaining seamless transfer pathway
- Aligns with college mission – promoting transfer

- No resource request needed

Example 2: Action plan = create a new transfer degree

- Aligns with program goal of creating transfer pathway
- Aligns with College Mission – promoting Transfer
- Resource Request – New degree (resource type = New Curriculum)

Example 3: Action plan = create guest speaker series to promote program

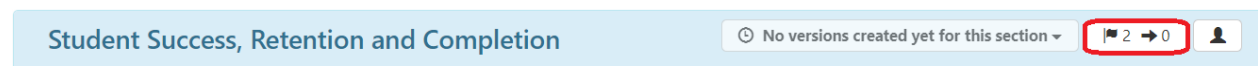
- Aligns with program goal of increasing awareness of career opportunities in program field
- Resource request 1– budget item for refreshments at workshop (resource type = Budget Request, One-time)
- Resource request 2 – assistance with marketing and outreach (resource type = Institutional Support – Non-monetary)
- Resource request 3 – work study position to support planning (resource type = Institutional Support – Non-monetary)

Example 4: Action plan = create mobile computer lab

- Aligns with CSLO for core course in program
- Aligns with ISLO – Technological Awareness
- Resource request 1 – 25 laptops (resource type = Budget Request, One-time)
- Resource request 2 – institutional software licensing (resource type = Budget Request, Ongoing)
- Resource request 3 – IA for lab (resource type = Staffing)
- Resource request 4 – ongoing IT support to update laptops and software (resource type = Institutional Support – Non-monetary)

Creating Action Plans and Resource Requests in eLumen

Note that in the program review template, each section has symbols at the top right that show how many goals the section aligns with, and whether any action plans have been added:



The flag icon represents the number of associated goals; the arrow icon represents the number of associated action plans. Note that while goals can be aligned to any section of the program review template, action plans can only be added where you see an arrow icon.

In eLumen, action plans and requests are linked to specific sections of the program review template. The order in which requests are made is important:

1. Department Coordinator role can link sections of the program review template to program or institutional goals and objectives.
2. Department Coordinators and Faculty roles can then add action plans (with or without resource requests) aligned with the specific goals.

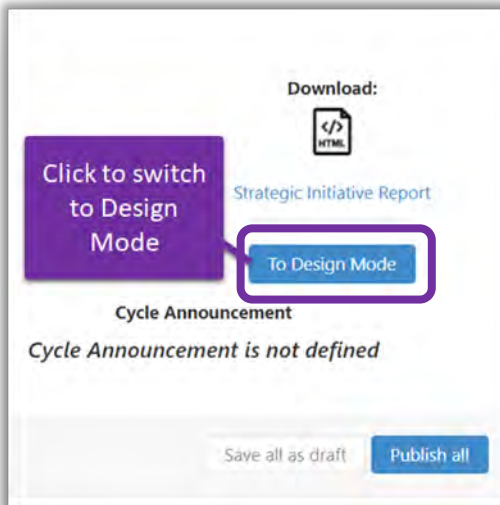
Specific instructions for each step are provided in the following sections.

Linking Program Review to Program/Institutional Goals and Objectives

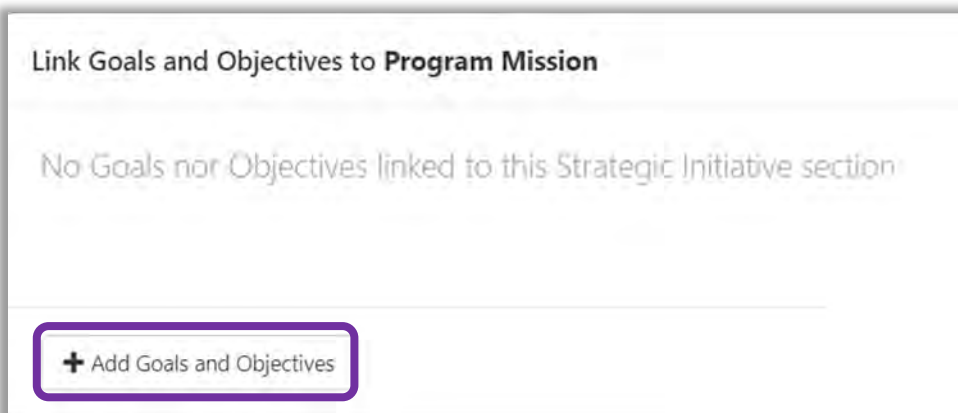
Only the Department Coordinator role can complete this step. At the top of the program review template, there is a button that allows the Department Coordinator to toggle between the Active Mode

(for completing the template and attaching action plans/resource requests), and Design Mode (for aligning sections of the template to goals and objectives).

To align a section of the template with goals and objectives, first scroll up to the top right of the page and switch to Design Mode:



In Design Mode, you can go through the template and, for any section that you plan to make a request or recommendation for, click on the flag icon to open the window to “+ Add Goals and Objectives.”



Next, use the “Select Org Type” menu to choose which level of goals to link. You can do multiple levels, but you must select one at a time. Note that in this pop-up window, eLumen uses labels that do not match our org structure: Department-level goals will appear under Division, and discipline-level goals will appear under Department in this menu.

Link Goals & Objectives

Selected Goals & Objectives

Select Org Type

Institutional

Division

Department

Select "Division" for department-level goals

Select "Department" for discipline-level goals

If you select Division or Department, you will see the goals that are created in the program profile. Click any to link them to this section of program review.

Select Org Type

Division

Select Division

Sociology

Division Goals & Objectives

Program Goal 1

Program Goal 2

Objective A

Objective B

Program Goal 3

If you select Institutional, you will see goals related to the College Mission; click any to link them to this section of program review. The 4 institutional goals included in Program Review 2.0 are:

- College Mission - Promote Diversity, Equity, and Inclusion
- College Mission - Prepare for Transfer
- College Mission - Prepare for Workforce
- College Mission - Provide Basic Skills and Lifelong Learning



Best Practice: Be selective when linking goals to program review sections; choose only the most relevant goals. If possible, prioritize linking to program (department and/or discipline) goals. If those goals have been aligned with institutional goals in the program profile, there is no need to include the institutional goals here – the mapping will show in reports. Only include institutional goals if there are no relevant program goals.

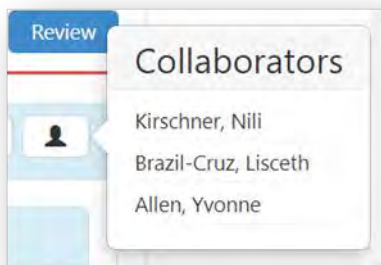


Best Practice: For Program Review 2.0, only link goals to sections of program review for which you plan to make associated action plans and requests. As we add more institutional goals such as accreditation standards, these guidelines may change.

When you are done aligning goals, switch back to Active mode to be able to complete the template or add action plans and resource requests.

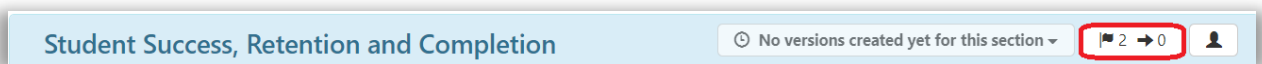


Note that in Design Mode, Department Coordinators can also click “Manage SI (Strategic Initiative) Collaborators” to add additional department members who may want to contribute to writing program review. Collaborators can be added to the overall template or to just a specific section. To see who is already included as a collaborator, go to Active Mode and click the person icon in the far-right corner of a section:



Adding Action Plans

To add an action plan to a section of program review, you must be in Active mode. Click the arrow icon. Note that if there is no arrow icon, this section cannot have an attached action plan; however, you can place it in a different section.



If you are still in Design Mode, clicking the arrow box will open the Link Goals and Objectives but you will not have the ability to add an action plan.

In Active Mode, clicking the arrow icon will show you all the goals and objectives aligned with that section of the template. In the example used above, there are two goals and no action plans yet, indicated by the number next to each icon. Clicking the icon opens a window that shows the two goals, each with a place to align a recommended action. Although there is a place to track goals as met, ongoing, or not met/in progress, we are not using this tracking feature for Program Review 2.0.

Note that at the bottom of the window there is the option to “Link Unaligned Recommended Action” – use this only if you are adding an action plan that does not map on to any program or institutional goals (not recommended!).

Goals and Objectives	Met	Ongoing	Not Met/In Progress
Increase student success and retention for disproportionately impacted student groups			
Recommended Actions	+ Align Action		
Maintain a seamless transfer pathway for sociology majors			
Recommended Actions	+ Align Action		

+ Link Unaligned Recommended Action

Cancel Save

Choose the goal most closely aligned with your recommendation and click “+ Align Action.” This will open another window.

First, select “Create New Action.” Once you have created an action you can select “Use Existing Action” to link it to multiple sections of your template.

Describe the recommended action in detail, including what the recommendation is, who the responsibility party is, what the suggested timeline is. This is a plain text field that can be expanded as needed.

Action Type will default to Program Review Recommendation. Your aligned goals and objectives will show here, and you also have the option to Link SLOs, including iSLOs, PSLOs, and CSLOs.



Best Practice: Remember that linking your recommendations to goals, objectives, and learning outcomes helps strengthen your recommendation.



Best Practice: Attach action plans to the most relevant section(s) of your program review template. This link provides additional context, justification, and supporting data for your recommendation.

If, as in [Example 1](#) from this section, your action plan is for your program to take an action that does not require additional resources, such as revising or deactivating curriculum, then your action plan is complete – simply select “Add New Action” at the bottom of the window to save it.

Making Resource Requests

If your action plan requires one or more resources, click “+ Add a Resource Request” – you can do this as many times as needed for each action plan.

This will open additional fields for you to complete:

For **Resource Name**, be specific and detailed and include your program name so that your requests are both recognizable and distinguishable on reports. For example, in [Example 3](#) in this section, you might name the first request “[Program] guest speaker series food budget,” the second request “marketing and outreach support for [Program] guest speaker series,” and the third request “Work study position for [Program] guest speaker series.”

Next, select a **Resource Type** from the drop-down menu. The type you select will determine the next field for you to fill out:

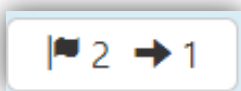
- If you select a Budget Request (One-time or Ongoing), the next field will be for the dollar amount.
- All other resource types will give you a field for description.

Either way, this is a plain text field that can include more than the dollar amount. It is essential that you include enough information in the Amount/Description field to allow reviewers to be able to understand and approve the request.



Best Practice: If you are requesting instructional equipment, in addition to the dollar amount, include exact product specification, quantity, source, and link if available (links will show as text only). If you are requesting staffing, you don’t need to include a dollar amount but in the description be clear about job duties, hours, and length. If you are requesting institutional support, be as clear as possible about what type of support you need.

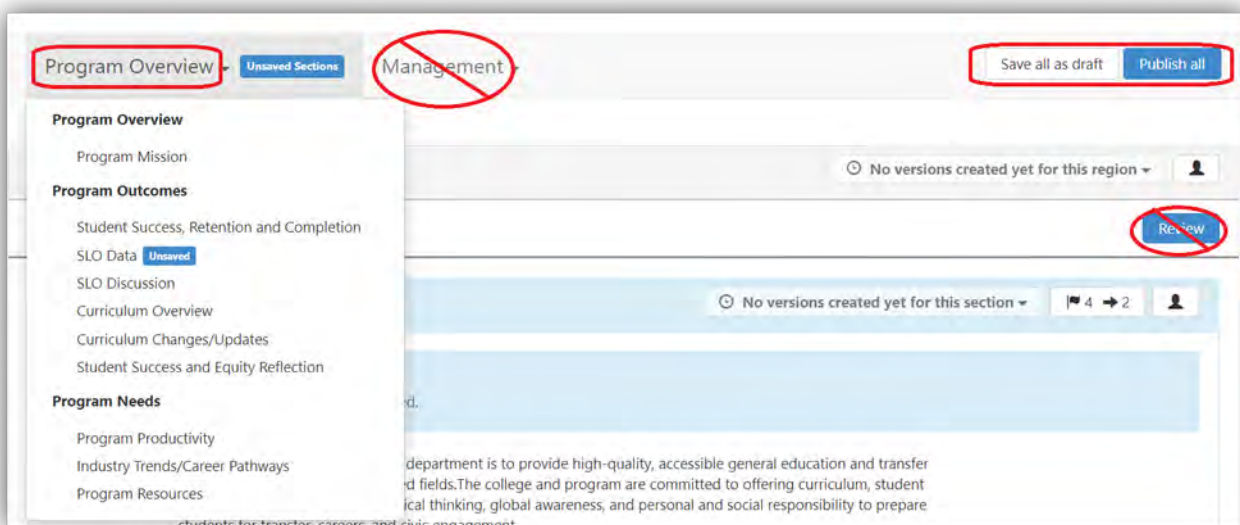
Once you have added as many resource requests as needed for the action plan, click “Add New Action” as the bottom of the window to save. Now, the number next to the arrow icon in your template section should reflect the added action plan(s).



Repeat this process until all recommendations have been added.

Saving and Submitting Program Review

As you work on the program review template, notice that each section has the option to Save Draft or Publish, but there is also bar across the top of the screen that lets you jump to a specific section, see which areas have not been saved, and Save or Publish all the sections with one click. Please note, the Management tool and Review button are tools we are not yet implementing at this stage of Program Review 2.0.



Use the Save Draft option to save all of part of your work, but still leave it open for more edits by yourself or another contributor.

Use the Publish option only when you are ready to submit your program review. After the program review due date, published program reviews will no longer be editable and the version will be archived.

Program Review Validation and Feedback

The Program Review Validation Task Force (PRVTF) is a task force of the Planning and Institutional Effectiveness Committee (PIE), composed of the Vice President of Instruction, Dean of Student Success and Institutional Effectiveness, Senate Chair and Co-Chair of the curriculum committee. The team goes through each request made, ensures all requests are placed in the correct categories and forwards requests to appropriate committees.

Program requests may be tagged by PRVTF to send to relevant committees for information and planning purposes, and to request additional feedback on prioritization. For example, technology requests would go to the District Technology Committee. Requests involving safety concerns would go to the Safety

Committee. Committees and programs that may receive information about program review requests include:

- Academic Senate
- Budget Task Force (PIE)
- College Council
- Counseling and Student Services
- Curriculum Committee
- Distance Education Committee
- District Services
- District Technology Committee
- Diversity, Equity, and Inclusion Committee
- Flex and Professional Development Committee
- Instructional Designer
- Maintenance and Operations
- Perkins/Strong Workforce Task Force
- Safety Committee
- Scheduling/Strategic Enrollment Management Task Force (PIE)
- Special programs such as TRiO, EOPS, DSPS, MESA, CALWORKS
- Staffing Taskforce (PIE)
- Student Success Center/Tutoring/Library
- Student Success Committee
- Vice President of Instruction
- Vice President of Student Services

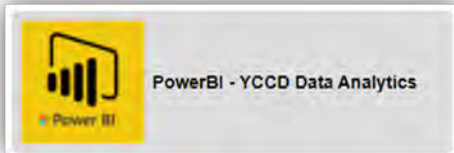
Each program undergoing full review will meet with their area Dean as well as the Dean of Student Success and Institutional Effectiveness to receive feedback on their program review and any requests or recommendations.

All programs completing annual updates (“milestones”) will receive written feedback on the status of their requests, typically in the spring term following program review submission.

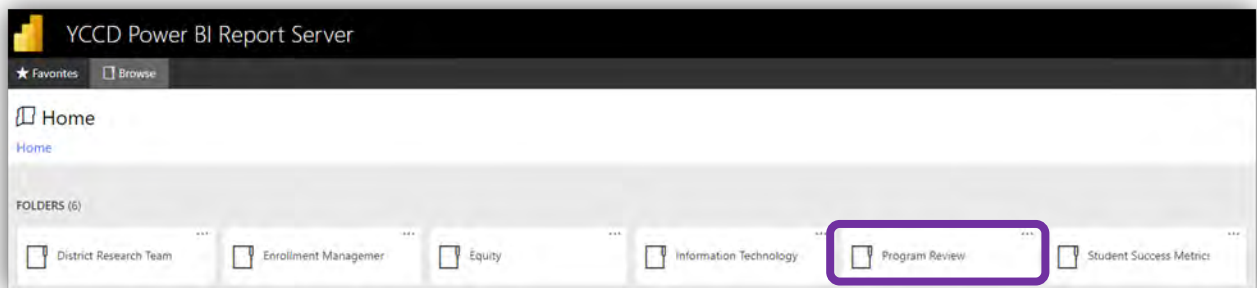
Appendix A: Using PowerBI Dashboards

Accessing Program Review Dashboards

PowerBI is linked on the YCCD Single Sign-On Portal as an additional Resource (scroll down). Your username is your WebAdvisor ID. **Note that this program is only accessible from a campus computer or utilizing a YCCD VPN (virtual private network).**



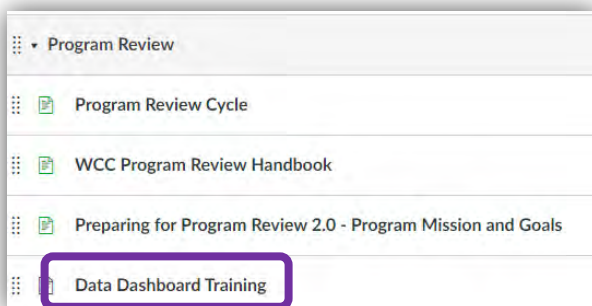
Use the Program Review folder to access the data dashboards needed for your program review.



The program review folder contains five dashboards:

- Degrees and Certificates
- Productivity
- Student Equity Data
- Success and Retention by Course Variables
- Success and Retention by Student Demographic Variables

The sections below describe the functions of each dashboard and where they should be used in the program review template. For more help using the data dashboards, see the recording of the Data Dashboard presentation in the [SLO & Program Review Canvas site](#).



Degrees and Certificates Dashboard

This dashboard contains the award completion data for the Student Success, Retention and Completion section of the template.

In this dashboard, you can obtain the number of awards and awardees for degrees and certificates.



Best Practice: Use the filters on this dashboard to compare award completion rates by gender, age, ethnicity, English language learner, disability, DSPS, Pell recipient and first-generation status. Note any gaps in the Student Success and Equity Reflection section of the program review template. See [Identifying Disproportionate Impact](#).

Student Equity Data Dashboard

This dashboard contains information for your Program Overview – Population.

While this dashboard allows you to view and disaggregate success and retention rates, we recommend using the more faculty-friendly Success and Retention by Student Demographic Variable dashboard instead.

Success and Retention by Course Variables Dashboard

This dashboard will show you yearly and overall 5-year course success and retention trends and averages for the Student Success, Retention, and Completion section of the program review template. It also allows you to break up the success and retention data by year, term, course, modality, location, and CCAP (dual enrollment) status.



Best Practice: Use the filters on this dashboard to compare course success and retention rates by course, modality, and location. Note any gaps in the Student Success and Equity Reflection and Scheduling Recommendations sections of the program review template. See [Identifying Disproportionate Impact](#).

Success and Retention by Student Demographic Variables Dashboard

This dashboard contains information for the Success, Retention, and Completion section of the program review template. Like the Success and Retention by Course Variables dashboard, it allows you to view overall success and retention rates for your program, which you can break down by year, term, and course. However, this dashboard has additional filters for various student demographics.



Best Practice: Use the filters on this dashboard to compare course success and retention rates by gender, age, ethnicity, English language learner, disability, DSPS, Pell recipient and first-generation status. Note any gaps in the Student Success and Equity Reflection section of the program review template. See [Identifying Disproportionate Impact](#).

Productivity Dashboard

The productivity dashboard will display the program productivity (FTES/FTEF) as well as course fill rates. You will be able to additionally filter by location, subject, course, year, term, and modality.

First select, Woodland Community College. If you are interested in productivity by site, then select the location of interest to you. Next, select the subject (discipline) of interest to you (i.e., Agriculture, Business, Math, etc.).

Once you have filtered for the areas of interest to you, this dashboard will provide you with enrollment, fill-rates, FTEF (full-time equivalent faculty), FTES (full time equivalent students) as well as productivity. As a reminder, here are the target ratios set for the whole college:

Academic Year	District Target (FTES/FTEF)
2021-22	13.5
2022-23	14.5
2023-24	15.0
2024-25	15.5



Best Practice: Use productivity and fill rates to inform scheduling recommendations for your program. If fill rates and productivity are high, consider suggesting additional sections. Disaggregate by course, modality, and location to identify any potential ways to increase productivity and fill rates. See [Identifying Disproportionate Impact](#).

Identifying Disproportionate Impact

The process of examining educational outcomes separately by categories is known as data disaggregation. Every dashboard allows you to disaggregate by using the filters. When examining data, look at where there are differences among particular filter categories with respect to one or more educational outcomes, such as course success rates.

First, select an educational outcome of interest. If we select course success rates, we would select the success rates for all students as a starting point for comparison. The average course success rates are determined for specific subgroups of students (gender, race, Pell recipients, veterans, DSPS, etc.) or course characteristics (course, term, modality, location, etc.). By comparing success rates for these subgroups to the success rates among all students, variations in achievement of this educational outcome can be identified and addressed.

When a subgroup attains an educational outcome that is substantially lower than the attainment for all students, then this subgroup may be referred to as “disproportionately impacted.” Differences in educational outcomes between subgroups can suggest that one group has less access to support services, is in greater need of support, or may be encountering barriers.



Best Practice: When you identify disproportionate impact include it in your student success and equity reflection and attach appropriate action plans and resource requests as needed.

Purpose of this report is to show the coordinator and evaluator completion of creating assessments for planned SLOs, assessment scoring, action plan responses, and RFIs by department, course and section.

Agriculture, Agriculture(AG), Ag Mechanics(AGMCH), Ag Sustainable(AGSA), Environmental Horticulture(ENVHR), Plant Science(PLSCI), Anthropology, Anthropology(ANTHR), Biological Science, Biology(BIOL), Ecology(ECOL), Business and Accounting, Accounting(ACCT), Business Computer Applications(BCA), Economics(ECON), General Business(GNBUS), Chemistry, Chemistry(CHEM), Communication Studies, Communication(COMM), Speech(SPECH), Couns, Learn & Student Svcs, Counseling(COUNS), Cooperative Work Exp. Educ.(CWEE), Culinary Arts, Culinary Arts(CUL), Early Childhood Education, Early Childhood Education(ECE), Education, Education(EDUC), English, English(ENGL), Environmental Technology, Environmental Technology(ENVTC), Engl for Speakers of Other Langs, English Speakers of Other Lang(ESOL), Ethnic Studies, Ethnic Studies(ETHN), Geoscience, Geography(GEOG), Geology(GEOL), History, History(HIST), Human Services, Human Services(HUSEV), Interdisciplinary Studies, Interdisciplinary Studies(INTER), Languages, Sign Language (SIGN), Spanish(SPAN), Library Science, Library Science(LIBSC), Learning Assistance, Learning Assistance(LEARN), Mathematics, Mathematics(MATH), Statistics(STAT), Nutrition, Nutrition(NUTR), Health and PE, Health Education(HLTH), Physical Education(PE), Performing/Studio Arts, Art(ART), Music(MUSIC), Theatre Arts(THART), Philosophy and Humanities, Humanities(HUMAN), Philosophy(PHIL), Physics, Astronomy(ASTRO), Physics(PHYS), Political Science, Political Science (POLSC), Admin Justice/Public Safety, Administration of Justice(AJ), Emergency Medical Technician(EMT), Psychology, Psychology(PSYCH), Sociology, Sociology(SOCIL), Welding, Welding(WELD), XX Inactive Programs, XX Inactive Programs, Default Department, Default Program, Engl for Speakers of Other Langs

Terms: 2021FA

Date: 01-03-2022

Showing: Only those that are not all complete

2021FA

Department and Discipline Participation

Organization	Coordinators	Enrolled Students
No matches found		

Course and Section Participation

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Accounting(ACCT)								
ACCT1 - Principles of Accounting-Financial	(None)	32	-	-	-	-	-	-
ACCT1A - Principles of Accounting - Financial Lab	(None)	30	-	-	-	-	-	-
ACCT2 - Principles of Accounting-Managerial	(None)	0	-	-	-	-	-	-
ACCT3 - Computerized Accounting	(None)	0	-	-	-	-	-	-
ACCT50 - General Accounting	(None)	56	-	-	-	-	-	-
Section D9811	Holderreed, Glenn	20	0	2 of 2	0 of 20	0 of 40	0 of 40	0 of 1
Section Totals for ACCT50	2 Evaluators	56	0	2 of 2	25 of 56	50 of 112	22 of 112	0 of 1
ACCT6 - Individual Income Taxes-Federal/State	(None)	7	-	-	-	-	-	-
ACCT9 - Business Payroll Procedures	(None)	0	-	-	-	-	-	-
Agriculture(AG)								
AG11 - Agricultural Accounting	(None)	0	-	-	-	-	-	-
AG12 - Computers in Agriculture	(None)	0	-	-	-	-	-	-
AG15 - Introduction To Agriculture Education and Careers	(None)	28	-	-	-	-	-	-
AG19 - Agricultural Leadership Skills	(None)	1	-	-	-	-	-	-
Section D9587	Asmus, Brandi	1	0	1 of 1	0 of 1	0 of 1	0 of 1	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section Totals for AG19	1 Evaluator	1	0	1 of 1	0 of 1	0 of 1	0 of 1	0 of 1
AG20 - Agricultural Leadership & Organization	(None)	0	-	-	-	-	-	-
AG32 - Internship	(None)	0	-	-	-	-	-	-
AG4 - Introduction to Agricultural Business	(None)	46	-	-	-	-	-	-
AG40 - Animal Health and Sanitation	(None)	0	-	-	-	-	-	-
AG42 - Sheep and Goat Science/Production	(None)	0	-	-	-	-	-	-
AG43 - Beef Cattle Science	(None)	0	-	-	-	-	-	-
AG45 - Principles of Animal Science	(None)	16	-	-	-	-	-	-
AG45L - Principles of Animal Science	(None)	78	-	-	-	-	-	-
AG46 - Animal Feeds and Nutrition	(None)	0	-	-	-	-	-	-
AG5 - Agriculture Economics	(None)	17	-	-	-	-	-	-
Section D9989	Dudman, Matthew	17	0	1 of 1	0 of 17	0 of 17	0 of 17	0 of 1
Section Totals for AG5	1 Evaluator	17	0	1 of 1	0 of 17	0 of 17	0 of 17	0 of 1
AG6 - Agricultural Sales and Communication	(None)	0	-	-	-	-	-	-
AG60 - Preparing for 21st Century Workforce in Agriculture	(None)	157	-	-	-	-	-	-
Section W3781	Crerar, Jennifer	16	0	3 of 3	0 of 16	0 of 48	0 of 48	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section Totals for AG60	9 Evaluators	157	0	3 of 3	0 of 157	0 of 48	0 of 48	0 of 1
Ag Sustainable(AGSA)								
AGSA11 - Introduction To Sustainable Food Systems	(None)	0	-	-	-	-	-	-
AGSA51 - Green Technology Alternative Energy	(None)	0	-	-	-	-	-	-
Administration of Justice(AJ)								
AJ1 - Ethics In The Criminal Justice System	(None)	21	-	-	-	-	-	-
AJ10 - Introduction to Criminal Justice System	(None)	27	-	-	-	-	-	-
AJ11 - Criminal Law	(None)	28	-	-	-	-	-	-
AJ13 - Evidence	(None)	0	-	-	-	-	-	-
AJ14 - Criminal Justice Process	(None)	14	-	-	-	-	-	-
AJ15 - Criminal Investigation	(None)	19	-	-	-	-	-	-
AJ19 - Multicultural Communities and the Justice System	(None)	14	-	-	-	-	-	-
AJ20 - Juvenile Law and Procedures	(None)	0	-	-	-	-	-	-
AJ200 - Probation Officer Core Course	(None)	0	-	-	-	-	-	-
AJ208 - Investigative Report Writing	(None)	0	-	-	-	-	-	-
AJ30 - Introduction To Corrections	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
AJ31 - Criminal and Delinquent Behavior	(None)	0	-	-	-	-	-	-
AJ33 - Introduction To Correctional Counseling	(None)	0	-	-	-	-	-	-
AJ34 - Correctional Treatment Programs	(None)	0	-	-	-	-	-	-
AJ40 - Physical Agility Readiness & Career Wellness	(None)	0	-	-	-	-	-	-
AJ54A - Peace Officer Orientation	(None)	0	-	-	-	-	-	-
AJ54B - Peace Officer Orientation-Firearms	(None)	0	-	-	-	-	-	-
Anthropology(ANTHR)								
ANTHR1 - Introduction To Biological Anthropology	(None)	27	-	-	-	-	-	-
ANTHR2 - Cultural Anthropology	(None)	91	-	-	-	-	-	-
ANTHR3 - Introduction to Archaeology	(None)	0	-	-	-	-	-	-
Art(ART)								
ART11 - Mural Painting	(None)	0	-	-	-	-	-	-
ART1A - History of Art-I	(None)	0	-	-	-	-	-	-
ART1B - History of Art-II	(None)	27	-	-	-	-	-	-
ART1C - History of Art-III	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ART4A - Drawing and Composition Beginning	(None)	18	-	-	-	-	-	-
ART4B - Drawing and Composition Advanced	(None)	3	-	-	-	-	-	-
ART5 - Art Appreciation	(None)	34	-	-	-	-	-	-
ART9A - Beginning Painting	(None)	8	-	-	-	-	-	-
ART9B - Intermediate Painting	(None)	0	-	-	-	-	-	-
Astronomy(ASTRO)								
ASTRO1L - Introduction To Astronomy With Lab	(None)	39	-	-	-	-	-	-
Section D9586	Shaukat, Abrar	19	0	2 of 2	0 of 19	0 of 38	0 of 38	0 of 1
Section Totals for ASTRO1L	2 Evaluators	39	0	2 of 2	20 of 39	40 of 78	0 of 78	0 of 1
Business Computer Applications(BCA)								
BCA15 - Business Computer Applications - Beginning	(None)	133	-	-	-	-	-	-
Section D9584	Hillix, Allison	14	0	7 of 7	0 of 14	0 of 98	0 of 98	0 of 1
Section Totals for BCA15	6 Evaluators	133	0	7 of 7	71 of 133	484 of 595	13 of 595	0 of 1
BCA20 - Computer Calculation	(None)	28	-	-	-	-	-	-
BCA33 - Microsoft Excel II	(None)	0	-	-	-	-	-	-
BCA34 - Microsoft Excel III	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
BCA37 - Microsoft Access II	(None)	0	-	-	-	-	-	-
BCA38 - Microsoft Access III	(None)	0	-	-	-	-	-	-
BCA557 - Introduction To Computing	(None)	0	-	-	-	-	-	-
BCA558 - Introduction to Computer Keyboarding	(None)	2	-	-	-	-	-	-
Section K7161	Silsby, Stanley	2	0	1 of 1	0 of 2	0 of 2	0 of 2	0 of 1
Section Totals for BCA558	1 Evaluator	2	0	1 of 1	0 of 2	0 of 2	0 of 2	0 of 1
BCA59 - Computer Literacy	(None)	12	-	-	-	-	-	-
BCA60 - Computer Keyboarding	(None)	20	-	-	-	-	-	-
BCA64 - Microsoft Word II	(None)	0	-	-	-	-	-	-
BCA65 - Microsoft Word III	(None)	0	-	-	-	-	-	-
BCA66 - Microsoft Outlook	(None)	0	-	-	-	-	-	-
BCA67 - Adobe Acrobat	(None)	0	-	-	-	-	-	-
BCA68 - Records and Information Management	(None)	0	-	-	-	-	-	-
BCA70 - Microsoft PowerPoint II	(None)	0	-	-	-	-	-	-
Biology(BIOL)								
BIOL1 - Principles of Biology	(None)	15	-	-	-	-	-	-
BIOL10L - General Biology	(None)	33	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section W2046	Touchman, Stephanie	16	0	3 of 3	0 of 16	0 of 48	0 of 48	0 of 1
Section Totals for BIOL10L	2 Evaluators	33	0	3 of 3	16 of 33	48 of 99	3 of 99	0 of 1
BIOL12 - Marine Biology	(None)	0	-	-	-	-	-	-
BIOL15 - Bioscience	(None)	83	-	-	-	-	-	-
Section D9171	Miller, Andrew	21	0	1 of 1	0 of 21	0 of 21	0 of 21	0 of 1
Section Totals for BIOL15	4 Evaluators	83	0	1 of 1	58 of 83	58 of 83	4 of 83	0 of 1
BIOL2 - General Zoology	(None)	0	-	-	-	-	-	-
BIOL24 - Human Biology	(None)	0	-	-	-	-	-	-
BIOL25 - Human Genetics	(None)	17	-	-	-	-	-	-
BIOL3 - General Botany	(None)	0	-	-	-	-	-	-
BIOL30 - Emerging Infections and the History of Infectious Disease	(None)	0	-	-	-	-	-	-
BIOL4 - Human Anatomy	(None)	76	-	-	-	-	-	-
Section H2051	Miller, Andrew	21	0	2 of 2	0 of 21	0 of 42	0 of 42	0 of 1
Section W2048	Shah, Jaya	16	0	2 of 2	0 of 16	0 of 32	0 of 32	0 of 1
Section W2049	Tamse, Catherine Shah, Jaya	17	0	2 of 2	0 of 17	0 of 34	0 of 34	0 of 1
Section W2757	Tamse, Catherine	22	0	2 of 2	0 of 22	0 of 44	0 of 44	0 of 1
Section Totals for BIOL4	5 Evaluators	76	0	2 of 2	0 of 76	0 of 152	0 of 152	0 of 4
BIOL5 - Human Physiology	(None)	65	-	-	-	-	-	-
Section H2054	Miller, Andrew	21	0	3 of 3	0 of 21	0 of 63	0 of 63	0 of 1
Section W2052	Shah, Jaya	18	0	3 of 3	0 of 18	0 of 54	0 of 54	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section W2053	Shah, Jaya	16	0	3 of 3	0 of 16	0 of 48	0 of 48	0 of 1
Section Totals for BIOL5	4 Evaluators	65	0	3 of 3	10 of 65	30 of 195	0 of 195	0 of 3
BIOL6 - Introductory Microbiology	(None)	21	-	-	-	-	-	-
Chemistry(CHEM)								
CHEM10 - Concepts of Chemistry	(None)	19	-	-	-	-	-	-
CHEM14 - Survey of Chemistry and Physics	(None)	0	-	-	-	-	-	-
CHEM18A - Organic Chemistry for Health and Life Sc	(None)	18	-	-	-	-	-	-
Section H3337	Niyati, Fatemeh	18	0	2 of 2	0 of 18	0 of 36	0 of 36	0 of 1
Section Totals for CHEM18A	1 Evaluator	18	0	2 of 2	0 of 18	0 of 36	0 of 36	0 of 1
CHEM18B - Organic Chemistry for Health and Life Sc	(None)	0	-	-	-	-	-	-
CHEM1A - General Chemistry I	(None)	79	-	-	-	-	-	-
Section D9068	Samin, Ahmad	20	0	2 of 2	0 of 20	0 of 40	0 of 40	0 of 1
Section D9069	Stewart, Tiffany	23	0	2 of 2	0 of 23	0 of 46	0 of 46	0 of 1
Section D9938	Eskandari, Vahid	18	0	2 of 2	0 of 18	0 of 36	0 of 36	0 of 1
Section Totals for CHEM1A	4 Evaluators	79	0	2 of 2	17 of 79	34 of 158	2 of 158	0 of 3
CHEM1B - General Chemistry II	(None)	24	-	-	-	-	-	-
CHEM28A - Organic Chemistry for Chemists, Engineers and Pre-Health Majors I	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
CHEM28B - Organic Chemistry for Chemists, Engineers and Pre-Health Majors II	(None)	0	-	-	-	-	-	-
CHEM2A - Introductory Chemistry	(None)	100	-	-	-	-	-	-
Section D9074	Poorjahanshah, Homer	23	0	4 of 4	0 of 23	0 of 92	0 of 92	0 of 1
Section K1296	Dye, Mei	4	0	4 of 4	0 of 4	0 of 16	0 of 16	0 of 1
Section Totals for CHEM2A	7 Evaluators	100	0	4 of 4	72 of 100	138 of 400	154 of 400	0 of 2
CHEM2B - Introductory Chemistry	(None)	0	-	-	-	-	-	-
Counseling(COUNS)								
COUNS10 - College Success	(None)	121	-	-	-	-	-	-
Section D9356	Larsen, Ingrid	25	0	4 of 4	0 of 25	0 of 100	0 of 100	0 of 1
Section Totals for COUNS10	5 Evaluators	121	0	4 of 4	67 of 121	251 of 368	17 of 368	0 of 1
COUNS25 - Career Planning and Development	(None)	92	-	-	-	-	-	-
Section D9487	Mangney, Laney	35	0	4 of 4	0 of 35	0 of 140	0 of 140	0 of 1
Section Totals for COUNS25	3 Evaluators	92	0	4 of 4	36 of 92	109 of 284	35 of 284	0 of 1
COUNS30 - Transfer Preparation	(None)	0	-	-	-	-	-	-
Culinary Arts(CUL)								
CUL72 - Introduction to Purchasing for Food Service & Hospitality	(None)	16	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section D9049	DePasquale, Christine	16	0	1 of 1	0 of 16	0 of 16	0 of 16	0 of 1
Section Totals for CUL72	1 Evaluator	16	0	1 of 1	0 of 16	0 of 16	0 of 16	0 of 1
CUL73 - Sanitation,Safety,	(None)	20	-	-	-	-	-	-
Section D9057	DePasquale, Christine	20	0	2 of 2	0 of 20	0 of 40	0 of 40	0 of 1
Section Totals for CUL73	1 Evaluator	20	0	2 of 2	0 of 20	0 of 40	0 of 40	0 of 1
CUL74 - Introduction to Baking and Pastry	(None)	23	-	-	-	-	-	-
Section H1672	Pleskaczewski, Ann-Marie	9	0	2 of 2	0 of 9	0 of 18	0 of 18	0 of 1
Section W3052	Warde, Teresa	14	0	2 of 2	0 of 14	0 of 28	0 of 28	0 of 1
Section Totals for CUL74	2 Evaluators	23	0	2 of 2	0 of 23	0 of 46	0 of 46	0 of 2
CUL75 - Advanced Baking and Pastry	(None)	0	-	-	-	-	-	-
CUL76 - Introduction to Culinary Operations	(None)	12	-	-	-	-	-	-
Section H1673	Cabreros, Robert	12	0	2 of 2	0 of 12	0 of 24	0 of 24	0 of 1
Section Totals for CUL76	1 Evaluator	12	0	2 of 2	0 of 12	0 of 24	0 of 24	0 of 1
CUL77 - Advanced Culinary Operations	(None)	4	-	-	-	-	-	-
Section H1674	Cabreros, Robert	4	0	1 of 1	0 of 4	0 of 4	0 of 4	0 of 1
Section Totals for CUL77	1 Evaluator	4	0	1 of 1	0 of 4	0 of 4	0 of 4	0 of 1
CUL78 - Introduction to Catering and Event Hospitality	(None)	60	-	-	-	-	-	-
Section K1982	Cabreros, Robert	11	0	1 of 1	0 of 11	0 of 11	0 of 11	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section W3162	(None)	1	0	1 of 1	0 of 1	0 of 1	0 of 1	0 of 1
Section W3195	Warde, Teresa	16	0	1 of 1	0 of 16	0 of 16	0 of 16	0 of 1
Section W3200	Warde, Teresa	18	0	1 of 1	0 of 18	0 of 18	0 of 18	0 of 1
Section Totals for CUL78	4 Evaluators	60	0	1 of 1	0 of 60	0 of 46	0 of 46	0 of 4
CUL79 - Advanced Foods and Catering	(None)	9	-	-	-	-	-	-
Section K1983	Cabreros, Robert	5	0	2 of 2	0 of 5	0 of 10	0 of 10	0 of 1
Section W3155	Warde, Teresa	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
Section Totals for CUL79	2 Evaluators	9	0	2 of 2	0 of 9	0 of 18	0 of 18	0 of 2
CUL80 - Food Service Operations and Management	(None)	0	-	-	-	-	-	-
Cooperative Work Exp. Educ.(CWEE)								
CWEE44 - General Work Experience	(None)	41	-	-	-	-	-	-
Section W1351	Spears, Estelita	37	0	2 of 2	0 of 37	0 of 74	0 of 74	0 of 1
Section Totals for CWEE44	2 Evaluators	41	0	2 of 2	4 of 41	8 of 82	0 of 82	0 of 1
CWEE45 - Occupational Work Experience	(None)	51	-	-	-	-	-	-
Section W1352	Spears, Estelita	31	0	2 of 2	0 of 31	0 of 62	0 of 62	0 of 1
Section Totals for CWEE45	2 Evaluators	51	0	2 of 2	20 of 51	40 of 102	0 of 102	0 of 1
Early Childhood Education(ECE)								
ECE10 - Health, Safety, and Nutrition	(None)	0	-	-	-	-	-	-
ECE11 - Observation and Assessment	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ECE14 - The School Age Child	(None)	21	-	-	-	-	-	-
ECE17 - Introduction to Children with Special Needs	(None)	16	-	-	-	-	-	-
ECE18 - Curriculum and Strategies for Children with Special Needs	(None)	0	-	-	-	-	-	-
ECE1A - Principles and Practices of Teaching Young Children	(None)	57	-	-	-	-	-	-
ECE1B - Introduction to Curriculum	(None)	33	-	-	-	-	-	-
ECE25 - Group Experiences in Outdoor Environment	(None)	0	-	-	-	-	-	-
ECE27 - Teaching in a Diverse Society	(None)	0	-	-	-	-	-	-
ECE2A - Admin I: Programs in Early Childhood Education	(None)	0	-	-	-	-	-	-
ECE2B - Admin II: Personnel and Leadership in Early Childhood Education	(None)	13	-	-	-	-	-	-
Section D9449	Robinson, Elaine	13	0	3 of 3	0 of 13	0 of 39	0 of 39	0 of 1
Section Totals for ECE2B	1 Evaluator	13	0	3 of 3	0 of 13	0 of 39	0 of 39	0 of 1
ECE3 - Child Growth and Development	(None)	58	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ECE31 - Child, Family, Community	(None)	34	-	-	-	-	-	-
ECE37 - Adult Supervision	(None)	19	-	-	-	-	-	-
ECE39 - Children's Literature	(None)	0	-	-	-	-	-	-
ECE4 - Positive Social Development in Young Child	(None)	11	-	-	-	-	-	-
ECE42 - Infant/Toddler Development	(None)	0	-	-	-	-	-	-
ECE43 - Care and Education for Infants and Toddlers	(None)	0	-	-	-	-	-	-
ECE45 - Practicum in Early Childhood Education	(None)	16	-	-	-	-	-	-
ECE7 - Creative Materials	(None)	0	-	-	-	-	-	-
ECE8 - Worldwide Arts for Children	(None)	0	-	-	-	-	-	-
Ecology(ECOL)								
ECOL10 - Environment-Concepts and Issues	(None)	71	-	-	-	-	-	-
ECOL10L - Environment Lab	(None)	0	-	-	-	-	-	-
Economics(ECON)								
ECON1A - Elementary Economics-Macro	(None)	56	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ECON1B - Elementary Economics-Micro	(None)	57	-	-	-	-	-	-
Education(EDUC)								
EDUC1 - Introduction To Teaching With Field Experience	(None)	0	-	-	-	-	-	-
EDUC15 - Educational Inequities in the U.S. School System	(None)	18	-	-	-	-	-	-
Emergency Medical Technician(EMT)								
EMT252 - EMT Refresher	(None)	0	-	-	-	-	-	-
EMT61 - Emergency Medical Technician	Lori Thomson	26	-	-	-	-	-	-
Section C2020	Hammond, Kristin	4	0	3 of 3	0 of 4	0 of 12	0 of 12	0 of 1
Section Totals for EMT61	2 Evaluators	26	0	3 of 3	22 of 26	66 of 78	0 of 78	0 of 1
English(ENGL)								
ENGL1A - College Composition and Reading	(None)	322	-	-	-	-	-	-
Section C1386	Levy, Stacia	15	0	2 of 2	0 of 15	0 of 30	0 of 30	0 of 1
Section C1391	Giuffrida, Mike	9	0	2 of 2	0 of 9	0 of 18	0 of 18	0 of 1
Section D9387	Jones, Gina	26	0	2 of 2	0 of 26	0 of 52	0 of 52	0 of 1
Section K1390	Jones, Gina	19	0	2 of 2	0 of 19	0 of 38	0 of 38	0 of 1
Section W1388	Porter, Cherri	18	0	2 of 2	0 of 18	0 of 36	0 of 36	0 of 1
Section Totals for ENGL1A	16 Evaluators	322	0	2 of 2	199 of 322	398 of 644	72 of 644	0 of 5
ENGL1B - Critical Thinking & Writing About Literature	(None)	83	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section C2765	Levy, Stacia	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
Section W2794	Porter, Cherri	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1
Section Totals for ENGL1B	5 Evaluators	83	0	2 of 2	69 of 83	138 of 166	0 of 166	0 of 2
ENGL1C - Critical Thinking/Advanced Composition	(None)	93	-	-	-	-	-	-
Section D9076	Jones, Gina	29	0	2 of 2	0 of 29	0 of 58	0 of 58	0 of 1
Section Totals for ENGL1C	4 Evaluators	93	0	2 of 2	63 of 93	126 of 186	2 of 186	0 of 1
ENGL1X - Support for English 1A	(None)	139	-	-	-	-	-	-
Section C1286	Levy, Stacia	15	0	1 of 1	0 of 15	0 of 15	0 of 15	0 of 1
Section K1290	Jones, Gina	19	0	1 of 1	0 of 19	0 of 19	0 of 19	0 of 1
Section Totals for ENGL1X	7 Evaluators	139	0	1 of 1	79 of 139	79 of 139	26 of 139	0 of 2
ENGL23 - Literature Through Film	(None)	0	-	-	-	-	-	-
ENGL30A - Introduction To American Literature, I	(None)	0	-	-	-	-	-	-
ENGL30B - Introduction To American Literature, II	(None)	0	-	-	-	-	-	-
ENGL31 - Creative Writing	(None)	0	-	-	-	-	-	-
ENGL36 - American Ethnic Voices	(None)	11	-	-	-	-	-	-
ENGL37 - Women's Voices	(None)	0	-	-	-	-	-	-
ENGL38 - Classic and Contemporary Youth Literature	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ENGL42 - Introduction To Shakespeare	(None)	0	-	-	-	-	-	-
ENGL46A - Introduction To English Literature, I	(None)	0	-	-	-	-	-	-
ENGL46B - Introduction To English Literature II	(None)	9	-	-	-	-	-	-
ENGL51 - Preparatory Composition and Reading	(None)	0	-	-	-	-	-	-
Environmental Horticulture(ENVHR)								
ENVHR10 - General Entomology	(None)	34	-	-	-	-	-	-
ENVHR11 - Landscape Irrigation	(None)	0	-	-	-	-	-	-
ENVHR15 - Introduction to Environmental Science	(None)	0	-	-	-	-	-	-
ENVHR20 - Fund of Environmental Horticulture	(None)	39	-	-	-	-	-	-
ENVHR21 - Plant Propagation	(None)	0	-	-	-	-	-	-
ENVHR22 - Native CA & Water-Wise Plant Identification	(None)	0	-	-	-	-	-	-
ENVHR24 - Greenhouse Management	(None)	0	-	-	-	-	-	-
ENVHR50 - Workshop in Floral Design	(None)	46	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ENVHR51 - Begin Floral Design	(None)	31	-	-	-	-	-	-
Environmental Technology(ENVTC)								
ENVTC20 - Water Distribution System O&M	(None)	19	-	-	-	-	-	-
ENVTC21 - Water Treatment Plant Operation	(None)	14	-	-	-	-	-	-
ENVTC22 - Water Distribution Systems Level II	(None)	0	-	-	-	-	-	-
ENVTC23 - Water Treatment Plant Operation Level II	(None)	0	-	-	-	-	-	-
ENVTC24 - Wastewater Treatment Plant Operation Level I	(None)	11	-	-	-	-	-	-
ENVTC25 - Wastewater Treatment Plant Operation Level II	(None)	0	-	-	-	-	-	-
English Speakers of Other Lang(ESOL)								
ESOL250 - Accelerated Academic English for Nonnative Speakers I	(None)	4	-	-	-	-	-	-
Section W2699	Marquez, Annie	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
Section Totals for ESOL250	2 Evaluators	4	0	2 of 2	3 of 4	3 of 8	3 of 8	0 of 1
ESOL251 - Grammar for ESOL 250/550	(None)	2	-	-	-	-	-	-
ESOL252 - English Language Lab II	(None)	4	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ESOL260 - Accelerated Academic English for Nonnative Speakers II	(None)	4	-	-	-	-	-	-
Section D9198	Glenn, Daniel	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
Section Totals for ESOL260	1 Evaluator	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
ESOL261 - Content Support for ESOL 260/560	(None)	4	-	-	-	-	-	-
Section D9297	Glenn, Daniel	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
Section Totals for ESOL261	1 Evaluator	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
ESOL271 - Content Support for ESOL 70/570	(None)	1	-	-	-	-	-	-
Section D9295	Lengyel, Kimberly	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
Section Totals for ESOL271	1 Evaluator	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
ESOL510 - Integrated English Language Skills 1	(None)	30	-	-	-	-	-	-
ESOL512 - English Language Lab I	(None)	1	-	-	-	-	-	-
ESOL520 - Integrated English Language Skills 2	(None)	16	-	-	-	-	-	-
ESOL530 - Integrated English Language Skills 3	(None)	8	-	-	-	-	-	-
ESOL540 - Integrated English Language Skills 4	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ESOL550 - Accelerated Academic English for Nonnative Speakers I	(None)	20	-	-	-	-	-	-
Section W2698	Marquez, Annie	8	0	2 of 2	0 of 8	0 of 16	0 of 16	0 of 1
Section Totals for ESOL550	2 Evaluators	20	0	2 of 2	4 of 20	4 of 40	20 of 40	0 of 1
ESOL551 - Grammar for ESOL 250/550	(None)	21	-	-	-	-	-	-
ESOL552 - English Language Lab II	(None)	11	-	-	-	-	-	-
ESOL560 - Accelerated Academic English for Nonnative Speakers II	(None)	2	-	-	-	-	-	-
Section D9298	Glenn, Daniel	2	0	2 of 2	0 of 2	0 of 4	0 of 4	0 of 1
Section Totals for ESOL560	1 Evaluator	2	0	2 of 2	0 of 2	0 of 4	0 of 4	0 of 1
ESOL561 - Content Support for ESOL 260/560	(None)	2	-	-	-	-	-	-
Section D9296	Glenn, Daniel	2	0	2 of 2	0 of 2	0 of 4	0 of 4	0 of 1
Section Totals for ESOL561	1 Evaluator	2	0	2 of 2	0 of 2	0 of 4	0 of 4	0 of 1
ESOL570 - Accelerated Academic English for Nonnative Speakers III	(None)	8	-	-	-	-	-	-
Section D9290	Lengyel, Kimberly	8	0	3 of 3	0 of 8	0 of 24	0 of 24	0 of 1
Section Totals for ESOL570	1 Evaluator	8	0	3 of 3	0 of 8	0 of 24	0 of 24	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ESOL571 - Content Support for ESOL 70/570	(None)	4	-	-	-	-	-	-
Section D9701	Lengyel, Kimberly	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
Section Totals for ESOL571	1 Evaluator	4	0	2 of 2	0 of 4	0 of 8	0 of 8	0 of 1
ESOL70 - Accelerated Academic English for Nonnative Speakers III	(None)	1	-	-	-	-	-	-
Section D9289	Lengyel, Kimberly	1	0	3 of 3	0 of 1	0 of 3	0 of 3	0 of 1
Section Totals for ESOL70	1 Evaluator	1	0	3 of 3	0 of 1	0 of 3	0 of 3	0 of 1
Ethnic Studies(ETHN)								
ETHN1 - Introduction To Chicano Studies	Melissa Moreno	14	-	-	-	-	-	-
ETHN11 - Introduction to Ethnic Studies	(None)	0	-	-	-	-	-	-
ETHN15 - Mexican-American History	(None)	62	-	-	-	-	-	-
Section W3334	Moreno, Melissa	29	0	3 of 3	0 of 29	0 of 87	0 of 87	0 of 1
Section W3355	Moreno, Melissa	33	0	3 of 3	0 of 33	0 of 99	0 of 99	0 of 1
Section Totals for ETHN15	2 Evaluators	62	0	3 of 3	0 of 62	0 of 186	0 of 186	0 of 2
ETHN2 - Introduction to Native American Studies	(None)	13	-	-	-	-	-	-
Section K2828	Moreno, Melissa	13	0	3 of 3	0 of 13	0 of 39	0 of 39	0 of 1
Section Totals for ETHN2	1 Evaluator	13	0	3 of 3	0 of 13	0 of 39	0 of 39	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
ETHN21 - Chicana/o and Latina/o Health Care Issues	(None)	8	-	-	-	-	-	-
ETHN30 - Survey of Chicana/o Art	(None)	0	-	-	-	-	-	-
ETHN5 - Introduction to Chicana/o Culture	(None)	0	-	-	-	-	-	-
ETHN6 - History of Race and Ethnicity in America	(None)	85	-	-	-	-	-	-
Section D9490	Moreno, Melissa	36	0	3 of 3	0 of 36	0 of 108	0 of 108	0 of 1
Section D9491	Moreno, Melissa	34	0	3 of 3	0 of 34	0 of 102	0 of 102	0 of 1
Section Totals for ETHN6	3 Evaluators	85	0	3 of 3	0 of 85	0 of 210	0 of 210	0 of 2
Geography(GEOG)								
GEOG1 - Physical Geography	(None)	11	-	-	-	-	-	-
Section W2901	Miller, Ryan	11	0	5 of 5	0 of 11	0 of 55	0 of 55	0 of 1
Section Totals for GEOG1	1 Evaluator	11	0	5 of 5	0 of 11	0 of 55	0 of 55	0 of 1
GEOG2 - Cultural Geography	(None)	0	-	-	-	-	-	-
Geology(GEOL)								
GEOL10L - Physical Geology	(None)	14	-	-	-	-	-	-
GEOL11L - Historical Geology	(None)	15	-	-	-	-	-	-
Section K2902	Sparks, Genevieve	15	0	5 of 5	0 of 15	0 of 75	0 of 75	0 of 1
Section Totals for GEOL11L	1 Evaluator	15	0	5 of 5	0 of 15	0 of 75	0 of 75	0 of 1
GEOL12 - Oceanography	(None)	17	-	-	-	-	-	-
GEOL20 - Geology of California	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
GEOL8 - Earth Science	(None)	34	-	-	-	-	-	-
GEOL8L - Earth Science Laboratory	(None)	21	-	-	-	-	-	-
General Business(GNBUS)								
GNBUS1 - Business Information Systems	(None)	0	-	-	-	-	-	-
GNBUS10 - Introduction To Business	(None)	61	-	-	-	-	-	-
GNBUS11 - Principles of Management	(None)	5	-	-	-	-	-	-
GNBUS13 - Principles of Marketing	(None)	0	-	-	-	-	-	-
GNBUS15 - Human Resource Management	(None)	0	-	-	-	-	-	-
GNBUS18 - Business Law	(None)	50	-	-	-	-	-	-
GNBUS21 - Business Communications	(None)	0	-	-	-	-	-	-
GNBUS35 - Organizational Behavior	(None)	10	-	-	-	-	-	-
GNBUS55 - Principles of Selling	(None)	0	-	-	-	-	-	-
GNBUS56 - Business Mathematics	(None)	12	-	-	-	-	-	-
GNBUS57 - Principles of Social Media Marketing	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
GNBUS58 - Principles of Customer Service	(None)	0	-	-	-	-	-	-
GNBUS59 - Entrepreneurship	(None)	9	-	-	-	-	-	-
GNBUS64 - Medical Terminology for Office Specialist	(None)	11	-	-	-	-	-	-
Section D9545	Russell, Matthew	11	0	3 of 3	0 of 11	0 of 33	0 of 33	0 of 1
Section Totals for GNBUS64	1 Evaluator	11	0	3 of 3	0 of 11	0 of 33	0 of 33	0 of 1
GNBUS65 - Medical Office Procedures	(None)	0	-	-	-	-	-	-
GNBUS66 - Medical Coding	(None)	0	-	-	-	-	-	-
GNBUS72 - Introduction to Business Information Worker	(None)	0	-	-	-	-	-	-
GNBUS74 - Business Information Professional	(None)	0	-	-	-	-	-	-
History(HIST)								
HIST11 - The World in the 20th Century	(None)	0	-	-	-	-	-	-
HIST17A - United States History	(None)	155	-	-	-	-	-	-
Section C2758	Dilley, Paul	10	0	4 of 4	0 of 10	0 of 40	0 of 40	0 of 1
Section D9615	Maguire, Daniel	21	0	4 of 4	0 of 21	0 of 84	0 of 84	0 of 1
Section Totals for HIST17A	6 Evaluators	155	0	4 of 4	97 of 155	246 of 512	142 of 512	0 of 2
HIST17B - United States History II	(None)	100	-	-	-	-	-	-
HIST29 - Women in American History	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
HIST4A - Western Civilization	(None)	30	-	-	-	-	-	-
HIST4B - Western Civilization II	(None)	0	-	-	-	-	-	-
HIST5A - World Civilization I	(None)	48	-	-	-	-	-	-
Section D9363	Jardine, Christian	24	0	4 of 4	0 of 24	0 of 96	0 of 96	0 of 1
Section Totals for HIST5A	2 Evaluators	48	0	4 of 4	0 of 48	0 of 96	0 of 96	0 of 1
HIST5B - World Civilizations II	(None)	0	-	-	-	-	-	-
HIST8 - California History	(None)	0	-	-	-	-	-	-
Health Education(HLTH)								
HLTH1 - Health and Life Style Choices	(None)	69	-	-	-	-	-	-
HLTH13 - Nutrition and Life Fitness	(None)	0	-	-	-	-	-	-
Humanities(HUMAN)								
HUMAN10 - Introduction To Western Humanities	(None)	40	-	-	-	-	-	-
HUMAN11 - Art, Literature, and Music in Humanities	(None)	0	-	-	-	-	-	-
Human Services(HUSEV)								
HUSEV10 - Introduction To Human Services	(None)	0	-	-	-	-	-	-
HUSEV11 - Understanding Diverse Populations	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
HUSEV20 - Introduction To Chemical Dependency Studies	(None)	11	-	-	-	-	-	-
Section D9704	Lawson, Tonya	11	0	3 of 3	0 of 11	0 of 33	0 of 33	0 of 1
Section Totals for HUSEV20	1 Evaluator	11	0	3 of 3	0 of 11	0 of 33	0 of 33	0 of 1
HUSEV21 - Introduction to Physiological and Psychological Effects of Drug Abuse	(None)	7	-	-	-	-	-	-
Section D9962	Gearhart, Page	7	0	3 of 3	0 of 7	0 of 21	0 of 21	0 of 1
Section Totals for HUSEV21	1 Evaluator	7	0	3 of 3	0 of 7	0 of 21	0 of 21	0 of 1
HUSEV22 - Addiction Development and Progression	(None)	0	-	-	-	-	-	-
HUSEV23 - Legal and Ethical Aspects of Human Services	(None)	0	-	-	-	-	-	-
HUSEV24 - Introduction to Case Management	(None)	24	-	-	-	-	-	-
HUSEV25 - Basic Counseling and Theory	(None)	0	-	-	-	-	-	-
HUSEV26A - Introduction to Supervised Field Work Practicum	(None)	0	-	-	-	-	-	-
HUSEV26B - Advanced Supervised Field Work Practicum	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
HUSEV27 - Introduction to Professional and Personal Growth	(None)	17	-	-	-	-	-	-
HUSEV28 - Skills and Techniques of Group Counseling	(None)	0	-	-	-	-	-	-
HUSEV30 - Adult Children of Alcoholics	(None)	9	-	-	-	-	-	-
Section D9903	Wilson, Stephanie	9	0	3 of 3	0 of 9	0 of 27	0 of 27	0 of 1
Section Totals for HUSEV30	1 Evaluator	9	0	3 of 3	0 of 9	0 of 27	0 of 27	0 of 1
HUSEV31 - Family Treatment Approaches	(None)	0	-	-	-	-	-	-
HUSEV32 - Relationship Addiction/Co-Dependency	(None)	0	-	-	-	-	-	-
HUSEV34 - Gender Differences Related To Substance Abuse	(None)	0	-	-	-	-	-	-
HUSEV35 - Addiction and Domestic Violence	(None)	0	-	-	-	-	-	-
HUSEV36 - Chemical Dep Prevention in Our Schools	(None)	0	-	-	-	-	-	-
Learning Assistance(LEARN)								
LEARN502 - Academic Assistance & Tutoring	(None)	1	-	-	-	-	-	-
Section K2123	Jones, Gina	1	0	4 of 4	0 of 1	0 of 4	0 of 4	0 of 1
Section Totals for LEARN502	1 Evaluator	1	0	4 of 4	0 of 1	0 of 4	0 of 4	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
LEARN520 - Beginning Basic Academic Skills	(None)	18	-	-	-	-	-	-
LEARN521 - Intermediate Basic Academic Skills	(None)	13	-	-	-	-	-	-
LEARN530 - Fundamentals of Composition	(None)	0	-	-	-	-	-	-
LEARN574 - Arithmetic for College	(None)	0	-	-	-	-	-	-
Library Science(LIBSC)								
LIBSC1 - Basic Research Skills	(None)	11	-	-	-	-	-	-
Mathematics(MATH)								
MATH101 - Elementary Algebra	(None)	19	-	-	-	-	-	-
MATH111 - Prealgebra	(None)	0	-	-	-	-	-	-
MATH15 - Concepts and Structures of Mathematics	(None)	0	-	-	-	-	-	-
MATH1A - Single Variable Calculus I -- Early Transcendentals	(None)	37	-	-	-	-	-	-
Section D9326	Lanier, Shawn	32	0	3 of 3	0 of 32	0 of 96	0 of 96	0 of 1
Section Totals for MATH1A	2 Evaluators	37	0	3 of 3	2 of 37	6 of 111	9 of 111	0 of 1
MATH1B - Single Variable Calculus II - Early Trans	(None)	14	-	-	-	-	-	-
MATH1C - Multivariable Calculus	(None)	38	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section D9328	Lanier, Shawn	38	0	3 of 3	0 of 38	0 of 114	0 of 114	0 of 1
Section Totals for MATH1C	1 Evaluator	38	0	3 of 3	0 of 38	0 of 114	0 of 114	0 of 1
MATH2 - Ordinary Differential Equations	(None)	15	-	-	-	-	-	-
Section D9329	Lanier, Shawn	15	0	5 of 5	0 of 15	0 of 75	0 of 75	0 of 1
Section Totals for MATH2	1 Evaluator	15	0	5 of 5	0 of 15	0 of 75	0 of 75	0 of 1
MATH20 - College Algebra	(None)	44	-	-	-	-	-	-
Section D9330	Lanier, Shawn	34	0	3 of 3	0 of 34	0 of 102	0 of 102	0 of 1
Section Totals for MATH20	2 Evaluators	44	0	3 of 3	6 of 44	12 of 132	18 of 132	0 of 1
MATH21 - Plane Trigonometry	(None)	30	-	-	-	-	-	-
MATH3 - Linear Algebra	(None)	0	-	-	-	-	-	-
MATH52 - Intermediate Algebra	(None)	24	-	-	-	-	-	-
MATH58 - Mathematics for Everyday Living	(None)	27	-	-	-	-	-	-
Section K2569	Pyzer, Joel	27	0	4 of 4	0 of 27	0 of 108	0 of 108	0 of 1
Section Totals for MATH58	1 Evaluator	27	0	4 of 4	0 of 27	0 of 108	0 of 108	0 of 1
MATH9 - Calculus for Business, Social and Life Sciences	(None)	26	-	-	-	-	-	-
Music(MUSIC)								
MUSIC10 - Music Fundamentals	(None)	0	-	-	-	-	-	-
MUSIC12 - Jazz Appreciation	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
MUSIC15 - Popular Music in The United States	(None)	35	-	-	-	-	-	-
MUSIC16 - World Music	(None)	15	-	-	-	-	-	-
MUSIC3 - Music Appreciation	(None)	0	-	-	-	-	-	-
Nutrition(NUTR)								
NUTR10 - Principles of Nutrition	(None)	91	-	-	-	-	-	-
Section D9319	Kowalske, Kristen	31	0	5 of 5	0 of 31	0 of 155	0 of 155	0 of 1
Section Totals for NUTR10	3 Evaluators	91	0	5 of 5	53 of 91	265 of 455	35 of 455	0 of 1
Physical Education(PE)								
PE1.27 - Fitness Walking/Jogging	(None)	0	-	-	-	-	-	-
Philosophy(PHIL)								
PHIL1 - Introduction To Philosophy	(None)	17	-	-	-	-	-	-
PHIL12 - Critical Thinking	(None)	0	-	-	-	-	-	-
PHIL2 - Ethics	(None)	0	-	-	-	-	-	-
PHIL20 - World Religions	(None)	18	-	-	-	-	-	-
Physics(PHYS)								
PHYS2A - General Physics	(None)	16	-	-	-	-	-	-
Section D9901	Shaukat, Abrar	16	0	2 of 2	0 of 16	0 of 32	0 of 32	0 of 1
Section Totals for PHYS2A	1 Evaluator	16	0	2 of 2	0 of 16	0 of 32	0 of 32	0 of 1
PHYS2B - General Physics	(None)	11	-	-	-	-	-	-
Section D9372	Shaukat, Abrar	11	0	2 of 2	0 of 11	0 of 22	0 of 22	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section Totals for PHYS2B	1 Evaluator	11	0	2 of 2	0 of 11	0 of 22	0 of 22	0 of 1
PHYS3A - General Physics Laboratory	(None)	16	-	-	-	-	-	-
Section D9902	Shaukat, Abrar	16	0	2 of 2	0 of 16	0 of 32	0 of 32	0 of 1
Section Totals for PHYS3A	1 Evaluator	16	0	2 of 2	0 of 16	0 of 32	0 of 32	0 of 1
PHYS3B - General Physics Laboratory	(None)	10	-	-	-	-	-	-
Section D9378	Shaukat, Abrar	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1
Section Totals for PHYS3B	1 Evaluator	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1
PHYS4A - Mechanics	(None)	16	-	-	-	-	-	-
Section D9437	Shaukat, Abrar	16	0	3 of 3	0 of 16	0 of 48	0 of 48	0 of 1
Section Totals for PHYS4A	1 Evaluator	16	0	3 of 3	0 of 16	0 of 48	0 of 48	0 of 1
PHYS4B - Electromagnetism	(None)	0	-	-	-	-	-	-
PHYS4C - Thermodynamics, Light, and Modern Physic	(None)	0	-	-	-	-	-	-
Plant Science(PLSCI)								
PLSCI12 - California Water	(None)	9	-	-	-	-	-	-
PLSCI20L - Principles of Plant Science	(None)	69	-	-	-	-	-	-
Section W3069	Castro, Raven	18	0	2 of 2	0 of 18	0 of 36	0 of 36	0 of 1
Section Totals for PLSCI20L	5 Evaluators	69	0	2 of 2	31 of 69	62 of 100	2 of 100	0 of 1
PLSCI21 - Fertilizers and Plant Nutrition	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
PLSCI22L - Introduction To Soils	(None)	8	-	-	-	-	-	-
Section H2349	Frederick, Casey	8	0	1 of 1	0 of 8	0 of 8	0 of 8	0 of 1
Section Totals for PLSCI22L	1 Evaluator	8	0	1 of 1	0 of 8	0 of 8	0 of 8	0 of 1
PLSCI25 - Field and Vegetable Crops	(None)	0	-	-	-	-	-	-
PLSCI30 - Principles of Pest Management	(None)	8	-	-	-	-	-	-
PLSCI31 - Introduction To Sustainable Agriculture	(None)	0	-	-	-	-	-	-
PLSCI32 - Plant Protection Materials	(None)	0	-	-	-	-	-	-
PLSCI33 - Weed Science	(None)	0	-	-	-	-	-	-
PLSCI34 - Introduction to Plant Pathology	(None)	0	-	-	-	-	-	-
Political Science(POLSC)								
POLSC1 - Introduction To American Government	(None)	100	-	-	-	-	-	-
Section D9641	Arambula, Raul	33	0	4 of 4	0 of 33	0 of 132	0 of 132	0 of 1
Section D9643	Spaulding, Hallie	32	0	4 of 4	0 of 32	0 of 128	0 of 128	0 of 1
Section Totals for POLSC1	3 Evaluators	100	0	4 of 4	35 of 100	140 of 400	0 of 400	0 of 2
POLSC2 - Introduction to Political Theory	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
POLSC3 - Comparative Government and Politics	(None)	0	-	-	-	-	-	-
Psychology(PSYCH)								
PSYCH12 - Human Sexuality & Sexual Behavior	(None)	39	-	-	-	-	-	-
PSYCH1A - General Psychology	(None)	172	-	-	-	-	-	-
PSYCH22 - Social Psychology	(None)	0	-	-	-	-	-	-
PSYCH31 - Psychology of Gender	(None)	0	-	-	-	-	-	-
PSYCH33 - Personal and Social Adjustment	(None)	29	-	-	-	-	-	-
Section D9761	Sasano, Todd	29	0	2 of 2	0 of 29	0 of 58	0 of 58	0 of 1
Section Totals for PSYCH33	1 Evaluator	29	0	2 of 2	0 of 29	0 of 58	0 of 58	0 of 1
PSYCH41 - Lifespan Development	(None)	139	-	-	-	-	-	-
Section D9733	Sasano, Todd	37	0	2 of 2	0 of 37	0 of 74	0 of 74	0 of 1
Section Totals for PSYCH41	4 Evaluators	139	0	2 of 2	102 of 139	204 of 278	0 of 278	0 of 1
PSYCH46 - Abnormal Psychology	(None)	30	-	-	-	-	-	-
PSYCH7 - Research Methods in Psychology	(None)	0	-	-	-	-	-	-
Sign Language(SIGN)								
SIGN1 - Sign Language Studies I	(None)	26	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
SIGN2 - Sign Language Studies II	(None)	7	-	-	-	-	-	-
SIGN3 - Sign Language Studies III	(None)	0	-	-	-	-	-	-
Sociology(SOCIL)								
SOCIL1 - Introduction To Sociology	(None)	137	-	-	-	-	-	-
SOCIL10 - Sociology of Marriage and Family	(None)	17	-	-	-	-	-	-
SOCIL2 - Social Problems	(None)	25	-	-	-	-	-	-
SOCIL5 - Sociology of Race and Ethnicity	(None)	17	-	-	-	-	-	-
SOCIL6 - Sociology of Sex and Gender	(None)	0	-	-	-	-	-	-
SOCIL8 - Social Science Research Methods	(None)	0	-	-	-	-	-	-
Spanish(SPAN)								
SPAN1 - Elementary Spanish I	(None)	32	-	-	-	-	-	-
Section H2713	Barela, Eva	21	0	3 of 3	0 of 21	0 of 63	0 of 63	0 of 1
Section K2711	Churchill, Jabez	11	0	3 of 3	0 of 11	0 of 33	0 of 33	0 of 1
Section Totals for SPAN1	2 Evaluators	32	0	3 of 3	0 of 32	0 of 96	0 of 96	0 of 2
SPAN2 - Elementary Spanish II	(None)	10	-	-	-	-	-	-
Section H2714	Barela, Eva	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1
Section Totals for SPAN2	1 Evaluator	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
SPAN20A - Spanish for Spanish Speakers I	(None)	10	-	-	-	-	-	-
SPAN20B - Spanish for Spanish Speakers II	(None)	8	-	-	-	-	-	-
Speech(SPECH)								
SPECH1 - Public Speaking	(None)	79	-	-	-	-	-	-
Section W1991	Turney, Nicholas	28	0	4 of 4	0 of 28	0 of 112	0 of 112	0 of 1
Section W1992	Turney, Nicholas	26	0	4 of 4	0 of 26	0 of 104	0 of 104	0 of 1
Section W1993	Nucum, Dinah	25	0	4 of 4	0 of 25	0 of 100	0 of 100	0 of 1
Section Totals for SPECH1	3 Evaluators	79	0	4 of 4	0 of 79	0 of 316	0 of 316	0 of 3
SPECH13 - Introduction to Communication Studies	(None)	0	-	-	-	-	-	-
SPECH14 - Persuasion	(None)	0	-	-	-	-	-	-
SPECH15 - Business and Professional Communication	(None)	0	-	-	-	-	-	-
SPECH16 - Gender, Sexual Identity, and Communication	(None)	0	-	-	-	-	-	-
SPECH2 - Oral Interpretation of Literature	(None)	0	-	-	-	-	-	-
SPECH3 - Argumentation and Critical Thinking	(None)	0	-	-	-	-	-	-
SPECH6 - Small Group Communication	(None)	55	-	-	-	-	-	-
Section W1987	Turney, Nicholas	29	0	3 of 3	0 of 29	0 of 87	0 of 87	0 of 1

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
Section W1989	Paez, Alexander	26	0	3 of 3	0 of 26	0 of 78	0 of 78	0 of 1
Section Totals for SPECH6	2 Evaluators	55	0	3 of 3	0 of 55	0 of 165	0 of 165	0 of 2
SPECH7 - Interpersonal Communication	(None)	96	-	-	-	-	-	-
SPECH8 - Intercultural Communication	(None)	8	-	-	-	-	-	-
Section W1968	Nucum, Dinah	8	0	2 of 2	0 of 8	0 of 16	0 of 16	0 of 1
Section Totals for SPECH8	1 Evaluator	8	0	2 of 2	0 of 8	0 of 16	0 of 16	0 of 1
Statistics(STAT)								
STAT1 - Introduction To Statistical Methods	(None)	317	-	-	-	-	-	-
Section C1163	Pyzer, Joel	11	0	4 of 4	0 of 11	0 of 44	0 of 44	0 of 1
Section C1164	Pyzer, Joel	13	0	4 of 4	0 of 13	0 of 52	0 of 52	0 of 1
Section D9897	Pyzer, Joel	24	0	4 of 4	0 of 24	0 of 96	0 of 96	0 of 1
Section Totals for STAT1	17 Evaluators	317	0	4 of 4	257 of 317	955 of 1268	121 of 1268	0 of 3
STAT100 - Algebra Support for Introduction to Statistical Methods	(None)	47	-	-	-	-	-	-
Section C1166	Pyzer, Joel	10	0	2 of 2	0 of 10	0 of 20	0 of 20	0 of 1
Section D9896	Pyzer, Joel	6	0	2 of 2	0 of 6	0 of 12	0 of 12	0 of 1
Section Totals for STAT100	6 Evaluators	47	0	2 of 2	28 of 47	55 of 94	7 of 94	0 of 2
Theatre Arts(THART)								
THART1 - Theatre Appreciation	(None)	0	-	-	-	-	-	-
THART11A - Introduction To Acting	(None)	0	-	-	-	-	-	-

Course or Section	Course Coordinators or Evaluators	Enrolled Students	SLO Assessment					Completed Assessments
			Planned SLOs	CSLOs Assessed	Students Scored	Total Scores for All Assessments	N/A Scores for All Assessments	
THART33 - History of Film	(None)	0	-	-	-	-	-	-
THART34 - Introduction To Film	(None)	33	-	-	-	-	-	-
Section K2774	Tomlinson, John	3	0	1 of 1	0 of 3	0 of 3	0 of 3	0 of 1
Section Totals for THART34	2 Evaluators	33	0	1 of 1	23 of 33	23 of 33	7 of 33	0 of 1
Welding(WELD)								
WELD51 - Introduction To Arc Welding (SMAW)	(None)	52	-	-	-	-	-	-
Section K3323	Wieman, Daniel	21	0	2 of 2	0 of 21	0 of 42	0 of 42	0 of 1
Section W3163	(None)	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
Section W3175	(None)	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
Section W3176	(None)	2	0	2 of 2	0 of 2	0 of 4	0 of 4	0 of 1
Section W3178	(None)	1	0	2 of 2	0 of 1	0 of 2	0 of 2	0 of 1
Section Totals for WELD51	3 Evaluators	52	0	2 of 2	14 of 52	28 of 80	0 of 80	0 of 5
WELD52 - Oxy-Acetylene Welding	(None)	0	-	-	-	-	-	-
WELD53 - Advanced Arc Welding	(None)	0	-	-	-	-	-	-
WELD54 - GMAW/GTAW Production Welding	(None)	0	-	-	-	-	-	-
WELD55 - Structure Design and Fabrication	(None)	6	-	-	-	-	-	-
WELD56 - Structural Steel and Flux Cored Arc Weld	(None)	0	-	-	-	-	-	-
WELD57 - Agriculture Welding	(None)	0	-	-	-	-	-	-

Brief on WCC EMT Passage Rates

We've grown the program enrollments and have had new instructors that are developing their skills in these classes. Next year we are implementing 1-hour a week of scheduled tutoring right after class to help increase first time course success rates and national registry pass rates.

In comparing our pass rates to the national averages in the table below, 78% is still above average performance. We know that some of our students may eventually pass after they take the exam a second or third time, but our base pass rate is above the national averages for first and second attempts and on par for third.

National Data from the National Registry of Emergency Medical Technicians

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
86235	69% (59521)	78% (67657)	79% (67977)	0% (25)	21% (18233)	0% (0)

Data Definitions:

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third, fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

Pass/Fail Report

Report Date: 3/26/2020 10:27:00 PM
Report Type: Program Report (CA-65029)
Registration Level: EMT
Course Completion Date: 1st Quarter 2018 to 1st Quarter 2020
Training Program: Woodland Community College EMT Program (CA-65029)

Attempted The Exam	First Attempt Pass	Cumulative Pass Within 3 Attempts	Cumulative Pass Within 6 Attempts	Failed All 6 Attempts	Eligible For Retest	Did Not Complete Within 2 Years
39	82% (32)	92% (36)	92% (36)	0% (0)	8% (3)	0% (0)

Attempted the exam: Number of graduates that make at least one attempt at the exam.

First attempt pass: Number and percent of those who attempt the exam that pass on the first attempt.

Cumulative pass within 3 attempts: Number and percent of those who attempt the exam who pass on the first, second, or third attempt.

Cumulative pass within 6 attempts: Number and percent of those who attempt the exam who pass on the first, second, third, fourth, fifth, or sixth attempt.

Failed all 6 attempts: Number and percent of those who fail the exam six times.

Eligible for retest: Number and percent of those who failed their last attempt, but remain eligible for retest (less than six attempts, less than two years from course completion.)

Did not complete within 2 years: Number and percent of those who fail their last attempt and are no longer eligible for retest (more than two years from course completion.)

Substantive Change Proposal

Change in Mode of Delivery

Distance Education

Date of Inquiry: 1/21/2022

Anticipated Start Date: 3/15/2022

Institution Name: Woodland Community College

Address: 2300 East Gibson Road

City: Woodland

State: CA

Zip: 95776

ALO Name: Kasey Gardner, VP of Instruction

Telephone: 530-661-4222

Email: kgardner@yccd.edu

Title of Application and description of Proposal: Initial Distance Education Approval [\[1.1\]](#)

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Describe the planning process used to determine the rationale and need to offer programs through distance education.
<p>In the quality focus essay portion of the 2018 ISER, the college identified distance education as a key strategic driver of student access and success in a largely rural service area. Unit program reviews, college strategic plans, and dialogue across campus recognized the need to grow distance education offerings— as fully online, hybrid, and point-to-point modalities where students attend a physical site and participate instruction by video link.</p> <p>The college's Covid-19 pandemic response demonstrated that many of the college's programs could be delivered via distance education. Furthermore, there is utility for students to offer some programs at 50% or more distance education even as the instructional restrictions wane. Instructional professional development, increased availability of technology to students, and creative scheduling have combined to drive dialogue and a desire to move more of the college's programs to distance education.</p>
Describe how the change is consistent with the mission and goals of the institution.
<p>The current mission of Woodland Community College is to provide quality degrees, career certificates, transfer programs, and life-long skills.</p> <p>In 2022, students are expressing an increased interest in taking courses online to meet geographical or time constraints in their schedules. In our expansive rural service area, distance</p>

education serves as an important element of access to allow students from all the counties we serve to enroll in our programs. The consolidation of enrollment in some online programs would allow us to continue to offer that program as in some cases individual programs would not have sufficient students to be economically viable at every educational site.
What is the expected impact of this change? What benefits will result from this change?
When approved, this approval will allow us to begin to schedule and promote our online programs across our service area with students and the California Virtual Campus. Ideally, it would result in increasing enrollment and student completion as we expand access in the service area.
Describe how DE programs will be incorporated into the college's integrated planning processes.
At the department level, our faculty and student services units already integrate requests for distance education needs in program review [1.2]. Our college distance education committee, and district technology committees, provide oversight and support for our plans [1.3] [1.4] [1.5]. Our institutional effectiveness office in conjunction with the deans monitor the collection of SLO data and review it, including by modality, for areas of investment and improvement. The district Board of Trustees reviews distance education enrollments, completion, and success by ethnicity during their annual distance education report in January [1.22] [1.23] [1.24] [1.25].

Standard II: Student Learning Programs and Support Services

Describe how the institution will ensure that "regular and effective interaction" occurs between students and instructors.
All Woodland Community College faculty complete an online instructor training course prior to teaching their first distance education assignments. In this course, the regulatory basis and best practices for substantive interaction are reviewed. Instructor must submit a substantive interaction rubric for courses they teach online which documents the means on the interaction expected with students [1.20] [1.11]. As a member of the California Virtual Campus (CVC-OEI), the college is also building capacity in Peer Online Course Review (POCR) [1.26] [1.21]. College courses are currently in the final stages of being normed with the CVC and then reviews will be brought to scale with all online courses. While under review at the time of this application, the college's distance education handbook has also served as a resource for faculty to meet all distance education requirements [1.3] [1.6] [1.7] [1.8] [1.10]. The new version of the handbook includes a set of protocols for how the college can monitor and ensure that substantive interaction is occurring in courses.
Describe the comparable programs, services and activities which will support distance education students (tutoring, learning resources, counseling and advising, etc.).

Students who enroll in online classes, even if they never come to campus, can take advantage of the college's portfolio of support programs. Even prior to the pandemic, the college's Student Success Center offered online subject tutoring via video link to student tutors.

During the response to the pandemic, all academic and student support services developed online versions of their services. This includes library curbside pick-up of library and technology materials, research consultations from the library, counseling, even assistance with the application and financial aid.

Students can even pick up a Chromebook or hotspot from the campus if access is a barrier, or use college soft spaces which have re-opened to work on online courses.

Standard III: Resources

Human Resources:
Please describe the staffing plan to support the DE program.
<p>The college supports online instruction via a distance education coordinator (20%) [1.13], the distance education committee [1.9], district technology leadership, administrative support, curriculum support from the curriculum faculty chairs, and a 1.0 FTE instructional design resource faculty [1.14].</p> <p>The college's bargaining agreements also feature financial compensation for faculty who teach distance education courses, targeted toward the additional work of training and preparing for an online course [1.12].</p> <p>The college has also added agreements with vendors for video production, captioning, and a number of instructional integrations listed earlier to support instruction [1.28].</p>
Financial Resources
Describe the impact on institutional finances, including a budget showing evidence those resources (including physical, technology and equipment, if appropriate) are available and committed to support the change.
<p>The salary figures for the above referenced staffing levels are the largest investment from the college financially in distance education. All the staffing is financed from ongoing general fund allocations, although one-time and soft money are used in some vendor agreements. The total general fund commitment is about \$250,000 a year total.</p> <p>Hardware and learning management system expenses are supported at the district level. While needed, we have not yet been able to establish a replacement cycle for campus hardware.</p>
Describe the technology infrastructure that supports the offerings of DE, including how the institution confirms student authentication.
<p>Students have access to Distance Education courses via the Canvas learning management system, accessed through our PortalGuard Single Sign On portal. Students are automatically connected to</p>

their sections through a data integration between Canvas and Colleague, our student information system.

Within Canvas, we offer instructors LTI integrations to third-party applications like Labster, Canvas Studio, ConexEd, Cengage Mindlinks, ConferZoom, Follett Discover, Turn-it-in and other publisher-based resources.

We also have secure lock-down platforms for instructors who would like secure online testing environments through Proctorio and Respondus Lockdown.

Standard IV: Leadership and Governance

What leadership and governance oversight exists to ensure the continued academic quality and institutional effectiveness are maintained and sustained?

The instructional deans, disciple faculty, faculty coordinators, resource faculty member, and academic senate provide the leadership on academic quality and institutional effectiveness [\[1.15\]](#) [\[1.16\]](#) [\[1.17\]](#) [\[1.18\]](#) [\[1.19\]](#) [\[1.21\]](#). The distance education committee and the district technology committee [\[1.27\]](#) provide primary governance oversight, the academic senate and Board of Trustees also receive regular updates on distance education [\[1.22\]](#) [\[1.23\]](#) [\[1.25\]](#).

Evidence

Please include documentation that will help the Committee understand the process by which the change was developed, such as former and proposed mission and/or objectives, summary of discussions with campus constituents (Board of Trustees, Academic Senate, students, community members), curriculum committee minutes, strategic plans, financial plans, copies of Board minutes, as appropriate, copies of draft legal documents dealing with matters of facilities and other institutional property, as appropriate. Please include any state and/or federal approvals, as appropriate. Please include state or other legislative approvals, as appropriate.

Evidence Appendix

Evidence	Description	Link
Application Form	Substantive Change Inquiry Form for WCC with Program List	[1.1]
WCC Distance Education Plan	Distance Education Plan – 10/19/2021	[1.2]
DE Committee Minutes	Minutes from Distance Education Committee on 2/16/21	[1.3]
DE Committee Minutes	Minutes from Distance Education Committee on 3/2/21	[1.4]
DE Committee Minutes	Minutes from Distance Education Committee on 10/19/21	[1.5]
Agenda Item from DE Committee Agenda	Item 2.09 Handbook Revision Project Update with Handbook proposed timeline	[1.6]
WCC DE Handbook 2018	WCC DE Handbook – Revised November 2018	[1.7]
WCC DE Proposed Handbook Outline	Proposed outline for revised DE Handbook	[1.8]
Operating Agreement	WCC Distance Education Committee Operating Agreement	[1.9]
Draft DE Handbook	Draft WCC Handbook – Canvas Site	[1.10]
REC Rubric	Substantive, Regular, and Effective Contact Plan Form	[1.11]
FAYCCD Article 10	Section 10.2.2 from Faculty Association of Yuba Community College District CBA – Distributive Education	[1.12]
Job Description	Distance Education Coordinator	[1.13]
Job Description	Instructional Design Resource Faculty	[1.14]
Academic Senate Minutes	Minutes from WCC Academic Senate Meeting on 3/12/21	[1.15]
Academic Senate Minutes	Minutes from WCC Academic Senate Meeting on 5/14/21	[1.16]
Academic Senate Minutes	Minutes from WCC Academic Senate Meeting on 10/22/21	[1.17]
DE Committee Minutes	Minutes from Distance Education Committee on 9/21/21	[1.18]
Instructional Design Update	Instructional Design Update to DE Committee – August 2021 – Faculty Support Plan	[1.19]
DE Presentation	DE Presentation at WCC Town Hall Meeting – April 2020	[1.20]
DE Update to Academic Senate	DE Update to WCC Academic Senate – March 2021	[1.21]
Board Meeting Agenda Item	Agenda Item 11.02 at Regular Board Meeting August 2020 – DE Report	[1.22]
DE Update to Board of Trustees	DE Presentation to YCCD Board of Trustees – August 2020	[1.23]
Board Meeting Agenda Item	Agenda Item 11.02 at Regular Board Meeting August 2021 – DE Report	[1.24]
DE Update to Board of Trustees	DE Presentation to YCCD Board of Trustees – August 2021	[1.25]
CVC Board Presentation	California Virtual Campus Exchange Presentation – May 2021	[1.26]
District Technology Committee Minutes	Meeting Minutes from District Technology Committee – April 2021	[1.27]
Vendor Contract with Davis Media Access	Agreement for Services with Davis Media Access to provide weekly support hours for WCC's eLearning Studio in order to create high-impact educational media for courses that optimizes learning and supports student success	[1.28]

Substantive Change Inquiry Form for Woodland Community College

ACCJC Sub Change <substantivechange@accjc.org>

Tue 10/26/2021 4:11 PM

To: Kasey Gardner <kgardner@yccd.edu>



CAUTION EXTERNAL SENDER: This email originated from a sender outside YCCD. Do not click on any links or open any attachments unless you know the sender and are expecting the email.

Institution's Information

Institution Name:

Woodland Community College

Institution Address:

2300 East Gibson Road

Woodland, CA 95776

United States

[Map It](#)

Accreditation Liaison Officer's Contact Information

Name:

Mr. Kasey Gardner

Email:

kgardner@yccd.edu

Phone Number:

5306614222

Type of Substantive Change

Anticipated Start Date:

01/18/2022

Please select the type of change that applies to your Substantive Change Inquiry below:

Initial Distance Education Approval

Initial Distance Education Approval

Title of Program(s):

- Academic Preparedness and Career Development Certificate
- Accounting AS
- Accounting Certificate
- Administration of Justice AST
- Agriculture Animal Science AST
- Agriculture Business Certificate
- Agriculture Plant Science AST
- Agricultural Research Technician Certificate
- Agricultural Science AS
- Anthropology AST
- Baking Certificate

- Basic Academic Skills (Noncredit Certificate)
- Biology AST
- Business Administration AST
- Business Computer Applications Basics (Noncredit Certificate)
- Business Information Professional AS
- Business Information Worker - Administrative Assistant Certificate
- Business Information Worker - Clerical Certificate
- Business Management AS
- Business Management Certificate
- Chemical Dependency Counselor AS
- Chemical Dependency Counselor Certificate
- Chemistry AST
- Chicano Studies AA
- Child and Adolescent Development AAT
- Child Development Associate Teacher Certificate
- Child Development Master Teacher Certificate
- Child Development Teacher Certificate
- College Success Certificate
- Communication Studies AAT
- Corrections AS
- CSU GE Breadth Certificate
- Culinary Arts AA
- Culinary Arts Certificate
- Drinking Water and Wastewater Technology AS
- Drinking Water and Wastewater Technology Certificate
- Early Childhood Education AS
- Early Childhood Education AST
- Economics AAT
- English AAT
- Entrepreneurship Certificate
- Environmental Horticulture AS
- Environmental Horticulture Certificate
- Foundational English Skills (Noncredit Certificate)
- Geology AS
- Geology AST
- History AAT
- Human Services AS
- IGETC Certification
- Infant and Toddler Certificate
- Intermediate English Skills (Noncredit Certificate)
- Law Enforcement AS
- Law, Public Policy, and Society AAT
- Mathematics AST
- Medical Office Specialist Certificate
- Natural Sciences AS
- Nutrition and Dietetics AST
- Plant Protection Certificate
- Political Science AAT
- Pre-Health Occupations AS
- Psychology AAT
- School Age Children Certificate
- Social and Behavioral Sciences AA
- Social Justice Studies AAT
- Social Science AA
- Sociology AAT
- Spanish AAT
- Sustainable Agriculture Certificate

Will 50% or more of courses (including GE) be offered via distance education?

Yes

Certification of Inquiry

Date:

10/26/2021

Signature:

Kasey Gardner

Woodland Community College
Update on Distance Education Plan
Adopted April, 2017
(Following Two IEPI Meetings with WCC Stakeholders)
August 2, 2017- October 1, 2021

A. Distance Learning: Training/ Certification

Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status as of October 2017	Status as of October 2021
<p>1. Create a "Culture of Canvas" for all classes.</p> <p>2. Ensure that DE faculty meet ADA and OEI rubric compliance, through faculty trainings and ongoing professional development.</p> <p>3. Ensure that DE students are prepared to take courses in online/hybrid or broadcast modality.</p>	<p>1.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p> <p>2.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p> <p>3.1 – DE Committee, Academic Senate, Instructional Designer/Technologist</p>	<p>1 – May 2017 and ongoing</p> <p>2.1 – August 2017</p> <p>3.1 – January 2018</p>	<p>1. Create formal job description for Instructional Designer/Technologist.</p> <p>2. Hire Instructional Designer/Technologist.</p> <p>3. Re-evaluate DE Coordinator MOU and revise as needed.</p> <p>4. Implement faculty training and professional development to ensure that faculty meet ADA compliance and OEI standards. (Objective 2)</p> <p>5. Develop/implement student readiness self-evaluations and training materials for online and broadcast education.</p>	<p>1. Measure of progress will be formal job description created.</p> <p>2. Hiring of Instructional Designer/Technologist</p> <p>3. Extended or revised DE Coordinator MOU</p> <p>4. Distance Learning faculty trained and courses meet OEI standards and ADA compliance.</p> <p>5a. Student access to self-evaluation, training, and informational materials for DE modalities</p> <p>5b Increased retention and success rates corresponding with more training of faculty and students</p>	<p>A. Distance Learning Training Certification is in progress; 38 faculty have received training between Fall of 2016 and Spring of 2017. Two additional faculty were certified in Fall of 2017, but are not on the list of those trained.</p> <p>A.1 A DE Committee created a formal job description to hire an Instructional Designer.</p> <p>A.2 The Board approved the hiring of an Instructional Designer on October 12, 2017.</p> <p>A.3 Evaluation of DE Coordinator MOU is planned for the evaluation cycle in March 2018.</p> <p>A.4 . Three faculty and one instructional assistant participated in an online teaching conference in Anaheim. Curriculum Committee and DE Committee adopted OEI rubric for DE courses. The DE Committee has completed OEI rubric to be used in the evaluation of DE courses. Faculty training for ADA compliance for DE faculty was held in August 2017; all DE faculty are not yet trained.</p> <p>A.5. Piloted student readiness self-evaluation with one math class. DE Committee will continue to work with Student Success Center for the development of training materials.</p>	<p>1. Most WCC Courses now use Canvas. (Objective 1)</p> <p>2. 17 CVC-OEI course reviews completed by new Instructional Designer spring 2018. (Objective 2)</p> <p>3. Since the hire of the Instructional Designer, faculty have had regular opportunities during professional development weeks and during the academic year to complete accessibility and regular and effective contact training. (Objective 2)</p> <p>4. Established Peer Online Course Review Team (POCR) as part of CVC Consortium membership. The POCR team has reviewed X courses locally and is in the process of norming it's first three courses with the CVC.</p> <p>5. The Instructional Designer created a self-enroll Canvas course "Orientation to Online Learning @ WCC." 2019-2020= 311 Users; 2020-Oct. 2021= 1,273 Users.</p>

B. Distance Learning: Student Services and Academic Support

Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status as of October 2017	Status as of October 2021
1. Provide comprehensive online counseling and tutoring.	1.1 – DE Committee with Counseling, Student Success Center, Dean of Student Services, Dean of Student Success	1.1 – May 2018	1. Research options for online tutoring and counseling; make recommendations to President through vetting process; and implement both online services.	1.1 Comprehensive online counseling and tutoring established 1.1 Increase in successful course completion for DE students	B. Distance learning Student Services and Academic Support are incorporated in two year SSSP, SEP and BSI integrated plan for 2017-2019.	1. WCC initiated a contract with Conexed/Cranium Café for online counseling platform 2019. As of spring 2020, online counseling is regularly provided to students. Online tutoring has been offered to WCC students since spring 2018 through Zoom.
2. Expand online access to library services and academic success workshops for DE students.	2.1 – Librarian, Dean of Student Success, DE Committee	2.1 – May 2018	2. Evaluate options for students to schedule meetings with librarian (appointments can already be scheduled online in the portal), and implement at least one.	2.1 Expanded hours of services for counseling, tutoring, library resources, and proctoring 2.2 100% of existing face-to-face academic success workshops converted to online modality	B.1 Research on options for online tutoring and counseling is continuing. Online tutoring piloted in Spring, 2017 between Woodland campus site and Colusa using Skype. Online counseling has not yet occurred, but technology as been considered for this purpose. Discussions continue about using functions in Canvass for tutoring and counseling.	2. Online library services have been offered to students since X. Academic Success workshops have been expanded to include online and recorded offerings for online students.
3. Provide options for test proctoring for online classes.	3.1 – Student Success Center, Dean of Student Success, DE Committee, DSPS	3.1 – May 2018	3. Create online modules of academic success workshops. 4. Develop and implement recommendations for face-to-face and/or online proctoring services.	3.1 Face-to-face and online proctoring services established and in place.	B.2 Options for students to schedule meetings with librarian are in progress. Students continue to currently use WCC online portal. B.3 Online modules for academic success workshops are in progress. B.4 Online proctoring services are in discussion; proctoring is still available at designated times through library technician. Options for test proctoring for online classes needs further discussions and identification of support structures at the College.	3. Proctorio software is now available to faculty seeking to secure exam environments for online test taking. The College emphasizes equitable and authentic assessment over proctoring software through PD opportunities, including spring 2020 (Instructional design workshop on converting F2F assessment to online with emphasis on authentic assessment), January 2021 (Suzanne Wakim, Authentic Assessment), and August 2021 (Instructional Design/Curriculum Authentic Assessments & Rubrics).

C. Distance Learning: IT Support/ Technology

Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status as of October 2017	Status as of October 2021
<p>1. Establish and maintain working technology to support wifi, Canvas, scheduling hybrid courses, broadcast education.</p> <p>2. Provide dedicated IT DE support staff for faculty and students for tech problems at district level.</p> <p>3. Ensure that all faculty who teach online or hybrid courses are certified.</p>	<p>1.1 – CTO</p> <p>2.1 – CTO</p> <p>3.1 – VPI, Instructional Designer/Technologist, Instructional Dean</p>	<p>1.1 – December 2017</p> <p>2.1 – December 2017</p> <p>3.1 – December 2017</p>	<p>1. Establish baseline district IT staffing and technology requirements to run a functional DE program.(functional Wi-Fi services, local Canvas support, website maintenance, Canvas faculty training, working student readiness modules)</p> <p>2. Formalize district-wide coding definition of hybrid options for schedulers.</p> <p>3. Assign dedicated IT staff to oversee Canvas support and training for students and faculty users.</p> <p>4. Ensure that Colleague can capture DE certification to run validations on DE course assignments, and run those validations.</p>	<p>1a Formal recommendation submitted to CTO on baseline IT needs</p> <p>1b Baseline recommendation implemented</p> <p>2. Ability to schedule hybrid classes for Fall 2018</p> <p>3. Assigned or hired dedicated IT staff for Canvas</p> <p>4. DE instructor certification validated by Fall 2018</p>	<p>C. Wifi technology has improved at the WCC campus.</p> <p>C.1 A draft Service Level Agreement which identifies baseline IT services to the colleges has been developed in the District. As of October 10, 2017 formal district-wide baseline for IT staffing and technology requirements has not been established.</p> <p>C.2 Suggestions on formalizing district-wide coding definition have been advanced and at least two meetings were held in the District, but no agreement as of September 30, 2017.</p> <p>C.3. There is a District staff for Canvass support and training, but this is not sufficient to cover dedication to all faculty and students in the District. However, there is not a dedicated IT staff for Canvas support for the College.</p> <p>C.4 No progress on validations of DE course assignments.</p>	<p>1. During spring 2020, IT expanded wifi capabilities at Woodland and Lake by extending to parking lots and providing students with hot spots as needed. Work continues to extend WiFi capabilities in the Colusa area through leasing of broadcast spectra project.(Objective 1).</p> <p>2. There is no dedicated IT staff at District to support Canvas needs. However, IT User Services (Help Desk) staff is better cross-trained on common technologies used in DE and can better answer faculty and staff questions by email and phone more quickly. (Objective 2)</p> <p>3. All faculty who teach online or hybrid are certified to teach online prior to being scheduled to teach online per DE Handbook ?? (Objective 3)</p>

D. Distance Learning: Pathways/Curriculum

Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status as of October 2017	Status as of October 2021
<p>1. Create intentionally designed fully online degree/certificate.</p> <p>2. Create intentionally designed hybrid/weekend pathways programs.</p> <p>3. Establish point-to-point modality (broadcast education) to offer DE courses at rural sites.</p>	<p>1.1, 2.1, 3.1 Curriculum Co-Chair, Instructional Designer/Technologist (proposed in this Plan), DE Coordinator, Scheduling Deans and Academic Senate 3.1 T</p>	<p>1.1 – August 2018</p> <p>2.1– January 2018</p> <p>3.1 – August 2018</p>	<p>1. Map online gaps in GE patterns.</p> <p>2. Work with discipline faculty to fill gaps as much as possible by submitting DE Addenda on CORs to Curriculum Committee.</p> <p>3. Work with divisions and scheduling committee to create "pathway" to GE pattern completion in 2 years.</p> <p>4. Develop a process for tracking and reporting 50+% DE awards to ACCJC.</p> <p>5. Acquire equipment and support necessary to offer point-to-point instruction to rural site</p> <p>6. Establish criteria or guiding principles for creating fully online awards.</p>	<p>1. One year mark: In Spring 2018, for Fall 2018 schedule onward, GE online pathways identified in schedule of classes</p> <p>2. Two-year mark: Students can complete Certificate of Achievement in IGETC or CSU GEB, AA in Social and Behavioral Sciences.</p> <p>3. At two-year mark, increase in number of students certifying completion of transfer GE patterns</p> <p>4. At two-year mark, increase in the number of awarded AAS in Social and Behavioral Science</p> <p>5. Equipment acquired and support services are in place.</p> <p>6. Join OEI consortium by 2-year mark</p>	<p>D. Objectives 1 and 2 are in progress; the President's Cabinet, the WCC Data Inquiry Group and the Academic Senate continue to explore Guided Pathways and its role in developing a distance learning degree. As of October 2017, the College completed a draft Self Assessment and the Academic Senate is taking the lead on Guided Pathways discussions. It is anticipated that distance learning will feature in these discussions.</p> <p>D.1 Mapping online gaps in GE patterns has not happened, although there have been discussions to that effect in the Curriculum Committee and President's Cabinet..</p> <p>D.2 DE Addenda are being submitted to the Curriculum Committee as part of course launch</p> <p>D.3 Curriculum Committee has submitted an IGETC Certificate for approval; this may pave the way for a "Pathway" to GE pattern completion in two years.</p> <p>D.4 Process for tracking and reporting 50+% DE awards to ACCJC has not occurred.</p> <p>D.5 Modalities for point to point broadcast education has been established at all WCC. A pilot was launched in an Administration of Justice class in the Fall 2017.</p> <p>D.6 Criteria for creating fully online awards have not been established.</p>	<p>1. WCC now has a fully online certificate in Entrepreneurship developed with funds from the CVC Improving CTE Online Pathways grant. Most likely we have at least a fully online English degree. A new audit of online sections will be needed to confirm this. (Objective 1)</p> <p>2. P2P Broadcast continues between Woodland and Lake County Campus. New Zoom enabled classrooms have also been added. We will pilot stacked sections of a Zoom enabled classroom to provide students choice between attending a course f2f or synchronously online. (Objective 3)</p>

DE Committee Meeting (Tuesday, February 16, 2021)

Generated by Gema Diaz on Tuesday, February 16, 2021

Meets 1st and 3rd Tuesdays of the month

12-12:50 p.m.

<https://cccconfer.zoom.us/j/99668090172?pwd=b0hsaS9JZWJGMkNCODNIRkhQS05MQT09>

1. Procedural

Description	Lead	Objective
1.01 Call to Order	Brown	
Meeting called to order at 12:02 pm.		
1.02 Roll Call	All	
Members Present: Julie Brown, Kasey Gardner, Betsy Allen, Cay Tamse, Kevin Ferns, Nili Kirschner, and Shannon Reed. Members Absent: Ariana Velasco, Lewis Felver, Ingrid Larsen, Dena Martin, and Sandy Fowler. Guests: Jim Rumsey Notetaker: Gema Diaz		
1.03 Approval of Agenda	Brown	Approve Agenda for 2/16/2021
Approved.		
1.04 Approval of Minutes	Brown	Approve Minutes from 2/2/2021
Any edits or revisions can be sent to Gema at gdiaz@yccd.edu .		

2. Check-in & Updates

2.01 Public Comment
No public comment.
2.02 Check In/Updates
J Brown - Going through the norming process with Helen Graves at CVC. Normed courses should be ready to be sent mid-March. K Gardner - Working on HEERF fund allocations. Many IT projects have been proposed. Any specific needs that have not been captured should be sent to K Gardner. Zoom was not included in the spreadsheet and is likely renewed by another funding source. Microsoft Teams has been identified as a backup should Zoom not be an option. We are approaching the cloud storage limit for our college system in Zoom. Any important recordings should be downloaded and kept elsewhere. B Allen - Working on a video on how and where to store zoom recordings. B Allen on behalf of Dena Martin - D Martin attended a workshop on annotation software that integrates with Canvas. Proposing others take a look at it, and its potential. Currently in pilot phase, with some limitations. Betsy recommends revisiting the topic every year to see if it is better developed.
2.03 Instructional Designer Update
B Allen sending out accessibility emails. This week focusing on Blackboard Ally and how to store video recordings. Looking through areas in reviews that people need help and focusing on that. Next month the CCC Accessibility Center will be coming in for 3 weeks of Word training and Word to PDF. All (faculty, staff, student workers, and administrators) are encouraged to attend the workshops. Will also be open to YC and district office. April will focus more on self-paced learning for accessibility. Student workers will continue to be available in the faculty and staff development center M-TH from 8 a.m. - 12 p.m. Many faculty members are not utilizing these students, but they are available for drop-ins to assist with things like Powerpoint, Word, Canvas, and captioning. CVC meeting this Friday. If a recording is made available, it will be shared with the committee.

3. Discussion

3.01 Handbook Revision Plan
J Brown shared a proposed outline put together based on other college handbooks.

- Introduction
 - Intro to handbook and college mission
 - Laws that govern DE
 - AP and Title V
- Course Development
 - DE Definitions (defining different modalities)
 - Course approval and curriculum
 - Course quality evaluation and assessment
 - Currency of materials and courses
 - Course orientation
 - Student authentication and fraud prevention
 - Accessibility/Universal Design
 - Copyright
 - Regular Effective Contact
 - Instructor-initiated regular effective contact practices
- Evaluation and Training
 - Evaluation of faculty
 - Distance Ed Faculty Training
- Technology and Support
 - Tech we are offering faculty
 - How we are supporting faculty and students

Committee Input:

- Add a section on POCR Review Process
- Remove Currency of Materials and Courses
- Add Plug-ins for Accessibility
- Add Handling Publisher Content (should be looped back to AP)
- Add Roles and Permissions
- Detailed subheadings with hyperlinks in the table of contents
- Have district policies referenced at the end linked to Title V, AP/BP, and faculty resource center
- Handbook could be done as Canvas site as long as faculty can locate

K Gardner sent YC DE handbook to the team for review and ideas.

J Brown will bring back more detailed outline to the next meeting.

4. POCR Update

4.01 POCR Updates/Norming Plan

POCR Meeting held last Tuesday. Reviewers requested a self-review from the faculty teaching the course, before they start a review. Self-reviews are a required part of the POCR process, but have not been consistently submitted.

Next POCR meeting will be held next week.

5. Adjournment

5.01 Future Agenda Topics

5.02 Next Meeting Date: 3/2/2021

5.03 Adjourn

Meeting adjourned at 12:58 p.m.

DE Committee Meeting (Tuesday, March 2, 2021)

Generated by Gema Diaz on Friday, March 5, 2021

Meets 1st and 3rd Tuesdays 12-1 p.m.

<https://cccconfer.zoom.us/j/99668090032?pwd=b0hsaS9JZWJGMkNCODNIRkhQS05MQT09>

1. Procedural

Description	Lead	Objective
1.01 Call to Order	Brown	
Meeting called to order at 12 p.m.		
1.02 Roll Call	All	
Members Present: Julie Brown, Kasey Gardner, Betsy Allen, Ariana Velasco, Kevin Ferns, Nili Kirschner, Ingrid Larsen, and Dena Martin Members Absent: Cay Tamse, Lewis Felver, and Sandy Fowler Guests: Jim Rumsey, Shannon Reed, Devin Crosby, and Sukhi Grewal Notetaker: Gema Diaz		
1.03 Approval of Agenda	Brown	Approve Agenda for 3/02/2021
Approved.		
1.04 Approval of Minutes	Brown	Approve Minutes from 2/16/2021
Any edits or revisions can be sent to Gema at gdiaz@yccd.edu .		

2. Check-in & Updates

2.01 Check In/Updates
<p>J Brown- Attending CVC meeting on Friday. Will be speaking at DCAS to present on pros and cons of joining CVC for Yuba College. There are processes involved in joining the consortium that would only work if the whole district joins at one time.</p> <p>D Crosby- Trying to figure out what technical issues are present if any.</p> <p>B Allen- We are not checked off for home college readiness. In the future, the consortium will be automating much more. We are at the point where all the colleges are being pulled in and more colleges have joined. Students are going to be using these platforms. Student Services readiness and Financial Aid is the biggest hurdle. Will touch base with VP Esquivel-Swinson.</p> <p>A Velasco- A&R Webinar held last Wednesday. Organizer was emailed for recordings.</p> <p>B Allen- We are still working on home college readiness. If Yuba College comes on board, it will help us work through some issues. PD @One is still funded for another year. They have a new session on synchronous online teaching. Anyone interested can sign up.</p> <p>J Brown- "Intro to Live Online Teaching and Learning for Synchronous Courses" course available. They are also doing an adoptable version of Equity and Culturally Responsive Online Teaching. Summer schedule for @One will be posted in April.</p> <p>K Ferns- Stipends need to be straightened out with Senate and Union. Senates will come together and make a statement. District has said they won't pay any stipends for new classes for Fall because we were under DE Blanket Addendum. It is possible we won't see stipends for some time.</p>
2.02 Instructional Designer Update
<p>Flex Committee is working on a PD survey with a section that pertains to our work in DE and needs assessment. From DTECH and Tech Policy Group - Now prioritizing LTI adoption process. IT has gone through auditing process.</p> <p>Memo from Chancellor's Office - Effective 03/08/2021 all TechConnect Zoom recordings with a creation date prior to August 15, 2020 will be deleted from user accounts. The CCC's have reached their maximum storage capacity for Zoom recordings. Videos will need to be downloaded then uploaded to another platform such as Studio, 3C Media, or YouTube.</p> <p>B Allen will put together "how to" video on alternate video storage platforms. Deadline may be pushed back to end of May. Once official word is sent out, B Allen will notify campus.</p>

3. Discussion

3.01 Handbook Progress

J Brown shared handbook with committee (attached to meeting agenda) broken into 6 categories:

1. Introduction
2. Course Development
3. Training and Evaluation
4. Technology and Support
5. Policies
6. Resources

Feedback:

Introduction-

- Talk about purpose of handbook
- Structure of DE at WCC
 - DE under Senate
 - Operating Agreement
 - DE Coordinators

Course Development-

- Change the language from course development to course shell development
- Highlight the difference between course selection and course approval
- Talk about how to create accessible courses from the beginning
 - Link to accessibility trainings for different parts of the class
 -

J Brown will send handbook out to committee for feedback. Committee will provide input at next meeting. Completed DE Handbook will be posted to DE website.

3.02 Accessibility

CCC Accessibility Center is providing trainings on creating Section 508 compliant documents.

All are encouraged to attend the 3 Word Accessibility Trainings: March 11, 18, and 25 from 2:30-4:00 p.m. Recordings will be made available the following Monday.

A 2-week version on Accessibility will also be offered at the end of April with Betsy Allen.

3.03 Needs for Summer Training/Support

4. POCR Update

4.01 POCR Progress

As a college, we are required to submit 3 normed courses. Once normed with the instructional designers at CVC, our campus would become badged, and we would then certify our own courses without having to send every one to the CVC.

There was discussion at CVC about making POCR certifications via the instructor. Once each instructor has 1 course that's been reviewed by the CVC, then you can teach any course and they don't have to look at each course. Not yet official, but may change what the college is doing.

J Brown estimates that we have reviewed 1 course from each person who is teaching fully online classes.

Q: Is there a between peers norming step we should be reaching out to peers for?

A: It was decided that we would have the 2 evaluators get together and norm their reviews. Helen Graves advised we slow down until normed. Do your own individual review, then pause. Once we have gone through all the 3 norming sessions together, then you can contact your other peer, and we can norm.

If people are reluctant to do their self-reviews, they can meet with B Allen for an appointment or drop-in.

Any questions about courses you've been assigned to can be emailed to J Brown. Self-evals will be put on the DE Course Reviews website as soon as received. Instructors reviewing those courses will be notified.

Q: Do we edit our current POCR forms to equal or do we submit a single revised rubric that includes our consensus between the two? (peer to peer norm)

A: Both.

Feedback: May be easier to align in the same form. There could be another way (e.g. a spreadsheet).

Next Steps: B Allen and J Brown will speak with Helen Graves for guidance.

There will be one more norming session that will be sent out to the group today for a Political Science course.

Q: What shell has been sent out for reviews?

A: The courses that are loaded are the current semester or the last semester the course was being offered.

A FA20 course will not necessarily look the same as the SP21 course.

Next Steps: J Rumsey will email course number to J Brown to follow up.

Suggestion: Other courses (English) are on 1 or 2-year cycles. Would be helpful if we knew on both sides which course is being pulled.

Next Steps: English dept will email the latest version of the courses to J Brown.

5. Adjournment

5.01 Future Agenda Topics

- Sukhi Grewal - Technology and Support Update on Faculty Resources
- Needs Assessment

5.02 Next Meeting Date: 3/16/2021

5.03 Adjourn

Meeting adjourned at 12:58 p.m.

Procedural

1.01 Call to Order 12:03PM

Member	Position	Term
Julie Brown	DE Coordinator/Chair	Standing
Kasey Gardner	Vice President of Instruction	Standing
Betsy Allen	Instructional Designer	Standing
Ariana Velasco	VP of Student Services or Designee	Standing
Danielle Crawford	Student Success Center Representative	Standing
Kevin Ferns	DE Faculty, (at least 1 from WCC & 1 from LCC)	Ending Spring 2023
Lewis Felver	DE Faculty, (at least 1 from WCC & 1 from LCC)	Ending Spring 2022
Nili Kirschner	DE Faculty (Broadcast Education)	Ending Spring 2023
Ingrid Larsen	Counseling Faculty	Ending Spring 2023
Dena Martin	OER/Library Services Representative	Standing
Shannon Reed	Instructional Dean Designee	Standing
Resource Members:		
Nili Kirschner	Curriculum Committee Co-Chair or designee	Standing
Geoffrey Hulbert	DSPS Coordinator or Designee	Standing
Chris Mejia	IT Staff	Standing
Suki Grewal	District LMS Admin	Standing
Devin Crosby	District IT	Standing
Lisceth Brazil-Cruz	Dean of Institutional Effectiveness	Standing

1.02 Roll Call

Members Present:	Members Absent:
Julie Brown	Dena Martin
Lewis Felver	Ariana Velasco
Geoff Hulbert	Shannon Reed
Betsy Allen	
Danielle Crawford	
Nili Kirschner	
Kasey Gardner	
Brandi Asmus	
Ingrid Larsen	
Kevin Ferns	

1.03 Approval of Agenda

Approved.

1.04 Review/Approval of Minutes

Approved.

Check-in & Updates

2.01 Status Report on CVC Implementation – IT/CVC

Did not show up.

2.02 CVC Consortium Update – Brown.

Last meeting was end of September:

- At this meeting I found out we weren't going to be a home college. Seemed like the problem was "an IT thing"
- Betsy: In Spring IT had said that we have completed everything then the CVC said we had one more thing to do so we did it and it seems like there is some miscommunication with IT and CVC. This is why we aren't on line.

- CVC Coursefinder is a site online that our students go to if they can't find a class or need a specific class and we don't offer it. They can look for those classes that they may need to complete a degree. WCC courses pop up first if they have availability. Statewide POER badged courses show up next. Then courses from teaching colleges pop up.
 - 81% of students cross enroll in 1 course per term.
 - Students can only take 2 of these courses per semester.
- Currently, there are 11 teaching colleges. We still need to become a home college and then can become a teaching college.
- Most searched classes are biology and math. STEM courses are most searched but students aren't finding as many online.
- Chancellor's office has prioritized dual enrollment for CVC.
 - Informational landing page (this fall) for a pilot
 - Spring 2022 they're going to launch a dual enrollment product.
- IS CVC reaching out to President and Vice President? -NO
- Sending CSV file is where we are in implementation. So, students will be seeing our courses last.

2.03 Instructional Designer Update – Allen

- Permissions: Took out all permissions except for the announcements for non grader TA's. Ask them to not Delete anything but they can edit.
- CVC norming: It looks like we're going to make it. End of Oct we will be submitting to the CVC and start the feedback process.
- 259 instructors have been certified to teach online.
- Question: If you've already had one course that was reviewed in the past do you need to do a second?
 - Submit all your courses, but only one needs to be reviewed
 - You can still say I'm going to teach this course but need one course complete with the POER review process.

2.04 Handbook Proposals – Previous Proposals

- Changed videos to "documents" need to be accessible.
- Program review is every 5 years. Lined up years of courses with Program review for that discipline.
- For scheduling: how would we work out reviewing courses and being able to offer that course
 - When would feedback be given? – It would be rolling feedback from reviewers.
 - We could use language saying if your course doesn't pass it may not be offered in the following semester.
 - If courses aren't reviewed quickly then that would cause a problem with scheduling for the next semester.
 - Maybe we could say that you have a second semester to get a course to 100%
 - Let's give faculty a conservative timeline.
 - If your department already has a pre aligned course, we could use that to fast track courses. We could use another faculty members template for the course.
 - When you have your course set up we could have instructors share a template with their instructors.
- A little more editing will be done on this.
 - If it's 70% you could continue to teach as scheduled but if you want to teach it in that certain modality then it needs to be 100% before they can teach it again.
 - We need to work with scheduling dean and DE coordinator to teach the next semester.

2.05 Handbook Proposals – New Proposals

- We need to make sure we meet regulatory requirements and be straight on the rules.
- Reasons for Online Course Entry by Non-Faculty Users:
 - Let instructors know why someone entered the course
 - ADA access
 - POER reviews
- Does this sound reasonable? Yes
- We are able to see how active the instructor is and others, but for an ACCJC only instructors can pull the activity for their course.

- Maybe we can see if we can have an evaluator go in and pull this report. Right now, we would have to do a Manual check.
- Stepping into an online course is very different than stepping into a F2F course.
 - We don't want to feel as we are overstepping and just walking into classes whenever we want.
- Let instructors know when we do go into their courses. Betsy is able to just go in and be unnoticed, but always lets faculty know up front. Unless we think something terrible is happening.

2.06 POCR Update – Brown

Adjournment

3.01 Future Agenda Topics

3.02 Next Meeting Date: November 2nd

3.03 Adjourn 1:02



Agenda Item Details

Meeting	Sep 07, 2021 - Committee Meeting
Category	2. Agenda Items
Subject	2.09 Handbook Revision Project Update - Brown
Access	Public
Type	Information, Discussion

Public Content

[About the Handbook: WCC DE Handbook \(instructure.com\)](https://instructure.com)

Handbook Proposed Timeline:

- Nov 8 - send to Senate for Review
- Nov 2 - DE Committee Final Blessing
- Oct 19 - DE Committee Final Review (minor edits only)
- Oct 5 - Sections Revisions edited and adopted
- Sept 21 - Sections Proposed Revisions presented and discussed
- Sept 7 - Sections Assigned to Committee Members for edits and review

Suggested Sections for Review:

- POCR Process and Timelines
- Publisher Content
- Faculty Training
- Course Quality
- Policies Guidance
- Resources



Individual DE Training Requirement Basis 8 23 2021.docx (18 KB)

Woodland Community College

Distance Education Handbook – REVISED November 2018

Purpose: The purpose of this handbook is to provide:

- Guidance/regulations to instructors interested in teaching Distance Education courses and more specifically online classes. Validation of courses will be done using the California Community Colleges – Course Design Rubric for the Online Education Initiative (OEI Rubric)
- Parameters for instructors already teaching online classes
- Guidance for Woodland Community College Distance Education Committee and Distance Education Plan establishment

This Handbook is guided by Yuba Community College District (YCCD) AP 4105 – Distance Education, Approved May 21, 2015 which References: Title 5, Section 53200, 55002, 55200, 55202, 55204, 55206, 55210; Federal Regulations 34 CFR 602.17, 34 CFR 668.22, 38 CFR 21.4203; Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d); California Community Colleges Distance Education Guidelines, March 2008.

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I. Purpose of the Distance Education Handbook:

The Woodland Community College (WCC) handbook is to be used as a guide to establishing effective Distance Education (DE) courses to students as well as providing guidance to faculty to develop courses based upon the most current andragogical teaching methods and to meet all local, state and federal requirements. [AP 4105](#) is used as the guiding policy to establish the guidelines.

This handbook has been developed by the WCC Distance Education Coordinator and WCC Instructional Designer with input from the WCC Academic Senate, WCC Curriculum Committee and administration at WCC and with support of FAYCCD.

II. AP 4105 The complete AP is available online, only specific sections are copied here. (Methods applicable to this handbook are marked with an asterisk):

Definitions:

- Distance Education: Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)
- Online: A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online (proctored exams still allowed for this classification)
- Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools
- Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

NOTE: AP4105 needs to be updated to include:

- **Broadcasted Education:** One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Course Approval:

- The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development.
- No course shall be taught via distance education until it has been reviewed and received separate approval for distance education by each college's Curriculum Committee. This requirement applies if any portion of the instruction in a course section is designed to be provided through distance education (§ 55206).

Certifications:

When approving distance education courses, the Curriculum Committee will certify the following:

- Course Quality Standards: The same standards of course quality were applied to the distance education courses as are applied to traditional classroom courses (§ 55002, 55202).

The Distance Education Committee will approve courses and certify the following:

- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Distance Education Committee approval procedures (§ 53200).
- Instructor Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “**regular, effective contact**” in this context suggests that students should have frequent opportunities to interact with the instructor of record.
 - Ensuring regular, effective instructor/student contact guarantees that the student in an online or hybrid course receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts with the class through announcements, lectures, activities and discussions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These

types of questions are dealt with via the telephone, email, or face-to-face office visits.

- For distance education courses there are a number of acceptable modes of interaction between student and instructor, not all of which require in-person contact (§ 55204):
- Initiated Interaction: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.
- Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students.
- Establishing Expectations and Managing Unexpected Instructor Absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
- Minimum Contact: Regarding the type of contact that will exist in all YCCD DE courses, instructors will use the following resources to initiate contact with students:
 - Discussion forums (or equivalent) with appropriate instructor participation
 - Email
 - Timely response to student emails or inquiries
 - Weekly announcements in the Learning Management System
 - Timely feedback for student work
 - Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class
- Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions,

supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities”) and/or teleconference, video conference, pod cast, or other synchronous technologies may also be included.

- It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Student Attendance Dates:

Instructors are responsible for verifying student attendance dates in all sections in which:

- Earned and unearned portions of Federal Student Aid (Title IV) are determined based upon the amount of time the student spent in attendance, and/or
- Last actual date of attendance is used to determine status changes for students receiving Veteran (VA-ONCE) funds.

See also:

- [WCC Curriculum Handbook](#)

III. Faculty Guidance based upon AP4105

A. Course Delivery Definitions:

Before faculty offer courses using a DE format, they must first consider the various methods by which a course can be offered. Not all disciplines or courses can or should be offered using a DE modality (SEE section E).

- *Online:* A course that is using Canvas as the Learning Management System (LMS) and in which 100% of the instruction and interaction between instructor and student is done online. Proctored exams still allowed for this classification, they do not have to be done at any of the YCCD Colleges or sites but must be made available to students at no cost to the student. Should a student prefer a method or place for which there is a cost, the student will be responsible. Instructor regular effective contact is required (SEE section III.B below); the course must be approved by the established methods of each

College CC as well as the appropriate divisional dean with consultation with faculty and the College DEC.

- *Hybrid Course:* A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance-learning portion of the hybrid course must provide for instructor regular effective contact (SEE Section B below). The hybrid course requires separate approval of both the CC and the DEC
- *Web Enhanced:* A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools. These courses do NOT require DEC approval.
- *Broadcasted Education:* One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices. These courses do NOT require DEC approval.
- *NOTE: Canvas is the approved LMS for DE course delivery process and all course MUST use Canvas as the primary LMS. While other publisher developed course developed material (i.e. MathLab), may be used it must be available for review as part of the course validation process presented in Section E.

B. Regular Effective Contact

Course validation will be done to assure the faculty who has developed the course has explained “regular effective contact”. The OEI rubric Section B: Interaction and Collaboration will be used to determine the effectiveness of the course design and instructor communication plan.

As per Title V, section 55211(a), all distance learning courses, whether hybrid or fully online will include “regular effective contact” which Woodland Community College defines to include each of the following:

B.1 Definitions

- *Instructor-Student Interaction:* Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback including but not limited to discussion, announcements, email, chat, and assignments.
- *Student-Student Interaction:* Evidenced by students working on group assignments, or within a discussion or chat session.
- *Student-Material Interaction:* Evidenced by students working with *instructor developed* course material. Publisher developed material may be used to supplement the course, but cannot be used to define regular effective contact.
- *Other Considerations:*

- Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.
- At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students.

B.2 Contact Expectations

- The instructor's specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.
- Instructor absences—If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume. In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.
- Timely contact—Online instructors are responsible to respond to students in a timely fashion. This is to be defined in the course syllabus

C. Online Course Development:

The steps necessary to develop a fully online or hybrid course and to secure all necessary approvals are given below. Faculty interested in development of DE courses will be provided a copy of the OEI rubric as a guide to assure compliancy.

C.1 Department/division consultations and approval: A new online course will have an impact on department/division offerings, staffing, and long term goals. If there is no formal department, then the division alone must approve of the course.

C. 2 Curriculum committee approval: The WCC Curriculum Committee requires a completed DE Checklist that accompanies the course outline of record on CurricUnet. Submission and approval of the Curriculum Committee's DE Checklist is NOT the same as approval of your course by the DEC using the OEI Rubric. The DEC is simply one step in the approval process before the Curriculum Committee reviews this course for approval.

C.3 The faculty will setup a meeting with the Instructional designer in order to ensure proper course design aligned with the OEI Rubric. The Instructional Designer will focus on 4 areas:

- a) Content Presentation
- b) Learning Activities
- c) Supporting Technologies
- d) Accessibility

C4. Faculty Course Submission to DEC for POCR (Peer Online Course Review): Once the course has been deemed complete, the faculty who has developed the course will contact the Chair of the DEC and provide them with a method for the DEC members to review the course. NOTE: Discipline Content is not validated by the DEC, only the course structure.

C5. DEC Course Review and Validation (POCR): The POCR members will review the course using the OEI Rubric from the Online Education Initiative Course Scoring Checklist (SEE: Appendix E)

- The developer will provide a course self-assessment for each DE course for which they have developed using the OEI Rubric from the Online Education Initiative Course Scoring Checklist
- The developer should be prepared to answer detailed questions, such as; how your course will ensure instructor-student and student-student interaction (as mandated by the Education Code) and how your course design will minimize the likelihood of cheating.

C6. Course Design Validation Schedule for existing courses:

- Prior to school year, the DEC will request from the Division Deans/Directors a list of the faculty who teach DE courses.
- Initially, all WCC Online Courses will be evaluated. This initial evaluation will be based upon the last name of the faculty member who has developed and/or is teaching the course and will proceed through the year in alphabetical order.
- Should there be faculty who's course were not validated for any reason in the cycle that corresponds with their last name, their courses will be validated in the current cycle.
- After initial validation, courses will be evaluated in concert with the faculty evaluation schedule.

C7. Selection of Courses for Validation:

- Should there be more than one course developed by the faculty member, the DEC will validate all courses.

C8. DEC will provide the developer with the results of their findings.

- If the course meets standards, the course is ready to be published. The developer will be expected to complete the course using the same standards of the portion of the course that was reviewed. The scheduling dean will be notified the course has been approved to be published and the developer may teach this published course. This approval does not imply the generic course has been approved, only that course by that developer.
- If the course does not meet standards the developer will be provide with recommendations to address the areas not compliant. When the developer is ready for resubmission, it is their responsibility to inform the DEC.

D. New Course Approval:

- A new course is defined as one that has not previously been developed as a DE course, or one that has not been taught as a DE course for four (4) semesters or more.
- These courses may NOT be published until they have been approved by the DEC.

E. Current Course Approval:

- Those courses that have been offered using the DE format must still be approved by the DEC POCR.
- The DEC will request a list from the scheduling Deans of the courses and the names of the faculty teaching the courses (See above)
- Faculty will be provided with a copy of the OEI rubric and Instructional Designer training upon request.
- When all current courses have been evaluated and approved, they will be placed on the recurrent validation process list.

F. Course Standards:

- Any course developed as a discipline course (one that could be taught by multiple faculty members), will be approved as a Department Course and any faculty who meets the approval process may teach the course.
- Any course developed within a discipline that is not considered a “discipline course”, must be approved individually as developed by individual faculty.

G. Intellectual Property Rights Agreement:

A Woodland Community College Intellectual Property Rights Agreement will be agreed upon and is in effect (once it is passed by WCC DEC and WCC Curriculum Committee). See Appendix B.

IV. Faculty Approval Process

A. Required: Appropriate training of individual faculty for the distance education modality will be required before an individual faculty member teaches in that modality. The faculty member **must meet a minimum of 1 of the following criteria:**

- a. Have previously taught using a distance education modality and their course meets the OEI rubric with a passing score. NOTE: In the event a course is not approved, the faculty is encouraged to make all suggested corrections prior to offering the course. In the event the corrections have not been made, this instructor in what is called “in progress status” may teach this course. The course **MUST** be approved, by the next time it is to be offered by this faculty member or they may NOT be the instructor of record.
- b. Have completed a local DE training program or institute or equivalent that did not focus solely on the technical aspect of teaching online, but addressed also andragogic aspects of teaching online (SEE IV below)
- c. Have completed a CCC Chancellor’s office-sponsored training course (e.g. @One) or equivalent.

B. Recommended: that faculty who teach in the distance education modality would benefit from:

- Having taught the same course in an on-ground/non-DE modality
- Having a mentor—DEC Chair can provide names of faculty who can serve s mentors.
- Having successfully completed (as a student) a distance education course.
- Completed Canvas 101 (self paced Canvas orientation)
- Having successfully completed Accessibility training.

C. Process: Proof of meeting section IV.B must be presented to the DEC. The DEC will maintain a current list of approved faculty. This list will be made available to scheduling deans throughout the district.

V. Faculty Training:

Instructors who are currently teaching online courses also will be required to show evidence of online teaching certification or a course may be submitted for OEI rubric approval.

A. YCCD Training: Includes the following on-campus/online workshops which can be accessed from the YCCD eLearning website de.yccd.edu:

- Introduction to Online Teaching and Learning (adapted from @ONE)
- Canvas Instructor Guide
- Canvas Designer Guide
- Get to know Canvas (webinar)?
- Webinar Archives
- The Canvas Community (forums)
- View & Sign up for trainings at [Flex Website](#)

B. External Training: Online Teaching Certification or any comparable (as determined by the DEC) course is acceptable.

C. Professional Development: It is recommended that faculty should seek continued education in distance teaching and learning certification. Faculty and Staff Professional Development Center Canvas shell will house all staff development opportunities for distance teaching and learning.

VI. Course Scheduling

Since the print deadline may be far in advance of the completion of training and course development, the DEC POCR will approve the scheduling of courses in a timely manner.

DE courses will be schedule in the same process as face-to-face courses. However, if training and course development have not been completed then the course will be removed from the schedule or assigned to another instructor who has an approved DEC course.

Recommended Process for Approving Teaching More than 2 Online Classes

1. An instructor may teach no more than 3 online classes in any one semester.

[Reasoning: Adjunct faculty may not teach more than 3 classes at a time. Full-time faculty will still be on campus for at least one face-to-face class in any given semester.]

2. All 3 classes to be taught in the proposed semester fully align with the OEI Course Design Rubric, as determined by the designated DE reviewer(s). The faculty member must have already taught 2 online classes in a semester for a minimum of 2 semesters.

[Reasoning: Assures quality of all courses taught online. Provides a mechanism for reviewing current instructor classes using OEI course design standards.]

3. Decisions about increasing the number of DE courses/sections should be supported by program review, including an explicit comparison of success and retention rates between different modalities of the same course (when possible). The decision about increasing DE offerings is distinct from the discussion about how many DE courses a single faculty member can teach.

VII: Action Process:

A new DE course can be submitted for review after official approval by the department/division faculty and scheduling dean. Once the approvals have been granted, the following should occur:

1. Request a sandbox course shell from the Instructional Designer at initial appointment.
2. Develop your course and meet the standards as explained in Section C.1 above.
3. When the course is ready for DEC POCR review, export a copy to your local computer as a backup.
4. Inform the DEC your course is ready for review. Provide access to the POCR committee.
5. The DEC POCR will review the course based on OEI Rubric.
6. The DEC Chair will send you a copy of the report and provide further instructions on additions or modifications needed to bring the course into compliance with the rubric.
7. If in view of the Chair substantial changes are needed, DEC consideration of the course will be removed from the upcoming agenda and you will need to begin the course review process from scratch (with submission of a new Online/Hybrid Course Review Request) once the course has been modified. NOTE: THE course MAY NOT be taught until it is approved. Such a delay in approval may mean the course cannot be taught the following semester.
8. If the course is approved, it may be taught in the semester following approval.

VIII. Attendance Policy Specific to Online Courses

A. Participation required: Consistent participation is necessary if a student is to succeed in an online course. That means keeping up with assignments from week to week. If a student does not participate, or shows an unacceptable level of participation as determined by the instructor, the student can be dropped from the course. This may affect a student's participation in extracurricular activities, access to various

student service programs and eligibility for financial aid. The syllabus for an online course provides the instructor's procedures regarding attendance and participation.

B. Attendance: (a) A student must access his/her online course within the first day of class or he/she can be dropped as a "no show." This policy is reflected in the course schedules. (b) Regular and effective participation is the only means to document attendance in an online course. If a student fails to participate in a regular and effective manner, as determined by the instructor, the student will be dropped for nonattendance during the first two weeks of regular term courses in order to accommodate others seeking to add. An instructor may also choose to drop a student by the end of the eighth week due to lack of participation.

APPENDIX

A: GLOSSARY:

Broadcasted Education: One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

Hybrid course: A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance-learning portion of the hybrid course must provide for instructor regular effective contact. The hybrid course requires separate approval of both the CC and the DEC.

- ☐ Some lecture hours are online
- ☐ Some lab/activity hours are online
- ☐ All lecture hour are online; lab hours are f2f
- ☐ All lab/activity hours are online; lecture hours are f2f

Instructor-Student Interaction: Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback including but not limited to discussion, announcements, email, chat, and assignments.

Online: A course that is using Canvas as the Learning Management System (LMS) and in which 100% of the instruction and interaction between instructor and student is done online. Proctored exams still allowed for this classification, they do not have to be done at any of the YCCD Colleges or sites but must be made available to students at no cost to the student. Should a student prefer a method or place for which there is a cost, the student will be responsible. Instructor regular effective contact is required (SEE section XX below); the course must be approved by the established methods of each College CC as well as the appropriate divisional dean with consultation with faculty.

Regular, effective contact: It is the responsibility for faculty to assure contact with students. This means the faculty must follow both the requirements as approved in the Course of Record and more specifically the DE Addendum and the course syllabus. Communications/contact initiated by students does not meet the requirement. Regular effective student contact in the face-to-face class is achieved because the instructor can immediately determine the students' understanding and engagement with the content because the students are physically in the classroom. The distance education environment allows for regular effective student contact to be accomplished using a variety of methods. Not all methods will be used by all instructors, but it is expected that several methods will be used since regular effective student contact should vary both for the course and for the student.

Student-Material Interaction: Evidenced by students working with instructor developed course material. Publisher developed material may be used to supplement the course, but cannot be used to define regular effective contact.

Student-Student Interaction: Evidenced by students working on group assignments, or within a discussion or chat session.

Substantially Complete: Courses presented to the Distance Education Committee (DEC) must be "substantially complete." A "substantially complete" course is one that could be taught effectively without any further additions and throughout the entire term. (Further additions may be welcome enrichments but are not essential.) "Taught effectively" implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

Timely Feedback on Student Work: It is expected that faculty are to spend the same number of hours and time in an online course as they would in a face-to-face course. The course syllabus must inform students of how often the faculty

member will be “checking-in” the course. This is to include a range of time students can expect their work to be graded. Faculty should “check-in” at least once a day during the M-F work week.

Web Enhanced: A face-to-face course that does not replace any face-to-face seat time but requires access to web-based tools.

B: [INTELLECTUAL PROPERTY RIGHTS](#)

Found in AGREEMENT between YCCD and YCFA

C: THE COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections..

Creative Commons Licensed Content

In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit ccconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D Accessibility

The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”). Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as Incomplete or Aligned.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E Institutional Accessibility Concerns

The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is aligned in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

D. [COURSE DESIGN RUBRIC FOR THE ONLINE EDUCATION INITIATIVE](#)

F: COR - DE ADDENDUM - WCC will use the OEI Rubric Checklist hyperlinked above as its Addendum for each course being offered via Distance Education.

G: RESOURCES:

[ACCJC Publications and Policies](#) - Guide to Evaluating Distance Education and Correspondence Education

Boettcher, J.V. Ph.D Designing for Learning: [Ten Best Practices for Teaching Online](#)

[California Community Colleges Online Education Initiative](#)

[California Code of Regulations: Title 5. Distance Education](#)

FaculyFocus.com [10 Principles of Effective Online Teaching: Best Practices in Distance Education •](#)

[iNACOL National Standards for Quality Online Teaching \(v2\)](#)

[OEI Rubric](#)

[Title V Regulations for Distance Education](#)

[@one Standards for Quality Online Teaching](#)

Book: Administrative Procedures

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References: *Title 5, Section 53200, 55002, 55200, 55202, 55204, 55206, 55210; Federal Regulations 34 CFR 602.17, 34 CFR 668.22, 38 CFR 21.4203; Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d); California Community Colleges Distance Education Guidelines, March 2008.*

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The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development.

No course shall be taught via distance education until it has been reviewed and received separate approval for distance education by each college's Curriculum Committee. This requirement applies if any portion of the instruction in a course section is designed to be provided through distance education (§ 55206).

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When approving distance education courses, the Curriculum Committee will certify the following:

Course Quality Standards: The same standards of course quality were applied to the distance education courses as are applied to traditional classroom courses (§ 55002, 55202).

Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee(s) approval procedures (§ 53200).

Instructor Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Ensuring regular, effective instructor/student contact guarantees that the student in an online or hybrid course receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts with the class through announcements, lectures, activities and discussions. The instructor also serves as a content

advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

For distance education courses there are a number of acceptable modes of interaction between student and instructor, not all of which require in-person contact (§ 55204):

- Initiated Interaction: Instructors will regularly initiate interaction with students and determine that they are accessing and comprehending course material and participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.
- Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students.
- Establishing Expectations and Managing Unexpected Instructor Absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular, effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
- Minimum Contact: Regarding the type of contact that will exist in all YCCD DE courses, instructors will use the following resources to initiate contact with students:
 - Discussion forums (or equivalent) with appropriate instructor participation
 - Email
 - Timely response to student emails or inquiries
 - Weekly announcements in the Learning Management System
 - Timely feedback for student work
 - Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class
- Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5. (“...through

group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities”) and/or teleconference, video conference, pod cast, or other synchronous technologies may also be included.

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It is suggested that instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

Duration of Approval

All distance education courses approved under this procedure will continue to meet the approval criteria until there are substantive changes to the course outline. At that time, they must be resubmitted to the Curriculum Committee for review and approval (§ 55002, 55206).

Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy. (34 CFR 602.17)

Each college’s Chief Instructional Officer or designee shall utilize one or more of these methods to authenticate or verify the student’s identity;

- Secure credentialing/login and password;
- Proctored examinations;
- Lock down browsers; and/or
- Other technologies such as anti-plagiarism software and practices that are effective in verifying student identification.

Student Attendance Dates

Each college’s Director of Financial Aid will ensure compliance with Federal Regulations (34 CFR 668.22) pursuant to Return to Title IV Funds (R2T4) and VA-ONCE Notice of Change (38 CFR 21.4203) using faculty verification of last actual date of attendance (evidenced by active participation and reflected in the assessment of regular, effective contact (Distance Education Guidelines) to calculate student’s earned and unearned portion of Title IV Aid.

Instructors are responsible for verifying student attendance dates in all sections in which:

- earned and unearned portions of Federal Student Aid (Title IV) are determined

- based upon the amount of time the student spent in attendance, and/or
- last actual date of attendance is used to determine status changes for students receiving Veteran (VA-ONCE) funds.

Ongoing Responsibility of the District:

The District will maintain records and report data through the Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education (§ 55210).

See also:

- WCC Curriculum Handbook: <http://wcc-curriculum.yccd.edu/handbook.aspx>

Revised: 9/29/2008; 12/17/2007; 12/01/2006; 3/29/2013; 5/21/2015

Adopted: 7/21/2004

INTRODUCTION

About the Handbook

About the DE structure at WCC

- DE Committee link to Operating Agreement
- DE Coordinators link to MOUs?

Laws Governing DE statewide

- Title 5
- YCCD AP 4020
- 508
- YCCD AP 4105 /BP

COURSE SHELL DEVELOPMENT

DE Definitions from AP 4105

- Distance Education: Instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (§ 55200)
- Fully Online: A course in which 100% of the instruction and interaction between instructor and student is delivered online asynchronously
- Online with Flexible In-Person Component: Online, asynchronous course with in-person/proctored assessment/activities at a flexible time and place
- Partially Online/Hybrid: A course that replaces some, but not all, face-to-face or online synchronous class time with asynchronous online instruction
- Broadcast Education: A course offered synchronously through 2-way interactive/point-to-point instruction
-

Course Approval and Curriculum

- AP 4020

DE Addendum

Course Quality Standards Statewide

- [Principles for Quality Online Teaching - CVC](#)

DE Guidelines and AP

Setting up your DE Course shell for the first time

- ID course template
- Student Support Services template
- Syllabus template ...
- Awareness of POCR standards
- Regular Effective Contact – See AP 4105
- Student and Instructor REC Rubric
- Student and Student

Accessibility from the beginning

TRAINING and EVALUATION (different types of courses and their review)

Distance Education Faculty Training

- Online Teaching Courses (Local and @ONE and acceptable alternatives)
- ID Resources/Templates

POCR Review Process and feedback for Asynchronous Online Courses

- POCR – definition
- POCR – Reviewer information
- POCR – Reviewee information

Review for Synchronous courses

Review for Hybrid courses

Review Cycles: How often will we evaluate each type?

TECHNOLOGY & SUPPORT

Technology and Digital Infrastructure

- LMS
- LTI's
- Requesting New LTI's

Faculty Technology Support

- Helpdesk
- Faculty and Staff Development Center

Faculty Resources

Student Technology Support

Student Resources

POLICIES

Adding and Dropping

Last Date of Attendance

Review Cycle

RESOURCES –

Title 5

AP/BP

Faculty and Staff Development Center

DE COMMITTEE OPERATING AGREEMENT

Committee Purpose		
<p>The Distance Education committee is a subcommittee of the Woodland Community College's Academic Senate. Its primary function is to develop guidelines, and establish and monitor operational procedures for effective distance education offerings that meet the learning needs of WCC students. The Committee will be the primary body that:</p> <ul style="list-style-type: none"> ensures that standards of rigor and quality in distance education are similar to face-to-face instruction; establishes processes and criteria for teaching a distance education course at WCC; in collaboration with the Scheduling and PIE Committees, ensures that the development of new distance education courses meets WCC's scheduling criteria and budget priorities; ensure that all plans for the development and instruction of DE courses are integrated with institutional plans through program reviews, student equity plans, EMP, budget realities and the Board's Strategic Directives (Strategic Plan); develop and annually assess the operations of the DE modality through assessment indicators and tools recommended by the Committee in concert with the Office of Research, Planning and Student Success. 		
Meets District Goal/College Strategic Direction		
District Strategic Goal # 1: Improve Student Success and Completion Rates		
Meets Accreditation Standard		
Standard II: Instructional Programs: The institution offers instructional programs, library and learning support services, and student support services aligned with its mission.		
Committee Norms/Operating Procedures		
The committee will adhere to norms that ensure the effective operations of the committee. The committee will follow Roberts Rules of Order.		
Member	Position	Term
Julie Brown	DE Coordinator/Chair	Standing
Kasey Gardner	Vice President of Instruction	Standing
Betsy Allen	Instructional Designer	Standing
Ariana Velasco	VP of Student Services or Designee	Standing
Danielle Crawford	Student Success Center Representative	Standing
Kevin Ferns	DE Faculty, (at least 1 from WCC and one from LCC)	Ending Spring 2024
Nili Kirschner	DE Faculty (Broadcast Education)	Ending Spring 2023
Lewis Felver	DE Faculty (at least 1 from WCC and one from LCC)	Ending Spring 2022
Ingrid Larsen	Counseling Faculty	Ending Spring 2023
Dena Martin	OER/Library Services Representative	Standing
Shannon Reed	Instructional Dean Designee	Standing
Resource Members		
Nili Kirschner/Brandi Asmus	Curriculum Committee Co-chair or designee	Standing
Geoffrey Hulbert	DSPS Coordinator or Designee	Standing

The mission of Woodland Community College is to provide high quality education that fosters student success & 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.

Chris Mejia	IT Staff	Standing
Suki Grewal	District LMS Admin	Standing
Devin Crosby	District IT	Standing
Liseth Brazil-Cruz	Dean of Institutional Effectiveness	Standing
Meeting Schedule		
Regularly-scheduled meetings are held on the first and third Tuesdays at 12:00 pm via Zoom		
Quorum		
A DE Committee quorum is required to take action on recommendations to the Senate and will be a simple majority of the membership (50% + 1).		
Deliverables		
<ol style="list-style-type: none"> 1. Serve as the body to ensure the quality, consistency, integrity, and feasibility of the college Distance Education offerings. 2. Ensures the quality of online courses by evaluating them against the CVC-OEI POCR standards at regular intervals. 3. Ensures the quality of online instruction by tracking instructor certifications and recommending regular trainings. 4. Serves as the body that ensures that Distance Education course requirements are appropriate to meet the goals of the college and the needs of students and the communities the college serves. 5. Recommends standards or guidelines for Distance Education courses and programs. Determines technology and learning recommendations for traditional and distance education course needs. 6. Assists in the program review, educational master planning processes, and review of DE addenda and SLOs. Reviews internal and external data on local, state, and national trends and makes appropriate curricula recommendations. 7. Assesses educational resources to support distance education offerings and development. 8. Recommends Distance Education faculty training needs to the FLEX Committee. 9. Establishes and monitors the work of subcommittees necessary to perform any of the aforementioned tasks. 10. Provides time on meeting agendas for reports of each subcommittee established. 		
Recommendations		
Recommendations are forwarded to the Academic Senate.		
College Communications		
Minutes and Agendas will be posted to the DE Committee on Board Docs		
Subcommittee		
A subset of standing committee; members organized for a specific operation that may or may not be time-bound.		
DE Course Reviewers		
Task Force		
A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.		
None		
Work Group		
A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.		
CVC-OEI Implementation Team		

Substantive, Regular, and Effective Contact Plan

Woodland Community College

Instructor:
Local Course Code:
Date:

Instructions:

For DE Courses at WCC: Please complete this survey to record your plan for regular and effective contact with your students in this course. The Distance Education Committee will consider your responses in the Peer Online Course Review (POCR) process and will keep this document as record of your contact and communication plan for Title 5 and accreditation purposes.

Based on your plan, your course reviewers will determine if your course meets local standards for appropriate quantitative and qualitative levels of contact in your course. There are three areas of regular and effective contact to consider in your overall plan:

- Instructor-to-Student contact
- Student-to-Student contact
- Student-to-Instructor contact

Per Title 5, any portion of instruction provided through Distance Education in lieu of face-to-face is required to have curricular approval and documentation of Regular Effective Contact (5 CCR § 55206, 55204).

From the WCC DE Handbook: Instructor-Student Interaction: Instructors will regularly initiate weekly interaction with students to determine whether they are accessing, comprehending, and participating in course activities. This will include multiple methods of feedback, including but not limited to discussion, announcements, email, chat and assignments.

WCC DE Committee Recommends: Best practice for instructor-initiated contact frequency is 2-3 times/week. "Responsive" interaction [to student inquiries] shall occur within 48 hours.

For use by the Distance Education Committee:

- ☐ **Exemplary:** The course design includes many opportunities for regular and effective contact using a wide variety of communication tools and instructor created materials. The instructor has clear plans for proactively initiating contact with students (see examples below).
- ☐ **Aligned:** The course design includes regular instructor-initiated contact with students using Canvas communication tools and some instructor created materials that will facilitate instructor initiated contact with students (see examples below).
- ☐ **Incomplete:** The course design appears to be lacking opportunities for regular and effective student contact initiated by the instructor.

Instructor fills out the following:

Instructor-to-Student Contact

- 1. How do you provide students with multiple resources to successfully start the course?**
 - ☐ Email course Welcome Letter to students prior to course start date (using WebAdvisor or WCC Self Service) and provide students:
 - ☐ Canvas login instructions.
 - ☐ Help Desk information.
 - ☐ Instructor contact information.
 - ☐ Course welcome video
 - ☐ Links to student services
 - ☐ Link to the Orientation to Online Learning @ WCC
 - ☐ Use Announcements to repost the Course Welcome Letter to students who add the course after the start date.
 - ☐ Course orientation Module open prior to the start of classes.
 - ☐ Other:
- 2. Which of the following tools in Canvas will you use regularly and substantively with students?**

Syllabus or Course Orientation Module

Includes a section for instructor's expected response times to student inquiries, including (select all that apply):

- ☐ Canvas private messages
- ☐ Questions in Discussions and Chat
- ☐ Assignment and Assessment feedback

Describes and quantifies regular and effective contact outside the Canvas course:

- ☐ On-campus office hours
- ☐ Phone
- ☐ Virtual office hours
- ☐ Other (please specify):
- ☐ Notifies students of expected delays in response times, when possible. E.g. "There may be a delay in my responsiveness from June 18-20 while I am attending a professional conference."
- ☐ Clearly states weekly participation expectations in terms of quality and quantity in the course.
- ☐ Includes Drop, Communication, and Late Work policies.

Announcements

- ☐ Show 3 most recent announcements on the class home page.
- ☐ Contextual announcements with at least weekly (2 times or more per week preferred)
- ☐ Group feedback on assignments and assessments. E.g. "I've just graded this week's assignment and here's what I noticed happening..."
- ☐ Updates on any changes in the course. "I've just updated..."

- ❑ Weekly tasks: such as wrapping up the week, coming up next...
- ❑ Reminders of next online virtual office hour or synchronous meeting
- ❑ Reteach ideas by drawing out main ideas from the week's study and remind students of overarching themes.
- ❑ Kudos and encouragement: e.g. "Great job on last week's discussion. This week let's dig deeper by..."
- ❑ Video announcements: 1-3 minutes, introducing the next unit or just checking in.

Discussions

- ❑ Craft thoughtful questions, encouraging students to apply course material to their own lives and draw from their life experiences.
- ❑ Instructor interaction in the discussion sets an **example or provides a template** to prompt students to a **higher level of thinking** or to **refine their response** further. E.g. "For example, I would respond to this question by saying..." or "The evidence you present does support your classmate's argument. However, what I find exciting is that it also further complicates the matter by raising the question..."
- ❑ Encourage discussion early in the week (e.g. 3 points for posting by Tuesday, 2 points for posting by Wednesday, etc.)
- ❑ Engage regularly (2-3 times per week) by posting reactions, comments and questions.
- ❑ Summarize the main ideas and standout points for each discussion in a capstone post.
- ❑ Seek input by periodically asking, What's working for you? What isn't what surprised you about this week's lesson?
- ❑ Provide a Q&A discussion board forum for students to ask general questions, as recommended in the WCC DE Handbook.

Feedback and Grading

- ❑ Offer meaningful comments using SpeedGrader.
- ❑ Ask students to chat back and forth with you about performance on an assignment using "Comments" in SpeedGrader.
- ❑ Use rubrics when grading to offer detailed feedback on both assignments and discussions.
- ❑ Use audio feedback with each student at least once during the course term.
- ❑ Use video feedback with each student at least once during the course term.
- ❑ Auto-graded quizzes provide helpful auto-feedback to students, directing them to points in the course where they can review material or referring them to your virtual office hours for more extensive assistance.
- ❑ Provide additional qualitative comments on quizzes using SpeedGrader comments.

Instructor Created Materials

- ❑ Humanize your course with instructor created video using Studio, ConferZoom, or other video recording and hosting applications that allow for accurate closed captioning.
- ❑ Course welcome video
- ❑ Weekly welcome videos or lesson introductions
- ❑ Virtual office hours or study groups using web conferencing or chat (post a link to recording/ archive in Announcements)
- ❑ Narrated PowerPoint or video lectures
- ❑ Audio lectures with transcripts
- ❑ Instructor created multimedia presentations (e.g. Sway newsletter with text, images, and

- video)
- Instructor-created handouts, reading guides, resource pages, manuals, etc.

Analytics and Surveys

- Instructor consults New Analytics in course to monitor student progress and behavior to anticipate who many need individualized contact or support.
- Instructor regularly consults the Course Student Interactions Report to ensure regular and effective contact with all students in the course.
- Course includes a “Tell Me About Yourself” survey early in the course to anticipate which students may need more support and outreach.
- Anonymous surveys that elicit student feedback offered at least twice during the course term.
- Enables Notes column in Gradebook to privately track details to refer to when communicating with student.
- Use “Message Students Who...” feature in Gradebook to “nudge” students who have not yet submitted an assignment or provide resources to students who performed below a minimum score.
- Other:

Remember: Maintain a record of any contact you have with a student within Canvas to save time during accreditation and course reviews. Did a student stop by during virtual office hours, call your office, or visit with you on campus to ask a question? Send them a quick summary of your meeting and a thank you through Canvas inbox to acknowledge their seeking help. This provides a permanent record of your contact and helps students recall key points.

Participation Levels

- A rubric is included within assignments/activities to explain how participation will be evaluated.
- Provide consistent reminders of required number of posts for Discussion assignments.
- Provide students with an “exemplary assignment” as sample quality work.
- Open Q&A discussion board for guidance on a particular assignment.
- Communication activities are designed to respond to the variety of cultures and communication styles in the learning community.

Student-to-Student Contact

- Discussion prompts are crafted to encourage meaningful exchange among students.
- Small groups assignments promote meaningful discussion and collaboration.
- Provide students with opportunities for virtual study groups or group conferences.
- Use electronic bulletin board (such as Padlet) or course wiki pages to collect different kinds of student input.
- Community building is designed in the course via ice breakers and “getting to know you” style activities throughout the course, not just at the beginning. These could be in the form of formally designed activities, ConferZoom polls, Zoom chat activities, Flipgrid responses, Adobe Spark social media style posts as replies to a course Announcement, Studio Discussion “shout outs”, etc.

Student-Initiated Contact with Other Students

- Course Q&A board or “Student Lounge” to promote student interaction.
- Open the course Chat tool at specific times to encourage student cross-exchange.
- Provide students with orientation to tools available to them in Groups to communicate with one another (Announcements, pages, collaborations, conferences, etc.).
- Set up ConferZoom times for students to meet up and discuss course concepts throughout the term (e.g. Weekly Synchronous Student Lounge).

Student-to-Instructor Contact

- Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.
- Instructor’s preferred method of contact is easily found.
- The Syllabus or orientation module state expected response times for: inquiries in Discussions and Canvas mail, feedback and grades on student work.
- Students are encouraged to correspond about grades using Gradebook Comments.

- 9.3.2.1 The section cap may be raised above the course cap voluntarily on a semester-by-semester basis by the instructor/professor of the section.
 - 9.3.2.2 The section cap cannot be reduced below the course cap but may be increased on a semester-by-semester basis at Unit Member discretion above the course cap to accommodate ease of student registration.
 - 9.3.3 **Room Cap.** The room cap is the maximum limit of the number of students allowable in a particular room, regardless of the course or section cap. The room cap is an artificial number determined by room size that does not reduce or increase the course cap.
- 9.4 Once a Unit Member's class enrollment reaches fifty (50) or greater as of the census date, at District expense classroom/grading assistance shall be provided at the rate of one (1) hour per week per load unit. Such support shall be in addition to any grader time currently provided. The instructor will be responsible for recruiting the classroom/grading assistant(s).
 - 9.4.1 For every section with sixty (60) students or more enrolled by the census date, a Unit Member shall receive an additional stipend equal to one-quarter (25%) of the amount of compensation for an extra pay class.
 - 9.4.2 For every section with seventy-five (75) or more students enrolled by the census date, a Unit Member shall receive an additional stipend equal to one-half (50%) the amount of compensation for an extra pay class.
- 9.5 Classes with fewer than fifteen (15) students may be canceled at the discretion of the Administration after consultation with the Unit Member, with special consideration given to transfer, degree, and sequence courses.
- 9.6 If a class is canceled due to insufficient enrollment, the Unit Member may be reassigned within the guidelines covered in Article 7.

The District shall attempt not to change any Unit Member's regularly scheduled load once the semester registration cycle has begun, unless agreed to by the Unit Member.

ARTICLE 10.0 – DISTRIBUTIVE EDUCATION

10.1 Philosophy

The purpose of Distributive Education is to increase the opportunity for students to take classes, to utilize District teaching resources efficiently, and to provide for quality teaching throughout the entire District. Distributive Education supplements the existing curriculum and also allows students living outside of the District the opportunity to take YCCD courses.

10.2 Definitions

10.2.1 A "Telelecture," as used in this Agreement, shall refer to all educational methods wherein a Unit Member is teaching in a dual modality, face to face and with a communications link between the Unit Member and students at a distance (e.g., broadcast, ITV, point to point). Telelecture interaction is

synchronous (i.e. live, real-time) and may be asynchronous (i.e. bulletin board, email, voice mail) and uses television, compressed video, streaming video, podcasting, computer, other telecommunications technology, or combinations thereof to engage in effective teaching and learning. A telelecture requires Regular Effective Contact between the Unit Member and student as defined by Title 5 Section 5211.

For telelecture courses (as defined in 10.2.1) the Unit Member shall be compensated by regular unit load or by payment on the hourly EP salary schedule plus \$750 as an additional stipend (for a 3-unit course). This amount will be prorated for courses with different load units.

- 10.2.2 “Online” instruction as used in this Agreement, shall refer to all educational methods wherein a Unit Member is teaching only to students at a distance, and where interaction (either synchronous or asynchronous) is through the use of a computer and other telecommunications technology, to engage in effective teaching and learning. Online instruction requires Regular Effective Contact between the Unit Member and student as defined by Title 5 Section 5211.

For online courses (as defined in 10.2.2) the Unit Member shall be compensated by regular unit load or by payment on the hourly EP salary schedule plus \$750 as an additional stipend for the first time an individual offers a new course online.

- 10.2.3 “Telepackage,” as used in this Agreement, shall refer to all educational methods wherein a Unit Member uses a commercially produced package of course materials with a specific set of objectives related to a particular course. The Unit Member teaches only to students at a distance and where interaction (asynchronous) is through the use of a computer and other telecommunications technology to engage in teaching and learning. Telepackages are licensed or leased through consortia, and may contain additional costs and student fees. Telepackages require Regular Effective Contact between the Unit Member and student as defined by Title 5 Section 5211.

In a telepackage course (as defined in 10.2.3) the Unit Member shall be paid only a stipend based upon the number of students enrolled in the course. Only one of the following shall apply, and the amount will be prorated for courses with different load units.

- 3 unit telepackage up to 60 students \$1,275
- 3 unit telepackage 61 students and above \$1,700

10.3 Policies

- 10.3.1 Established curriculum development procedures for new courses shall be used to insure full District-wide departmental faculty involvement in the development and quality of distributive education.
- 10.3.2 Selection of distributive education instructors through the same procedures shall be used to determine all instructional assignments.



Your College, Your Future • Tu Colegio, Tu Futuro

Distance Education Coordinator

Description of Duties:

1. Develop, assess, and implement a comprehensive distance education (DE) strategy for Woodland Community College in conjunction with key college and district stakeholders: Academic senate, administration, faculty, student services, and district services as appropriate.
2. Lead and chair the WCC Distance Education committee.
 - a. Developing and publishing of agendas, facilitating the meetings, and maintaining/updating the committee operating agreement and membership.
 - b. Collaboratively setting the annual goals of the committee and organizing committee members to complete committee tasks in a timely manner.
 - c. Serving as the distance education liaison to the academic senate, curriculum committee, district technology committee, and the Yuba College DE committee.
3. Maintain the currency of the Distance Education Handbook, seeking regular review and approval by the academic senate for updates to policies and procedures. The handbook should include:
 - a. The requirements for developing, scheduling, and teaching courses approved by the curriculum committee for distance education modalities.
 - b. The college's local processes for ensuring compliance with relevant state and federal regulations, including a method to investigate regulatory non-compliance and student concerns.
 - c. An overview of resources, including instructional technology, for reference for instructional and non-instructional staff to support their work with students.
4. Serve as the campus Peer Online Course Review (POCR) Lead.
 - a. Identifying courses for review
 - b. Assigning faculty reviewers
 - c. Training reviewers and aligning reviews with current CVC expectations
 - d. Documenting progress the college makes on course review
 - e. Communicating regularly to stakeholders on progress to date

This position is a three-year, Category 3, coordinator assignment equivalent to 20% reassigned time for the fall and spring semesters. The coordinator reports to the Vice President of Instruction, who may designate another manager to supervise the coordinator as part of the college's distance education strategy



2300 E. Gibson Rd. • Woodland, CA 95776
Phone: 530-661-5720 • Fax: 530-661-5711 • www.wcc.yccd.edu

Instructional Design - Resource Faculty, Full time - Tenure Track Position

Posting Details

Position Information

Job Title Instructional Design - Resource Faculty, Full time - Tenure Track Position

Location Woodland Community College - Woodland, CA

Job Description

As one of two colleges in the District, Woodland Community College is located in Woodland, CA. The College is excited about its status as a Hispanic Serving Institution (HSI) and serves our local communities in Woodland, Esparto, and Knights Landing in Yolo County, Lake County, and Colusa County. The College serves over 3,000 unduplicated students annually in multiple associate and certificated programs. WCC prides itself on an innovative, student-centered faculty and partnerships with school districts and four-year colleges in its service area. The small college setting provides an advantage for faculty and staff to adapt to new instructional methods and processes and to foster strong interdisciplinary collaborations that benefit students. This is a new position for Woodland Community College.

The person in this position will be responsible for building a program of service for faculty and students that incorporate continuously changing educational technologies to enhance instruction. The position will have the opportunity to guide the College in the development and utilization of a Media Studio that will support faculty and students. A primary emphasis of the position will also be in supporting faculty through workshops, individualized support, and the development of self-paced learning materials. This position will also support the development of continuously evolving online orientations for students interested in pursuing online education. The successful candidate will work closely with faculty, administrators, and district-based IT support to ensure academic quality of all courses delivered in an online or hybrid environment. Under the supervision of the Dean of Student Success, develop, coordinate, and implement training and support for faculty teaching online. Develop and offer faculty workshops and online tutorials incorporating technological, and instructional best practices; develop training materials, including syllabi, learning outcomes, and visual aids for faculty workshops; identify the best online faculty training materials, coordinate and deliver online teaching certification; provide ongoing support related to online, hybrid and other emerging technologies course delivery; analyze and evaluate, in concert with IT Department, relevant equipment and software with an emphasis on open source materials.

Develop and offer online student orientation materials for students wishing to study online.

Develop minimum standards for students to enroll in online courses.

The successful candidate will work closely with faculty and administrators to help them ensure academic quality of all courses delivered in an online or hybrid environment.

Essential Duties Summary

REPRESENTATIVE DUTIES:

- Design and deliver training related to high quality, effective online technology-enabled teaching and learning initiatives.
- Provide training to increase distance learning success rates of students who come from a non-traditional, ethnically diverse college population.
- Coordinate faculty online certification process.
- Participate with WCC DE staff, committee, and others in the coordination and delivery of college online initiatives.
- Advise and assist Subject Matter Experts in developing and revising course content that meets course learning objectives and outcomes; integrate rich media to enhance student interaction and learning; adapt instructional materials from one format to another (i.e. face-to-face to online); assess and analyze current and emerging technologies related to online teaching.
- Create course design templates, models and tools.
- Attend division and general college meetings as well as participate in various division, college, and district committees related to online instruction and instructional technology.
- Through shared organizational decision-making process, review, recommend and implement solutions related to program/course development, new design, technology adoption, initiative or change implementation.
- Maintain current knowledge of issues and concerns under discussion in the profession – statewide, nationally and internationally.
- Develop and offer online student orientation materials for students wishing to study online.
- Assist in overseeing student workers.
- Participate in program review and revision and in the development and assessment of Program Learning Outcomes.
- Coordinate and Create Online Faculty Mentor program.
- Act as lead evaluator for online course evaluation as directed by the DE Committee.
- Perform other duties as assigned by the Dean of Student Success.

KNOWLEDGE AND ABILITIES:

- Enthusiasm for the distance learning process.
- Vision and energy to plan and organize programs to enhance student success.

- Willingness to participate effectively in shared governance.
- Ability to use innovative technologies as a teaching and/or student service tool.
- Personal qualifications such as effective interpersonal communication skills, participation in community affairs, ability to conduct effective public presentations.

Required Qualifications**MINIMUM QUALIFICATIONS:**

The successful candidate, by the final filing date, must possess the minimum qualifications for instructors in Instructional Design/Technology at California Community Colleges:

•Master's in instructional design/ technology or educational technology OR the equivalent
The District has adopted equivalency procedures which enables applications by individuals not possessing qualifications listed above. Applicants who desire consideration according to equivalency procedures must submit a completed Equivalency Form with their application. The form, policy, and procedures can be found at <https://www.yccd.edu/central-services/hr/forms/> for more information on equivalencies contact the Human Resources office at 530-741-6976. Knowledge of and ability to understand the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students. Sensitivity to the needs, problems and challenges associated with the diversity of the community college student population.

Desired/Preferred Qualifications**DESIRABLE QUALIFICATIONS:**

Possession of a Master's degree plus three years of online instructional design or closely equivalent experience.

Bachelors or Master's degree in education technology, instructional design or related field or a Master's degree in an academic discipline and extensive experience with online teaching and technology.

Three years of cumulative online teaching experience (community college experience preferred), completion of an accredited online teaching certification program, or equivalent training within the

Qualifications community college system, knowledge of current theories and methods in online instruction, familiarity with Web 2.0 technologies, and understanding of online course accessibility issues and online copyright law.

Knowledge of learning theories, distance learning principles and instructional delivery methods. Strong written, verbal and interpersonal skills.

Demonstrated proficiency in Canvas or other Learning Management Systems. Experience with online teaching and learning programs in industry or higher education.

Physical Demands**Range/Step**

Class 2, Step 1 to Class 6, Step 10

Salary Range

\$56,772 - \$87,564/YR.

Benefits Information

BENEFITS/SALARY: The District offers a comprehensive benefits package for employees and dependent, valued at over \$20,000 annually with a \$310.50 monthly out of pocket expense to employees or dependents for monthly premiums. The package includes health, dental, vision, two (2) life insurance policies and an Employee Assistance program.

Additional benefits include contributions to the State Teacher's Retirement System (STRS), 457/403b options, 10 sick days and a 178 day contract.

INITIAL PLACEMENT WILL NOT BE HIGHER THAN CLASS 6, STEP 10, ACCORDING TO THE ACADEMIC HANDBOOK.

APPLICATION PROCEDURE AND DEADLINE: To apply, please visit:

<https://yccd.peopleadmin.com> and complete an academic application (please provide description and details for each position held. See resume or left blank will automatically disqualify your application).

The following documents are required: Resume, All Transcripts, Equal Employment Opportunity Statement (attached in a Word document), a Cover letter/letter of interest and 3 Letters of Recommendation.

PLEASE NOTE: AS SUPPLEMENTAL MATERIALS, AN APPLICATION MAY, BUT NEED NOT, INCLUDE THE FOLLOWING: (a) one current evaluation from a peer or supervisor, (b) one abstract of a publication, and/or portfolio. NO OTHER SUPPLEMENTAL MATERIAL SHOULD BE INCLUDED.

EQUIVALENCY: Applicants must meet YCCD minimum qualifications by the filing date or have been awarded equivalency by the District prior to the publication of the Recruitment Announcement.

FOREIGN TRANSCRIPTS: Include a U.S. evaluation and translation. Contact the Human Resources website for a list of agencies providing foreign transcript services.

PRE-EMPLOYMENT REQUIREMENTS: Employment is dependent upon Department of Justice (DOJ) clearance; all fees are the responsibility of the selected candidates and serves the purpose of obtaining a criminal history as authorized by the California Education Code. All prospective employees shall be required to provide verification of TB test.

WORKING CONDITIONS: In accordance to Board Policy, smoking is prohibited in the facilities and on the grounds of Yuba Community College District.

WORK DAY, WORK WEEK, and WORK YEAR: The District has the right to establish work day, work week, work year; hours of positions within the District may vary.

INTERVIEW: A candidate selected for an interview will be required to visit Yuba Community College District at his/her own expense upon a date selected by the District. Meeting minimum qualifications does not guarantee an interview.

It is the sole responsibility of the applicant to ensure all application materials are received by the application deadline date. All submitted materials become District property, will not be returned, will not be copied and will be considered for this recruitment only. Incomplete and/or late applications will not be considered.

IF YOU REQUIRE ACCOMMODATION TO APPLY FOR THIS POSITION, please contact the Human Resources Office at (530) 741-8765.

TIMELINE: Interviews are scheduled for April/May 2019. Before a candidate is employed with the District, the candidate will be confirmed by the Governing Board; the proposed confirmation date is May/June 2019

•This position is anticipated to be assigned to Woodland Community College of the Yuba Community College District but may be assigned temporarily or permanently within the District.

EMPLOYMENT INFORMATION

1. In the interview, consideration will be given by the Selection Committee to factors other than education and experience, including, but not limited to, apparent personal development, ability to work with others, initiative, and sensitivity.

2. Candidates should not expect official notification of the status of their candidacy until the administration has acted upon the Selection Committee's recommendation for employment.

3. The District reserves the right to investigate past employment records, including contacting former employers.

4. The District reserves the right to re-advertise the position or to delay indefinitely the employment of a person for a position if it is deemed that applicants for the position do not constitute an adequate Qualified Applicant Pool.

5. As required by the Equal Employment Opportunity Policy of the Yuba Community College District, the Personnel Services and Human Resources Development Office is required to maintain an Equal Employment file, which will yield the composition of application flow by ethnic identification, gender and disability. This information will not be used as part of our recruiting process.

6. IMPORTANT: Any misstatements or omissions of material facts in this application or an interview may be cause for dismissal, if employed.

This position is open to Full Time YCFA Tenured Members from Friday, March 12, 2019 through March 25, 2019 by 5:00 p.m. The internal and external postings will run concurrently.

External applicants are welcome to apply during the in-house recruitment process. However, external applications will not be considered until the in-house recruitment period has ended.

EEO Statement

As an equal opportunity employer with a diverse staff and student population, the Yuba Community College District is committed to creating an inclusive and effective learning and working environment for all.

Posting Detail Information

Internal vs. External External

Posting Number AS335P

Open Date 03/12/2019

Close Date 04/12/2019

Review Start Date

Open Until Filled Yes

Special Instructions to Applicants

A complete application includes the following: Academic Application, Resume, Transcripts, EEO Statement, up to (3) current letters of recommendation and a Cover Letter/Letter of Interest.

To apply for an Equivalency, please download a Equivalency Determination Application, Equivalency Statement, and Procedure from YCCD's website: www.yccd.edu/forms

Supplemental Questions

Required fields are indicated with an asterisk (*).

Documents Needed To Apply

Required Documents

1. Resume
2. Cover Letter

3. Transcripts
4. Letter of Recommendation 1
5. Letter of Recommendation 2
6. Letter of Recommendation 3
7. Diversity/Equity Statement

Optional Documents

1. Curriculum Vitae
2. Additional Transcripts
3. Additional Documents

WCC Academic Senate Regular Meeting (Friday, March 12, 2021)

Generated by Ariane Metz on Friday, March 12, 2021

Time: 1:00pm - 3:00pm

Location(s): Via Zoom Conference

Senators Present:

President - Christopher Howerton
Vice-President/At-Large Rep: Deanna Pierro
Secretary/FaLaHum Rep - Aree Metz
CTE Rep - Leslie Deniz
LCC Rep - Annette Lee
LCC/CCC Part-time Rep Stanley Silsby
Math & Science Rep - Matt Clark
Social Science Rep - Greg Gassman
Student Services Rep - Jose Vallejo
WCC Part-time Rep Claudia Ross-Ibarra

Senators Absent: , ASWCC Rep - Alyson Davenport

Guests: Dena Martin, Julie Brown, Betsy Allen, VP Kasey Gardner, Nick Turney, Noel Bruening

1. Procedural

1.01 Call to Order 1:02PM

1.02 Review and Approval of Agenda

(MSC Clark; Gassman)

1.03 Review and Approval of Minutes of Regular WCC Academic Senate Meeting (2/26/2021)

(MSC as amended Clark; Gassman)

2. Public Comment

2.01 Public Comment

- VP Gardner greets the senate. Expresses gratitude and congratulations for newly tenured faculty and the committees and faculty who supported their tenure.
 - Howerton (with clarification from Clark) shares that the Board appreciated the enhanced rigor and clarity built into the process by faculty at both colleges and the quality of the recommendations

3. Committee Appointments

3.01 Faculty and Committee Appointments -Pierro

- Category 2 Coordinator Review Committee (for Counseling Department) - One full-time faculty
 - No names put forward. Call goes to Senators.
 - Vallejo: not interested in serving due to interest in applying
 - Clark clarifies that this is an ad hoc committee to review the coordinator position. Howerton confirms that faculty interested in applying could still participate in this review committee.
 - **Matt Clark appointed**
- Safety Committee - One full-time faculty
 - **Brian Gillespie appointed**
- Instructional Associate for the Student Success Center (on WCC main campus) - One full-time faculty
 - Metz clarifies that Pierro is not on the hiring committee by default given that she oversees the Student Success Center, which Pierro confirms. Laments that both faculty cannot be added.
 - Clark queries VP Gardner: if Dean Shannon Reed requested two faculty, whether he would be opposed to two faculty members on the committee, or does that violate CSEA.
 - Clark (clarified by Howerton) advocates for a recommendation for both names to be added, but if that decision is not accepted we have one faculty member prioritized to take the one spot.
 - Roll Call Vote:
 - At-Large Rep: Deanna Pierro: Pierro
 - FaLaHum Rep - Aree Metz: Pierro
 - CTE Rep - Leslie Deniz: Pierro
 - LCC Rep - Annette Lee: Pierro
 - LCC/CCC Part-time Rep Stanley Silsby: Pierro

- Math & Science Rep - Matt Clark: Pierro
- Social Science Rep - Greg Gassman: Pierro
- Student Services Rep - Jose Vallejo: Pierro
- WCC Part-time Rep Claudia Ross-Ibarra: Pierro
- **Primary Recommendation: Pierro**
- **Secondary Recommendation: Strode**

4. Updates/Presentations

4.01 OER Update - D. Martin and N. Bruening

- Presentation slides available in the meeting agenda
- Highlights:
 - Focus of the workgroup has expanded from OERs (Open Educational Resources) to resources that support use of OER and supporting Open Education.
 - Professional Development: online, anytime workshops available as well as live workshops.
 - Obstacles to faculty adoptions: test banks and cheating, accessibility, lack of discipline resources, change/lack of time to update course(s)
 - Clark: comments on Bruening's suggestion that if the COR lists "or equivalent", OERs should not be problematic to adopt. Shares that some faculty members within the same discipline may disagree with what constitutes equivalencies with an OER. Advocates for some standards to determine OER adoption.
 - Clark concludes: Math will be working together to identify an OER and traditional textbook, and faculty will be encouraged to adopt one of the recommended texts.
 - Martin adds that captioning is one of the biggest accessibility barriers and is also a time-consuming process.
 - Allen: Keeping sources up-to-date another challenge with adopting OERs (some OERs created under a grant and not updated with the latest research).
 - Areas of additional discussion/questions:
 - Measure interest in faculty writing their own OER
 - Metz asks for clarification about what constitutes an OER. If an instructor embeds all course content into modules, is that an open course or OER?
 - Martin: The distinction refers more to copyright/open access materials.
 - Lee has seen Business OER textbooks but would like to explore more assignments, assessments, etc. and may be interested in developing Business OER.
 - Clark queries if full time and part-time English faculty develop their own OER-potential materials, and Bruening and Metz clarify that to differing degrees both full-time and part-time English faculty develop and share resources for their own classes and within the department, sometimes as part of the English Community of Practice.
 - Makerspace Expansion: tie-in with Open Ed/Open Pedagogy
 - District Technology Committee--ceasing all requests to vet LTIs (add-on learning tools) until they create a policy in Fall 2021.
 - Martin: Has already created delays for faculty wanting to adopt new LTIs
 - Allen: the timeline is not accurate. Policy support is legally required to assure, among many things, accessibility. For student-centered reasons and policy reasons there is a focus on currently adopted LTIs versus adding new LTIs.
 - Howerton: asks how the Senate can support. Makes a commitment to bring concern into conversations with District and College-level leadership.
- Bruening shares additional trainings on OER creation and adoption: <https://asccc-oeri.org/webinars-and-events/>

4.02 DE Update - J. Brown, B. Allen

- Presentation slides available in the meeting agenda as well as proposed DE Handbook Outline.
 - Howerton requests that senators share the proposed DE handbook with constituents. Asks for all feedback to be directed to Brown or Allen.
- Highlights:
 - WCC not full-integrated with the CVC exchange. End goal to develop a student-centered experience with the exchange.
 - Improving CTE Pathways Grant
 - Created Online Entrepreneurship Certificate (Senator Lee lead faculty)
 - eLearning Studio fully launched in Fall
 - CVC Progress: Home College Ready (mandated by 2023), Phase 1: Schedule Integration, Phase 2: Automated Cross-Enrollment
 - WCC almost Home College Ready
 - Support needed: Student Services, Continued accessibility training/support for faculty, engaging course design using simple tools, further refining student online readiness efforts
 - DE Handbook and POCR
 - According to DE Handbook, courses should not be published until they have gone through POCR review (one-time funds allocated to support clean-up). 48 courses under review and counting.
 - Ongoing challenges with POCR: training and review takes considerable commitment, 12-18 months to fully align, struggle to define workable timeframes and incentives without compromising course quality and Title 5 compliance.
- Lee: Has the Financial Aid Consortium Agreement been executed successfully anywhere? Allen responds yes: [CVC.edu/exchange](https://cvc.edu/exchange) shows progress. 12 or 18 are complete. Lee's primary concern is the financial aid process as

there were major issues after re-alignment and students who participate in multiple institutions must choose one institution for financial aid.

- Brown recommends that the Senate request regular updates. Howerton recommends advocating for adding a bi-weekly DE report to DCAS.
- Vallejo attended CVC Exchange workshop for Counselors and saw a lot of potential benefits for students. Agrees that the biggest concern is with financial aid, cross-enrollment would alleviate that concern. Due to proximity to Los Rios, many students are navigating taking classes at both campuses. Asks for more CID information--wouldn't CIDs move the process along faster? Allen: won't reduce the review process for each course. Allen and Howerton clarify that CIDs will help with students choosing classes from the exchange.
- Howerton shares that there will be a CVC Exchange presentation to the Board, which Howerton will report out about.
- Clark: Is the ASCCC addressing the bottleneck that exists in getting feedback returned? Howerton: CVC not a major part of ASCCC resolutions. Will follow-up. Clark: given lower FTES might be a good time to leverage funds to support the review process.
 - Further queries: lots of courses under review--will this reduce over time, and if so can we advocate for funding to bring us to that horizon? Allen clarifies that this is a short-term situation given the flux of courses being offered online. By the end of this semester the situation will be a lot better. Allen's biggest concern is faculty find the time to align courses, particularly part-time faculty who may need to get courses aligned before they can be offered.
- Lee calls on senators to go back to constituents to advocate for them to be pro-active about using the rubric. The rubric should be distributed to new faculty with the OER. Instructional Deans should follow-up with faculty to get ahead about using the rubric to make revisions.
 - Howerton expresses appreciation, but would like recommendations to come from the DE committee
 - Brown affirms Lee's point. New faculty at an advantage given support from Allen but seasoned online instructors might have more to do to get through review process.

4.03 Low-Cost textbook recommendation - Follow up - Pierro

- Moved to future meeting

5. Election of Senate Officers 2021-2022

5.01 Election of Senate Vice-President 2021-2022

- One nomination for Dieanna Pierro (Lee)
 - Anonymous voting via PollEv
 - Result: 100% for Pierro

5.02 Election of Senate Secretary 2021-2022

- One nomination for Aree Metz (Clark)
 - Anonymous voting via PollEv
 - Result: 100% for Metz

6. Review of APs and BPs

6.01 Proposed DCAS AP & BP Review- INFORMATION

- Howerton asks for Senators to share this and all APs and BPs with constituents for feedback or endorsement.

6.02 AP 5075 - Course Adds and Drops (Confirm Category 1)

- Add: clarifying last day to add (last business day before census)
- Howerton checks for confirmation as Category 1 (confirmed)

6.03 BP/AP 2510, Participation in Local Decision-Making (FIRST READ)

- General feedback from Lee: pronouns He/She/They or just "They"?

6.04 BP/AP 5010, Admissions (Cat 2 -FIRST READ)

6.05 BP/AP 5011, Admission of High School and Other Young Students (Cat 2 - FIRST READ)

- Vallejo: questions about how to know if students have availed themselves to all opportunities. Howerton requests that Vallejo send any and all questions/feedback to Howerton and Pierro to forward to DCAS.

6.06 AP 5520, Student Discipline Procedures (Cat 2 - FIRST READ)

6.07 AP 5530, Student Rights and Grievances (Cat 2 - FIRST READ)

- Clark: Suggests moving "Appeal" to above "Hearing Procedure" so the organization follows the actual process.
- Clark: requests including clarification of who would address the appeal if the person being grieved is the College President.
 - Pierro requests that Clark sends a clarifying email to ensure concerns are raised accurately. Clark agrees.

7. Standing Reports

7.01 President's Report - Howerton

- A formal written President's report and President's Board report is attached in the agenda for this meeting.

- Additional resources in the agenda: 3/11 Board Report, Theme Report from listening sessions, and information about/resources related to the upcoming Plenary.
- Highlight: No interim chancellor identified yet. Reception for Chancellor Houston tentatively planned for April 14th.

7.02 Vice-President's Report - Pierro

- Update to Turney's request for students to participate in the Town Hall.

7.03 Guided Pathways Report

- Recent Guided Pathways newsletter included in the agenda

7.04 Senate Committee Reports

- Resolutions Committee
 - Vallejo requests on the resolution for AB 1460

7.05 Division Senators' Reports

- Lee: Some confusion about the format of the Town Hall. Originally planned to be a listening session between Faculty/Staff and Administration. When the format was changed to a Town Hall the request was presented for students to be included.
 - Some concerns that certain topics will not be discussed openly with students present.
 - Howerton will send forward the request for a LCC listening session.
- Clark: Sunday is pi day--get a pie and do math stuff with it.
- Metz: Noel Bruening is putting together a Humanities expo. A variety of projects are welcome to be included: creative works, research, etc. If faculty would like students to participate please contact Professor Bruening.

7.06 Ex-officio Reports (ASWCC)

- Turney: Updates to ASWCC website. Election packets available for ASWCC including new senator positions to LCC, CCC, and Student Trustee. First student town hall held yesterday.

8. One Minute Accomplishments

8.01 One Minute Accomplishments

- Not discussed.

9. Information & Discussion Items

9.01 Use of the "Chat" features in Zoom for Brown Act Meetings and documenting votes

- Moved to future meeting.

9.02 Plan to finalize updates of the Governing Documents of the WCC Academic Senate

- Moved to future meeting.

10. Future Agenda Items

10.01 Future Agenda Items

- Not discussed.

11. Adjournment 3:04PM

(MSC Gassman/Vallejo)

WCC Academic Senate Regular Meeting (Friday, May 14, 2021)
Generated by Christopher Howerton on Friday, May 14, 2021

Time: 1:00pm - 3:00pm
Location: Via Zoom Conference

Senators Present:

- Christopher Howerton (President);
- Deanna Pierro (Vice-President, At-Large Senator);
- Aree Metz (Secretary, FaLaHum Senator)
- Matt Clark (Math & Sciences);
- Annette Lee (LCC-FT At-Large);
- Claudia Ross-Ibarra (WCC PT At-Large);
- Stanley Silsby (LCC/CCC PT At-Large);
- Jose Vallejo (Student and Academic Support Services)

Senators Absent: Greg Gassman (Social Sciences); Leslie Deniz (Career Technical Education); ASWCC Representative - Alyson Davenport

Guests: Acting President Gardner, Claudio Cisneros

1. Procedural

1.01 Call to Order - President Howerton called the meeting to order at 1:03 pm.

1.02 Review and Approval of Agenda (MSC Clark/Lee)

1.03 Review and Approval of Minutes of Regular WCC Academic Senate Meeting (4/23/2021) (MSC - as amended Clark/Vallejo)

- Minutes for 4/23 will be amended to include a list of names of faculty who expressed interest in committee service.

2. One Minute Accomplishments

2.01 One Minute Accomplishments - Senators shared brief personal updates with the group. Kudos to all!

3. Public Comment

3.01 Public Comment

- WCC Acting-President Gardner: Thanked faculty for their hard work and contributions to the students.
- Cisneros: Expressed gratitude for fellow faculty and staff. His first year as a new faculty member has been positive.
- Public Chat comment noted by Senator Clark - Question regarding Fall 2021 modality of instruction for WCC - Will we be back face to face?

4. Committee Appointments

4.01 Faculty and Committee Appointments -Pierro

- Pierro stated there were no appointments needed at this time.

5. Information/Discussion

5.01 Summary of Senator attendance and list of Senate Motions - Howerton

- Howerton explained that attendance for Senators has been tracked and everyone is in good standing. Ibarra had an absence that was excused because of attendance at the Part-time Faculty Institute.

5.02 Summary of Senate Processed Academic MQ Equivalencies and overall committee appointments for 20-21- Pierro

- Pierro: Equivalency process has been updated to be more collegial between the two colleges (WCC/YC). Senate had successfully reviewed interest forms and made appointments for 41 faculty using our new system for committee appointments.
- Clark: Asked if the formatting of the spreadsheet that is shared with Senators for aggregated interest forms can be made more accessible. Pierro agreed to update the formatting when sharing with Senators.

5.03 Update on FYE and Student Success Committee - Dean Brazil-Cruz

- Dean Brazil-Cruz updated the senate that the plan for FYE is to scale back for next academic year until all details can be worked out and FYE can come back in full effect in AY 22-23.
- Pierro suggested that we are mindful of how we promote the small scale of onboarding so that it is not conflated with FYE. She suggested that the small-scale rollout in AY 21-22 be called something different than FYE.
- Howerton expressed gratitude for the FYE update and the work that Dean Brazil-Cruz and team has done.

5.04 Committee Effectiveness Survey (WCC Academic Senate) - DUE MAY 21,2021

- Dean Brazil-Cruz has distributed these surveys and will have results soon.

5.05 WCC DE Handbook Update - Allen & Brown

- Howerton shared that the DE committee is working on a new draft of the DE handbook to incorporate all the recent changes and expectations around POQR and other factors. DE Coordinators are working on a CANVAS support site for the draft handbook and will bring to the senate in the fall for feedback before formal adoption.

6. Action Items

6.01 WCC Academic Senate Resolution in support of BLM (MS Clark/Metz)

Discussion:

- Clark shared feedback from constituencies regarding BLM resolution that included concerns about specifications of George Floyd's case and that some do not support Black Lives Matter.
- Silsby shared constituencies were in support but had a concern about excluding other communities and would like other underrepresented groups recognized
- Vallejo noted the time of the trial that it is important to move forward with this motion.
- Lee noted there are two "Whereas" in the first stanza. Howerton responded that this will be corrected.
- **(Motion Carries: AYES-7; NAYS-0; ABSTAIN-0)**

Clark asked if we can make a motion to approve by acclamation. Howerton mentioned this is a possibility, and we will discuss best practices for resolution approval during our retreat.

Clark suggested that for those who received feedback about the wording of the resolution, please let those constituencies know that what matters most are the resolves of the resolution which are in support of all people of color and those who have been marginalized.

6.02 Executive Senate Powers for Summer

- Motion to grant senate executive powers for the WCC Academic Senate executive members. Any formal summer actions will be reported to the whole senate during the Fall 2021 Academic Senate Retreat. (MSC Clark/Silsby) AYES - 7; NAYS -0; ABASTIN-0
- Clark asked if there is any expectation for a heightened level of work for the Senate during this summer than in the past. Howerton explained that it should be on par with usual duties.

7. Presentation

7.01 Appreciation of WCC Academic Senate Service

- Recognition of service for outgoing senators Leslie Deniz and Greg Gassman. Certificates of appreciation are awarded. President Howerton additionally recognized these senators contributions during the May YCCD BOT meeting and found in his monthly YCCD BOT report.
- Clark expressed appreciation for presenting certificates.
- Howerton mentioned the importance of having a continued conversation about normalizing recognition for senators. During an upcoming retreat the senate may want to codify in the supplemental procedures the level of service to the senate that would warrant a formal resolution beyond customary acknowledgement of service.

8. Standing Reports

8.01 President's Report - Howerton

- President Howerton's MAY YCCD BOT report and President's Report to the Senate are attached to the agenda. He also shared his tentative ASCCC committee appointments as an official member of the ASCCC Executive Committee starting in June. President Howerton also updated the senate about the ongoing conversations with administration (and now with the YCCD BOT) regarding increased concern over the staffing and level of support for our student success center(s). President Howerton recently recorded the Academic Senate President's message for the upcoming WCC and LCC commencement activities. Howerton also highlighted the work of associate professors Cisneros and Rios.
- Clark asked about updates regarding plans to return.
- Gardner explained that admin is waiting for the health department's guidance which is needed before finalizing planning. As of right now, one thing that is certain is staff will be returning in two days in June, three days in July, and four days in August.
- Ross-Ibarra asked if there is a sense of how many people have been vaccinated and if that information can be shared. Howerton ensured that the executive team will be brought to next meeting with administration.

8.02 Vice-President's Report - Pierro

- Pierro updated shared letter written by Student Success Committee requesting support for Student Success Center. Noted only one of four classified positions remain while request for growth and more services continue. Howerton and Pierro explained that conversations with admin for a solution are ongoing.

8.03 Guided Pathways Report

- Monthly Guided Pathways newsletter is attached to this meeting's agenda.

8.04 Senate Committee Reports

- No report

8.05 Division Senators' Reports

- Lee updated senate on Lake Town hall meeting that was well attended with a lot of community representation. This is a reflection of the partnership the campus has with community members. LCC is hopeful that these conversations will help the campus move in a positive direction. There are also issues with the data that represent LCC outcomes and are working with Dean Brazil-Cruz to correct it. The longest-standing faculty member in the district is leaving and will be celebrated.
- Vallejo mentioned that the discussion around returning face-to-face is still in conversation for counselors. They are exploring ways to be both face-to-face and virtual. There is still some scheduling concerns and confusion amongst students regarding synchronous and asynchronous.
- Silsby also mentioned the LCC Town hall meeting and the importance of having administrative support. Community members and campus personnel are concerned about the sense of lack of support.
- Ross-Ibarra: No reports
- Clark: No reports
- Metz/Howerton reported that there was a FaLaHum division meeting, but as a division they would like more meetings as a division during the year.

8.06 Ex-officio Reports (ASWCC)

- No report

9. Review of APs and BPs

9.01 Proposed DCAS AP & BP Review- INFORMATION - WCC Senate President Howerton and YC Senate President Noffsinger will be meeting with Dr. Lolland to discuss strategies to expedite the review of BPs and APs next academic year.

9.02 AP 5075 - Course Adds and Drops (Category 1) - no update

9.03 BP/AP 2510, Participation in Local Decision-Making (SECOND READ) - no update

9.04 BP/AP 5010, Admissions (Cat 2 - UPDATE PROVIDED) - Howerton and Pierro voted in affirmation of the recommended edits offered by YCAS.

9.05 BP/AP 5011, Admission of High School and Other Young Students (Cat 2 - SECOND READ)

9.06 AP 5520, Student Discipline Procedures (Cat 2 - SECOND READ) - no update

9.07 AP 5530, Student Rights and Grievances (Cat 2 - SECOND READ)- Howerton shared concerns and suggestions offered to DCAS for consideration

10. WCC Senate Goal Review/Topics for Fall 2021 WCC Senate Retreat

10.01 Review Status on 2020-2021 Senate Goals

Equity-Focus

Pierro shared that there are small strides, such as the resolutions that have been passed. Lee mentioned the importance of broadening the lens and not focusing just on race/ethnicity when discussing equity. Howerton and Pierro agreed. Pierro mentioned the need to focus the work on representing those underrepresented in any context.

Guided Pathways

Lee shared her excitement for the future of guided pathways and the momentum behind it. Vallejo agreed and added that a lot has been accomplished and that we are finally at the point of making the transition. Howerton also expressed his excitement of moving forward.

Support ASWCC

Howerton mentioned the need for continued support. Vallejo agreed.

Building a community of support

Howerton mentioned there have been challenges for faculty teaching online, so it's important to continue to show grace.

Support Data Needs

Howerton pointed to the discrepancies with LCC data as an example of where we need to improve and mentioned that there actions being taken to rectify it.

Relationship with College Council

Howerton and Silsby mentioned that the council is strong and they are appreciative of the work that is being done.

Bylaws

Howerton noted that not much was done, but we will continue the work next year

Faculty Hiring

Howerton mentioned that equity for faculty hiring is at the center of conversations.

10.02 Possible Topics for Senate Retreat

- Howerton shared a list of ideas for the retreat and asked that senators share any suggestions for the retreat before then.

- Lee shared that SLOs are an important focus and seems related to senate work that may want to be considered for the retreat. Howerton agreed and suggested that it starts with PIE, but can be a conversation for the retreat to think about how to best onboard faculty.

11. Future Agenda Items

11.01 Future Agenda Items

12. Adjournment

(MSC Vallejo/Lee) Meeting ended at 3:06 pm.

WCC Academic Senate Regular Meeting (Friday, October 22, 2021)

Generated by Ariane Metz on Friday, October 22, 2021

Time: 1:00pm - 3:00pm

Location(s): Via Zoom Conference

Senators Present:

President - Christopher Howerton

Vice-President/At-Large Rep: Deanna Pierro

Secretary/FaLaHum Rep - Aree Metz

CTE Rep - Robert Cabrereros

LCC Rep - Annette Lee

LCC/CCC Part-time Rep - Stanley Silsby

Math & Science Rep - Matt Clark

Social Science Rep - Melissa Moreno

WCC Part-time Rep - Claudia Ross-Ibarra

ASWCC Rep - vacant

Guests: VP Kasey Gardner, Julie Brown

Absent: Jose Vallejo

1. Procedural

1.01 Call to Order

1:00PM

1.02 Review and Approval of Agenda

MSC (Pierro; Lee)

1.03 Review and Approval of Minutes (9/24/2021)

Approved as amended MSC (Lee; Clark)

1.04 Review and Approval of Minutes (10/8/2021)

Approved as amended MSC (Clark; Lee)

- Metz shares gratitude for Lee who always reviews minutes extremely promptly.
- [Based on comments from Clark and Metz, Pierro requests and senate accepts that senators review minutes within a week of meetings to ensure an updated draft goes out for review by the campus community.](#)

2. One Minute Accomplishments

2.01 One Minute Accomplishments

- Skipped

3. Public Comment

3.01 Public Comment

- None

4. Committee Appointments

4.01 Faculty and Committee Appointments -Pierro

- No appointments. Hiring Committee call-outs will go out on Monday.

5. Action

5.01 2021-2022 Senate Goals - Draft 3.0

- Howerton shares a live document to finalize editing goals and accompanying activities.

Motion to adopt (Clark; Lee)

Discussion: Moreno shares appreciation for all of Howerton's work in developing these drafts. For the future, adding service learning/developing service learning as a goal should definitely be considered [because the CCC Ethnic Studies core competencies being developed will most likely include service learning](#). Also: collaborative and project-based learning.

Motion Passes (no objections or abstentions)

6. Information/Discussion

6.01 Faculty Request Ranking 2021-2022 – Clark

- 3 requests received: Biology (replacement in Microbiology which met auto-refill), English, and ESOL
 - Ranked: Biology (1), English (2), and ESOL (3)
 - List was sent to PIE, College Council, and Academic Senate
- Discussion
 - Moreno: asks if Clark can share whether the number of students served was considered in ranking.
 - Clark: Lots of data used in ranking includes FTES and productivity. Growth and stability within the program is also considered. How students are served is considered from multiple angles.
- Next steps: review ranking process; develop 5-year staffing plan; develop processes that are similar to the process used for faculty staffing for classified staffing and administrative staffing; explore alternative approaches used at other colleges.

6.02 ASCCC Area A Update and Fall 2021 Plenary Resolutions - Pierro/Howerton

- Pierro: Majority of the meeting spent reviewing the resolutions which were shared with the local resolutions committee.
 - Asks that senators share resolutions with constituents for feedback.
- Discussed nominations for awards: Exemplary Program Award (11/8 deadline) and Hayward Award (12/10 deadline)
 - Queries: do we have time to apply for these awards and do we have programs/individuals in mind to nominate?
 - Howerton: These awards require Senate Endorsement. Limited by time. Consider the theme: Inequality in a Time of Crisis.
 - Calls on the Senate to send nomination ideas to the Executive Team.
- Clark: in the past there have been forums to discuss resolutions ahead of the plenary and asks if those will be repeated.
 - Pierro: due to lack of turn-out in the past that doesn't seem to be the best practice. Asks Senators to be intentional in reaching out for feedback. Suggests that Senators focus on the "resolves".
 - Clark: now that we have a fully functioning Resolutions committee, asks that the committee review the resolutions to identify any that should be targeted to specific groups for comment.
 - Pierro: That is the intent. In addition to Senators reaching out to constituencies, agrees that the committee also review the packet for targeted requests for feedback.

- Moreno: requests for clarification. Pierro confirms that each Senator should send packet to their constituents, but the Resolutions Committee will also identify connect specific resolutions to the relevant groups/individuals.
- Clark asks if there was any debate during the Area A meeting around any resolutions. Pierro confirms that no debate was allowed.

6.03 Low-cost textbook symbol update - Pierro

- Survey results: Fall 2019 student survey results identified \$20 as “low cost”. A second survey to students and faculty also identified \$20 threshold. Feedback was also added from ASWCC.
 - Clark: if \$20 is the definition of low cost, faculty should be looking at a \$12 or \$15 book when considering the bookstore’s mark-up. Was there any conversation about the mark-up related to this, and is \$20 realistic for many departments?
 - Pierro: Resolution in Fall 2017 identified a \$40-50 range. We could do more investigation to see how many courses would meet that \$20 threshold. Yuba has put forth that request to DCAS.
 - Howerton: ASCCC Resolution defining low-cost (3.04).
 - Lee: Rather than asking what students’ perception of low cost is, now that we have a baseline we should see how often the icon is used. Lee has been shopping around a lot for books, and it appears that \$35-55 seems much more common. Maybe we can reassess if only few courses qualify based on our current standards.
 - LCC doesn’t have access to a bookstore anymore. It’s been cumbersome since the realignment because it has always been the Yuba Bookstore at LCC, but now there is no bookstore.
 - Pierro: the issue of access is valid and being addressed by the Dean of LCC.
 - Pierro: Changing the dollar threshold is not a difficult thing to do in the future.
- Communications: Email template created and approved by the senate last spring. Information will be added to the website.
- Collaborations: worked with IT to create a symbol, but process for textbook reporting to bookstore needs to be streamlined as well as how info is sent from the bookstore to scheduling.
- Devin Crosby was invited to first meeting of the semester to present 3 symbols: the zero-cost icon; a low-cost icon that clarifies that the cost comes from the WCC bookstore; and a button to buy books from the WCC bookstore online. Yuba will be adopting similar symbols.
 - Lee: Any talks with IT with zero cost symbol directly to the OER? Until the course starts students are stressed out about not getting access to their course texts.
 - Pierro: creates some complications. The committee and IT didn’t seem ready to do that.
 - Metz: suggests that a temporary solution might be for faculty to add their OERs to their faculty profiles on the website. Not a perfect solution as students would need to find or be directed to those sites.
 - Clark: Is the low-cost definition the same at both colleges or will that be discussed at DCAS?
 - Pierro: currently being discussed at DCAS. May not end up being in alignment.
- Next steps: process for reporting textbooks to the bookstore (end of October) will be streamlined; faculty will report textbooks using new tools; textbook info will be shared with scheduling (mid-November), Icon will be added to the schedule (November); pop-up with low-cost definition and explanation that cost comparison is derived from

bookstore will be added (November); and email will be sent to students explaining low-cost textbooks and info will be added to the website (November).

6.04 finalize updates of the Governing Documents of the WCC Academic Senate

- Not discussed

7. Review of Operating Agreements

7.01 Annual Review of Operating Agreement - Distance Education Committee

- Brown: DE Committee working on the handbook with goal to present to the Senate in November. Majority of time spent on developing processes and timelines. Peer Online Course Review (POCR) continues. A little slow with the review process. Asks for patience from faculty: each course has two reviewers, and both reviewers have to come together to norm their reviews which are then sent to Brown who distributes the feedback to the faculty. Aware that by the time faculty receive feedback they have already made many changes.
 - Changes to the Operating Agreement mostly around staffing changes
 - Moreno: asks if there are two evaluators and Brown is distributing, if there are questions should faculty meet with Brown or their two faculty evaluators, who may be able to provide more details or examples.
 - Howerton shares reminder that the item on the agenda is a review of the Operating Agreement. Additionally shares that a formal DE update will be on the agenda in the future.
- Howerton: Asks for clarification about changing the Executive Dean CCC/LCC changed to Instructional Dean Designee and shares the concern from the Senate re: ensuring a Lake perspective on the committee.
 - Gardner: Cirilo gets asks to serve on every committee to ensure Lake is representative by faculty and management, so the purpose of changing the position on the Operating Agreement was to allow for flexibility.
- Clark: Kevin and Laney/Ingrid's appointments were extended but the Senate didn't recall the extension happening through the senate. If someone's term expires, even if that person wants to continue, the position should go through the Senate appointment process.
 - Brown takes responsibility for this. Brown missed the deadline and opted to extend. Asks for clarification from the Senate about how to proceed.
 - Howerton: begin the call-out process but allow faculty to remain in their seats until a formal appointment made.
 - Clark shares assurances with Brown adding that he has been in this situation before as well.
 - Brown clarifies: two seats will be changed to start in Fall 2023 and Fall 2024.
- Silsby: Shares appreciation for all of the conversation. DE is very important and representation from LCC is important. Concern was that LCC have accurate and full representation for full-time faculty, but also part-time faculty. Part-time faculty representation seems absent.
- Lee: In response to the earlier clarification from Gardner: changes in organizational structure over the last several years. Back when the Executive Dean of CCC/LCC was added to committees to determine the role of LCC admin on the committee. Important to look at the role of the Dean of the LCC now because this position does not oversee Colusa anymore and does not manage the same programs as the former position did.

Motion to approve (Clark; Moreno)

Discussion: None

Motion Passes (no objections or abstentions)

8. Standing Reports

8.01 President's Report - Howerton

- A formal written President's report is attached in the agenda for this meeting.
 - Highlights:
 - Last week's board report included.
 - FCMAT report presentation covered. See comments from Howerton in his report and send any questions or feedback.
 - Process for finding new Chancellor has started.
 - EMP workgroup has started meeting.

8.02 Vice-President's Report - Pierro

- Executive Meeting with Admin: DE Handbook is in development and will be presented to Senate. Re-emphasized that the schedule will be released on Monday.
 - Parking permits: you are still free to park without a permit.
- **Chancellor's Meeting: FCMAT report discussions. Emphasized the importance of hiring faculty. Chancellor assures that if there is a hiring freeze there are always exceptions**
 - Discussed students' ability to enter their preferred pronouns, which will be launched in November.
 - Discussed return to campus and the vaccine/testing policies and processes. Asked for clarification for non-instructional faculty in particular.
 - Pierro offered to add this as an agenda item but received no feedback.

8.03 Guided Pathways Report

- Nothing to report

8.04 WCC Senate Committee Reports

- Resolutions sub-committee (Clark): started conversations to make lists of possible resolutions. The only one that needs to be moved on soon is LGBTQIA. Desire to get it adopted before Pride Month. Will review resolutions from plenary for ones that require local action.
 - Moreno: expresses thanks to Pierro and Clark. In addition to LGBTQIA, the resolutions committee will need to be aware of Native American Heritage, Latin American Heritage, and Sikh Heritage are also celebrated around the same time.
 - Clark: there was a Sikh resolution passed by the board that the resolutions committee contributed to indirectly through the IDEA committee. Do we want to follow the lead of the Board or do we want to pursue resolutions on our own schedule?
 - Howerton: Coordinating resolutions to go out during significant/meaningful times of the year makes sense, but the Senate should also "do our own thing".

8.05 ASCCC Liaisons' Reports

- Legislation (Moreno): Still no clarity on how AB 928 and AB 1460 are going to be reconciled.

8.06 Division Senators' Reports

- LCC/CCC Part-time Rep (Silsby)
 - Part-time faculty member who wanted to make updates to course to make it more DE friendly, increase modalities, etc. and experienced some challenges with full-time faculty on *the modus operandi* for doing that. Not unwillingness from the full-time faculty as much as a misunderstanding about the process.
 - Howerton calls on Deans to help coordinate conversations.
 - Lee asks what the vehicle is for doing that, as Lee has struggled with the politics of this situation. There seem to be a lot of people involved who are not aware of the process. Who loops the Deans in?
 - Howerton will talk to administration and do investigation. Full-time faculty are responsible for curriculum and part-time faculty have an opportunity to weigh-in.
 - Lee: This miscommunication has been ongoing for a year. The pandemic has exacerbated the difficulties with communication. The process is the problem, not disagreement between the full-time and part-time faculty.
- Math & Science (Clark)
 - None
- WCC Part-time (Ross-Ibarra)
 - None
- Social Science (Moreno)
 - Ethnic Studies council met with State Vice Chancellor to establish a timeline for implementing the Area F requirement in 2024.
 - [As part of the CA Community College Chancellor's Ethnic Studies Task Force Steering Committee, Moreno meet with CCCCCO Vice Chancellor Lowe to discuss establishing a timeline for implementing Ethnic Studies requirement and developing core competencies by Summer 2024.](#)
- CTE Rep (Cabreros)
 - Faculty working on Strong Workforce Grants
 - Community meeting to select grants
- LCC Rep (Lee)
 - [Curriculum issue: Associate Degree for Transfer \(ADT\) in business program has been updated along with the corresponding accounting curriculum. New curriculum is in the catalog but the updated transfer degree is not yet approved by the state, so students will be earning the old ADT this year. One of the required ACCT classes for the old ADT was inactivated prematurely, so WCC cannot offer it, which presents an issue for students who need the class to graduate this spring. Solutions are being discussed. Howerton is aware of the issue and thanks Lee for bringing it to the Senate's attention.](#)
 -
- FALAHUM (Metz)
 - Received some feedback after President Pimentel's email about COVID testing. In order to avoid confusion and anxiety, requests that in future communications include assurances about forthcoming information and policies in development.

8.07 Ex-officio Reports (ASWCC)

- No student rep

9. Review of APs and BPs

9.01 Process of DCAS AP & BP Review

- Not discussed

10. Future Agenda Items

10.01 Future Agenda Items

- Not discussed

11. Adjournment

3:08PM

Member	Position	Term
Julie Brown	DE Coordinator/Chair	Standing
Kasey Gardner	Vice President of Instruction	Standing
Betsy Allen	Instructional Designer	Standing
Ariana Velasco	VP of Student Services or Designee	Standing
Danielle Crawford	Student Success Center Representative	Standing
Kevin Ferns	DE Faculty, (at least 1 from WCC & 1 from LCC)	Ending Spring 2023
Lewis Felver	DE Faculty, (at least 1 from WCC & 1 from LCC)	Ending Spring 2022
Nili Kirschner	DE Faculty (Broadcast Education	Ending Spring 2023
Ingrid Larsen	Counseling Faculty	Ending Spring 2023
Dena Martin	OER/Library Services Representative	Standing
Shannon Reed	Instructional Dean Designee	Standing
Resource Members:		
Nili Kirschner	Curriculum Committee Co-Chair or designee	Standing
Geoffrey Hulbert	DSPS Coordinator or Designee	Standing
Chris Mejia	IT Staff	Standing
Suki Grewal	District LMS Admin	Standing
Devin Crosby	District IT	Standing
Lisceth Brazil-Cruz	Dean of Institutional Effectiveness	Standing

DE Committee Meeting Tuesday, September 21, 2021

1.01 Call to Order

12:02PM

1.02 Roll Call

Members Present:	Members Absent:
Kasey Gardner	Ariana Velasco
Julie Brown	Dena Martin
Betsy Allen	
Shannon Reed	
Nili Kirschner	
Danielle Crawford	
Lewis Felver	
Kevin Ferns	
Brandi Asmus	
Geoffrey Hulbert	
Ingrid Larsen	
Cirilo Cortez	

1.03 Approval of Agenda

Approved

1.04 Review/Approval of Minutes

Approved with one change

2.01 Instructional Designer Update – Allen

- Intro to online teaching and learning has been postponed to the end of October (6weeks)
- POOCR series starts next Thursday and runs to November
- Created a Results spreadsheet for POOCR. Let's start making more comments using this to be in alignment.
- Julie: At the Statewide POOCR meeting they shared a sample spreadsheet with sample comments for responding to the rubric.

- Betsy is doing a tracking document for courses that are most in need.
- POPE tech will start being used in series.
- POCR refresher on OCT 6th? -No

Schedule is getting finalized so let's get that out if we choose to do this.

2.02 Brief CIO Update – Gardner

- After IT's meeting they decided they are not going to tear out/up the point to point rooms. Devin will share when 842 and 843 are ready for a demonstration.
- Vendor for captioning support- help faculty capture video for accessibility. Right now, we are asking those who are using it and we will find out what guidelines we need for using that. We don't want to caption every video
- Institutional requirements on CVC will be shared once it has happened.

2.03 Affirm Goals for 21-22

- Mock up of which type of course is right for you was presented by Nili.
 - Can be a quick info graphic for students to help them choose what time of class modality is best for them.
 - Can we add hybrid course to this? Because we want to grow our hybrid offerings but need to make sure students have an understanding of what it is.
- Everyone likes, just need to fix up a little.

2.04 Progress Report on Handbook – Brown

- If there's nothing, please give some suggestions for topics in that area.
- Julie will put something together and committee will agree or not.
- Recency of faculty training should be discussed more. Recency requirement do we need if you are POCR qualified? – Can we add something about this?
- How are we differentiation training vs support? Can we just combine them?
- How would newly hired instructor clear this requirement?
- Submit to POCR review by end of semester.
- How often should a course be re reviewed? -5 years

2.05 POCR Update -Brown

- After brainstorming with Betsy and Brandi it looks like it's time to get started on norming process. Wants to send course reviewers out to get those normed reviews to Brown so she can send to faculty whose courses have been reviewed by 2 people. Is this ok? – Yes.
- State wide POCR meeting- once we norm our first 3 courses, before we can become badged we need to norm 3 more. Once we're badged they're going to continue to check but not as often (every 3rd course we submit to them).
- Give faculty the timeline so they know when to complete. Know which FT faculty is teaching online courses. FT faculty have a deadline they need to meet at end of Dec.
- Julie- Send email to all faculty to send what deadlines are and if it's not submitted and fixed by a certain date then you can't offer it in the Fall. I have list and I'm going to send out to FT faculty if that is ok? -Yes
- BETSY- Can a course be good enough to be scheduled and have another semester to get up to speed?
 - A course can still be submitted if faculty are working on it (70%) but need to know the timeline-do this to try and make it a little easier for reviewers (ABC, everything needs to be accessible) If POCR review is at 70% you have a semester to fix it.
- Where do authorities come to make these rules?
 - To legally offer online it has to be an approved course and DE addendum. 2
 - Instructor needs to have 2 pieces of knowledge- need some ability to meet 508 or ADA compliance – accrediting committee.
 - CVC institutional need a certain amount online
 - Self-created guideline
- DE handbook is where we document these orders.
- Don't intend to tell faculty about 70% yet. We will send out the union MOU and what this means for teaching online courses in FALL.

- MOU doesn't cover how faculty would submit a class for review. Will be helpful for faculty to know there's an area for them to submit their courses and when feedback will be back and where they are in the process.
- MOU is only for FT faculty courses. This will go out to those whose courses we haven't seen.
- Self-review needs to be submitted once they submit their course they want to be offered online After June 30,22 and then DE committee for validation and/or POCR review by Dec 31,2021-Can we extend?
- Timelines are close. We also need to check with Deans about scheduling.
- Are we checking to make sure that popular online courses are being put first or are we just deciding those are going to be online.
- No DE article in PT handbook. Having 2 sets of rules for PT and FT makes things harder. What we agree on for DE should be the same for PT and FT.
- Have a review of the handbook would be good for all and answer a lot of questions.

3.01 Future Agenda Topics

3.02 Next Meeting Date:

October 5th

3.03

1:01PM

FACULTY SUPPORT PLAN FOR COURSE ALIGNMENT

Online Teaching and
Learning Course:
Sept., Oct., Nov.

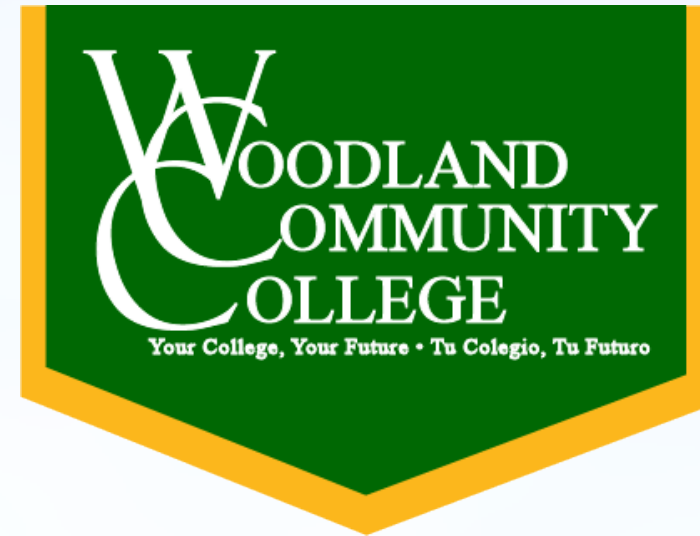
Alignment workshops:
Sections A-D rotating,
Tuesday afternoons
and Friday mornings

Meet with faculty
already completed
POCR

Accessibility drop-in's/
mini workshops with
trained student
workers

Update Faculty and
Staff Development
Center with more
resources

Weekly REC &
Accessibility Tips
specific to Alignment
standards



Emergency Transition

Faculty Training & Support

Considerations & Constraints

- Quick implementation & 4-8 week duration
- Relative stability of tech available to us
- What's the minimum tech intervention needed to deliver quality courses?
- What is critical to meet accessibility requirements and accommodations?
- Time of high anxiety, limits how much people can learn

Faculty Needs Assessment & Learner Profiles

- List of current courses & instructors
- Triaged: Canvas “comfort” & digital literacy
 - Green light: minimal direction: providing resources key
 - Yellow light: Some experience with Canvas & other tools: group training & light, on-going support
 - Red light: No experience with Canvas: one-on-one, assess readiness, minimal tech intervention key

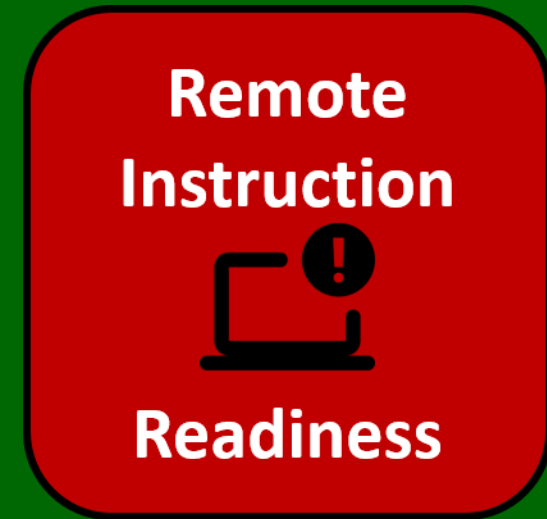
Devising a Training Plan



- Normally, learning outcomes drive tech choices
- Current, tech key to continuity, becomes a constraint
- Initial: tech skills foregrounded, instructional design implicit
- On-going: less tech skills emphasis (refinement only), “good” course design primary

Simple Messaging: Plan

- Canvas Basics
- Video Recording tool
- ConferZoom



Remote Instruction 3 Day Training

- Devised skills checklist
- Webinar style Friday- cast a wide net
- Monday & Tuesday:
 - All day rotating webinars on recording and ConferZoom
 - All day individual drop in Canvas basics

On-going Support

- Scaffolded approach
- Prior to break: Help Line for Faculty in Canvas/ConferZoom
- Office hours M-Th
- Offering more sections of online teaching certification course and course design assistance
- Faculty and Staff Development Center in Canvas



DISTANCE EDUCATION UPDATE

Woodland Community College

Student Enrollment Journey



Student Experience of CVC

No separate application

Courses not available at home college

Complete GE requirements

Real-time seat counts

Automatic transfer of FA and transcripts

No additional cost to students

Improving CTE Pathways Grant

Online Entrepreneurship Certificate

- 5 entrepreneurship cert courses aligned with **CVC** rubric and **Peralta** Rubric elements
- Student Success **Workshop**: f2f to online
- 2 MasteryPath **digital skills lessons** and documentation for future lessons
- **POCR** feedback on 40 course sections





eLearningStudio

WOODLAND COMMUNITY COLLEGE

eLearning Studio

Entrepreneurship video
library

Increased capacity for
faculty media production

Opportunities for student
internships

CVC Progress



HOME COLLEGE
READY



PHASE 1: SCHEDULE
INTEGRATION



PHASE 2: AUTOMATED
CROSS-ENROLLMENT

Home College Ready

- Shares schedule data via CSV file each semester
- Canvas trust relationships and API established
- Financial Aid Consortium agreement signed

Support Needed

- Student Services
- Continued accessibility training/support for faculty
- Engaging course design using simple tools
- Further refining student online readiness efforts

DE Handbook and POCR

- WCC DE Handbook, "These courses may NOT be published until they have been approved by the DEC."
- Norming POCR review with CVC
- Title 5 compliance
 - Section D: Accessibility
 - WCC Regular and Effective Contact Rubric
- One-time funds for POCR reviewer training and reviews
 - Those ready for review, likely to be online again, then all current
 - Emphasis on feedback and training
- 48 courses under review and counting

Ongoing challenges with POCR

- Changing directions from POCR
- Training and review takes considerable commitment by review team
- Building a fully aligned course from start to finish can take 12-18 months
- Workable timeframes and incentives to align a course without compromising course quality and Title 5 compliance





Agenda Item Details

Meeting	Aug 13, 2020 - Regular Board Meeting
Category	11. Standing Reports
Subject	11.02 Distance Education Report
Access	Public
Type	Standing Reports

Public Content

Background:

In compliance with Title 5 Section 55210, a report on all distance education activities in the preceding year is provided to the Governing Board no later than August 31st of each year.

Status and Analysis:

Distance Education (DE) activities include instructional television (ITV), courses delivered via the internet, and web-enhanced courses which include a component of instruction and/or instructional materials delivered online. Information includes student retention and success and the percentage of FTES generated via DE modalities.

For Board Consideration / Discussion:

How does this action achieve the District/College Mission, Vision and Values and support Student Learning?

The DE Report helps the Board of Trustees in goal planning and decision-making.



[Distance Education August 2020.pdf \(313 KB\)](#)



[Distance Education August 2020.pptx \(695 KB\)](#)

Administrative Content

2019-20 Distance Education Report

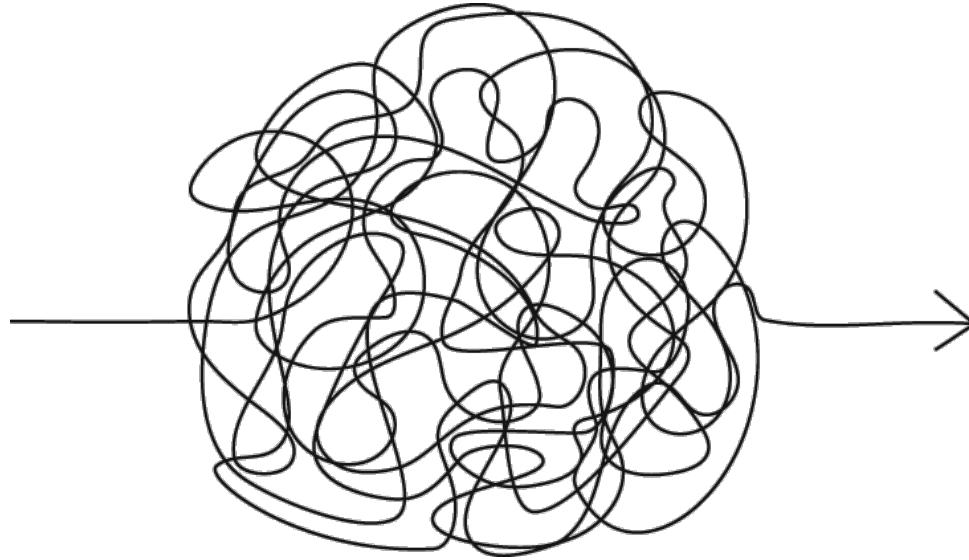


Distance Education

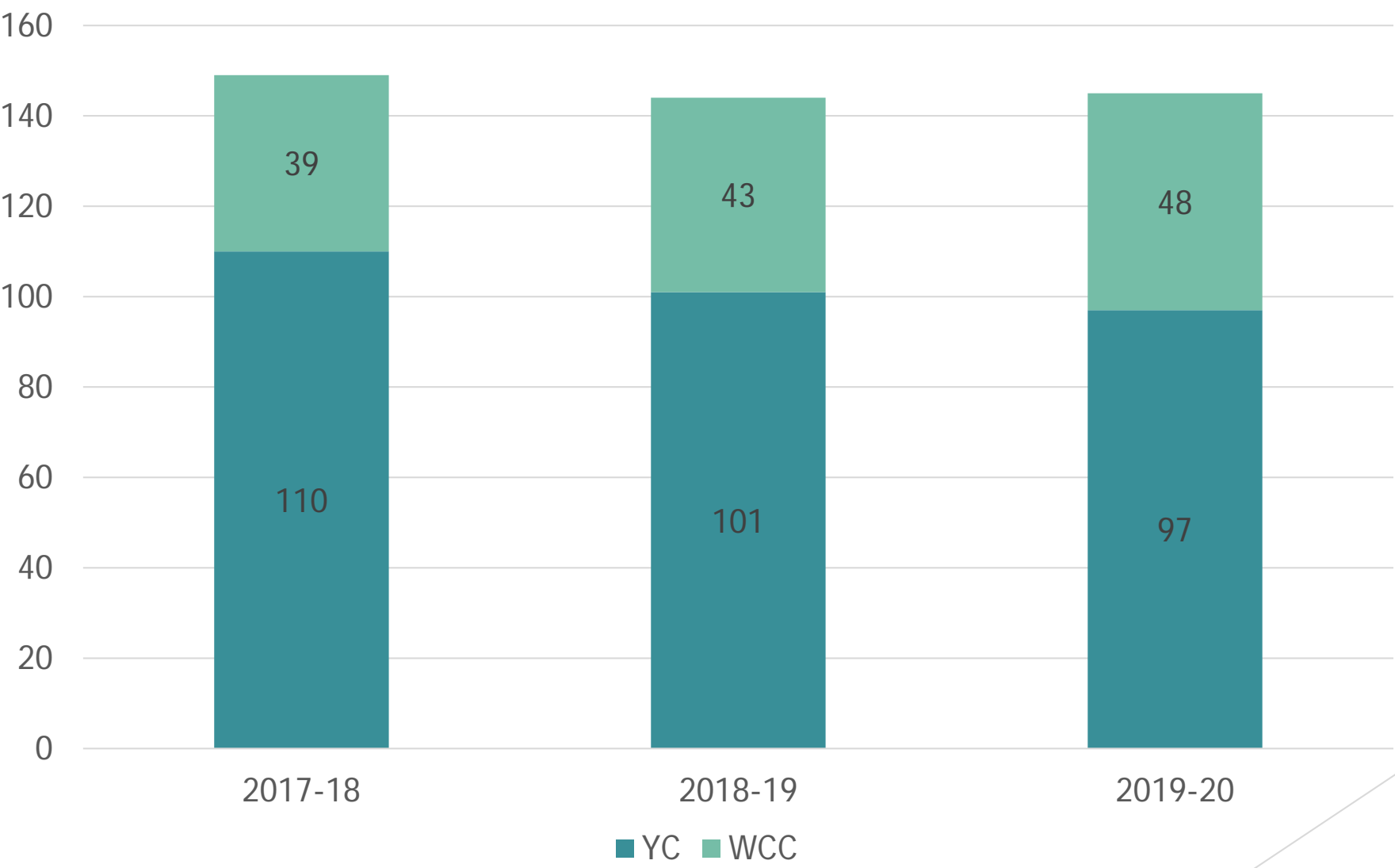
- ▶ Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology
 - ▶ Online- A course that uses web-based tools and in which 100% of the instruction and interaction is done online
 - ▶ Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools
 - ▶ Broadcast Education: One-way and two-way transmissions through open broadcast, closed circuit, cable, broadband lines, or wireless communications devices

Emergency Transition to Distance Education

- ▶ Mid-March Move to Online
- ▶ Two Day Training and Support for Transition
- ▶ System Office Support for Online Support Software and Services
- ▶ DE Emergency Addendum Approvals
- ▶ Emergency Withdrawal Period Extended

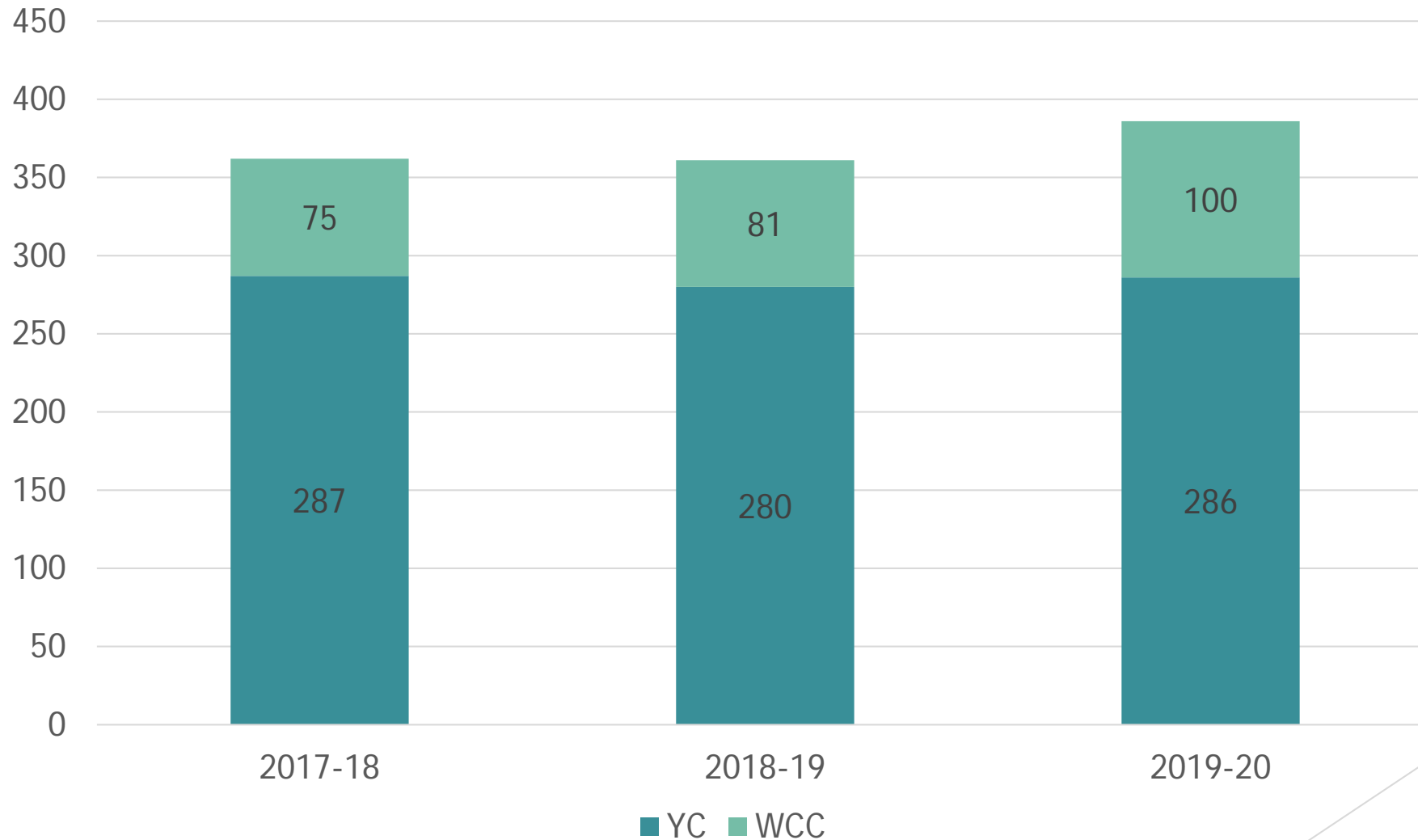


YCCD All Distance Education-Courses

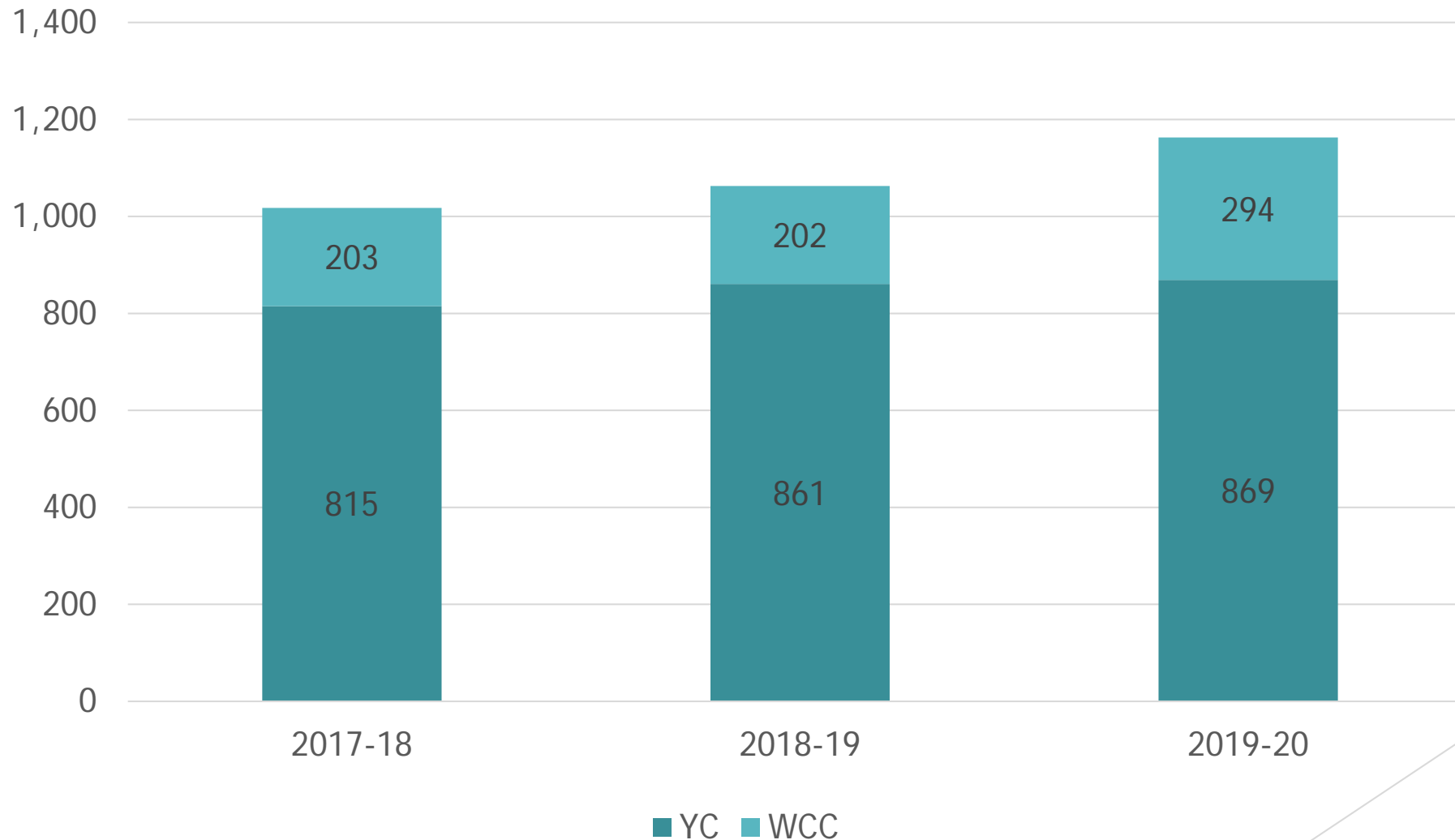


Source: YCCD Answers-MOAR 320 Report

YCCD All Distance Education-Sections

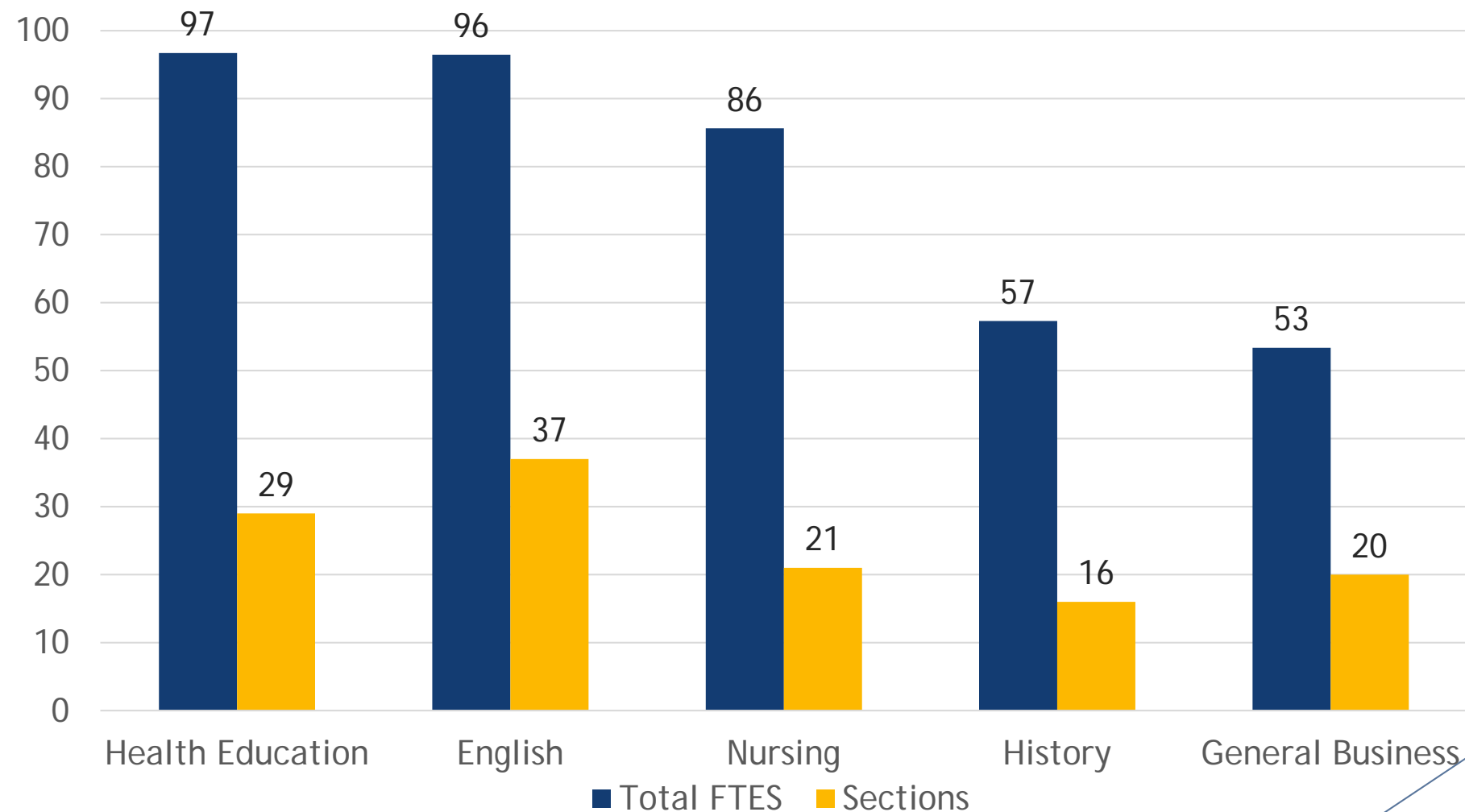


YCCD Distance Education-Total FTES

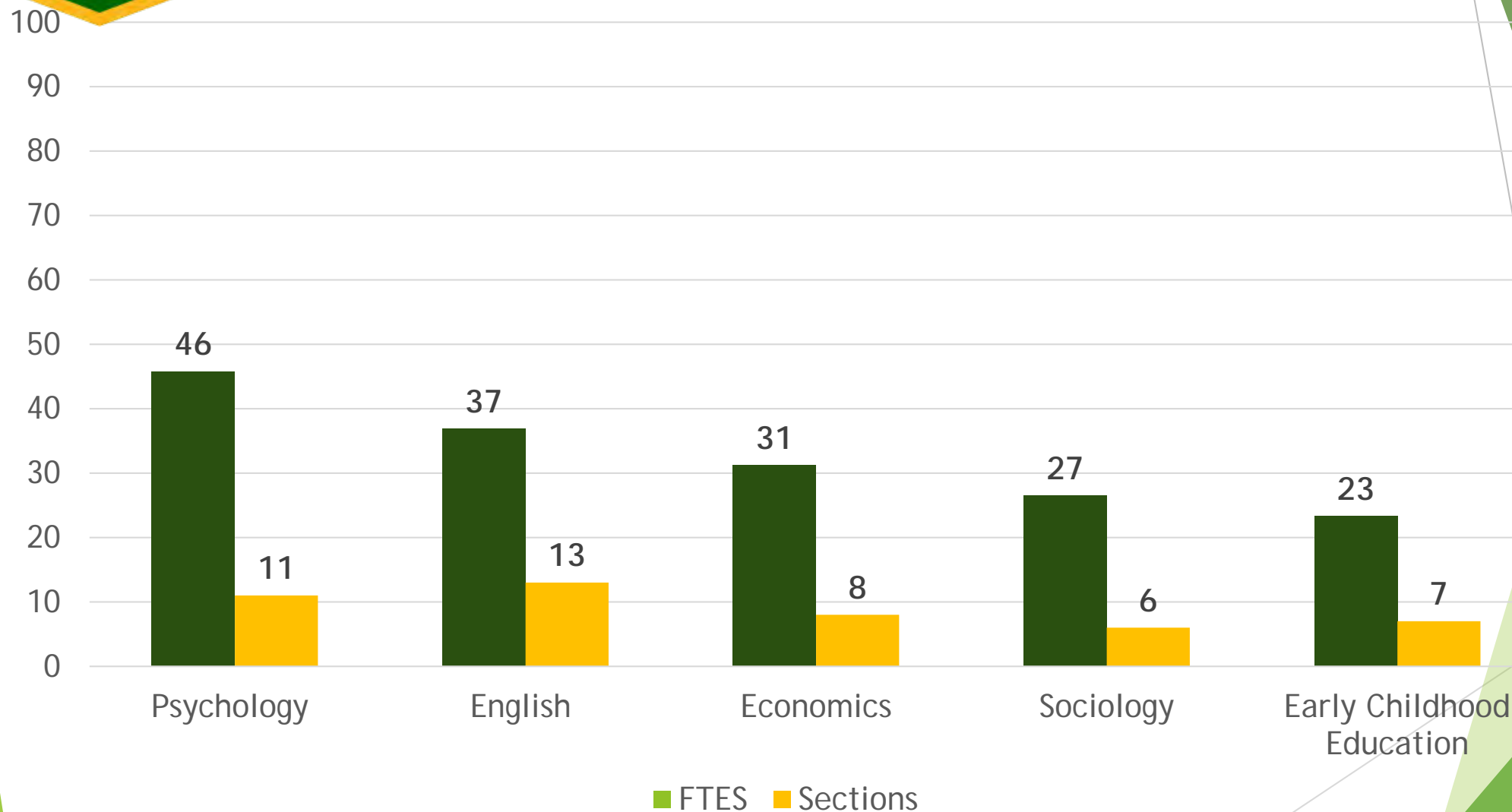




2019-20 Top Five FTES Generating Distance Education Subjects with Count of Sections



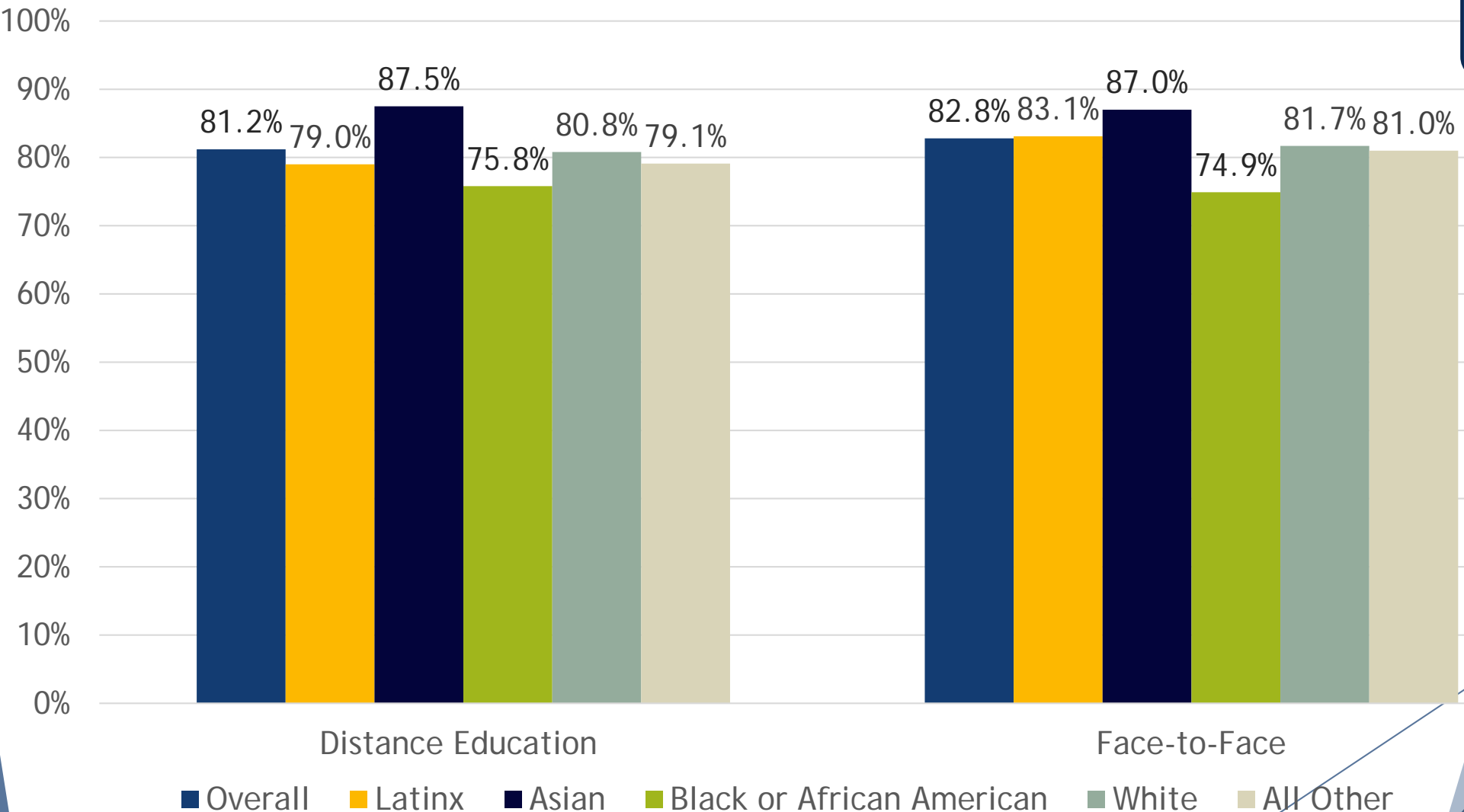
2019-20 Top Five FTES Generating Distance Education Subjects with Count of Sections





2019-20 Distance Education Retention by Ethnicity and Modality

DE Sample-6,218
FTF Sample-9,537

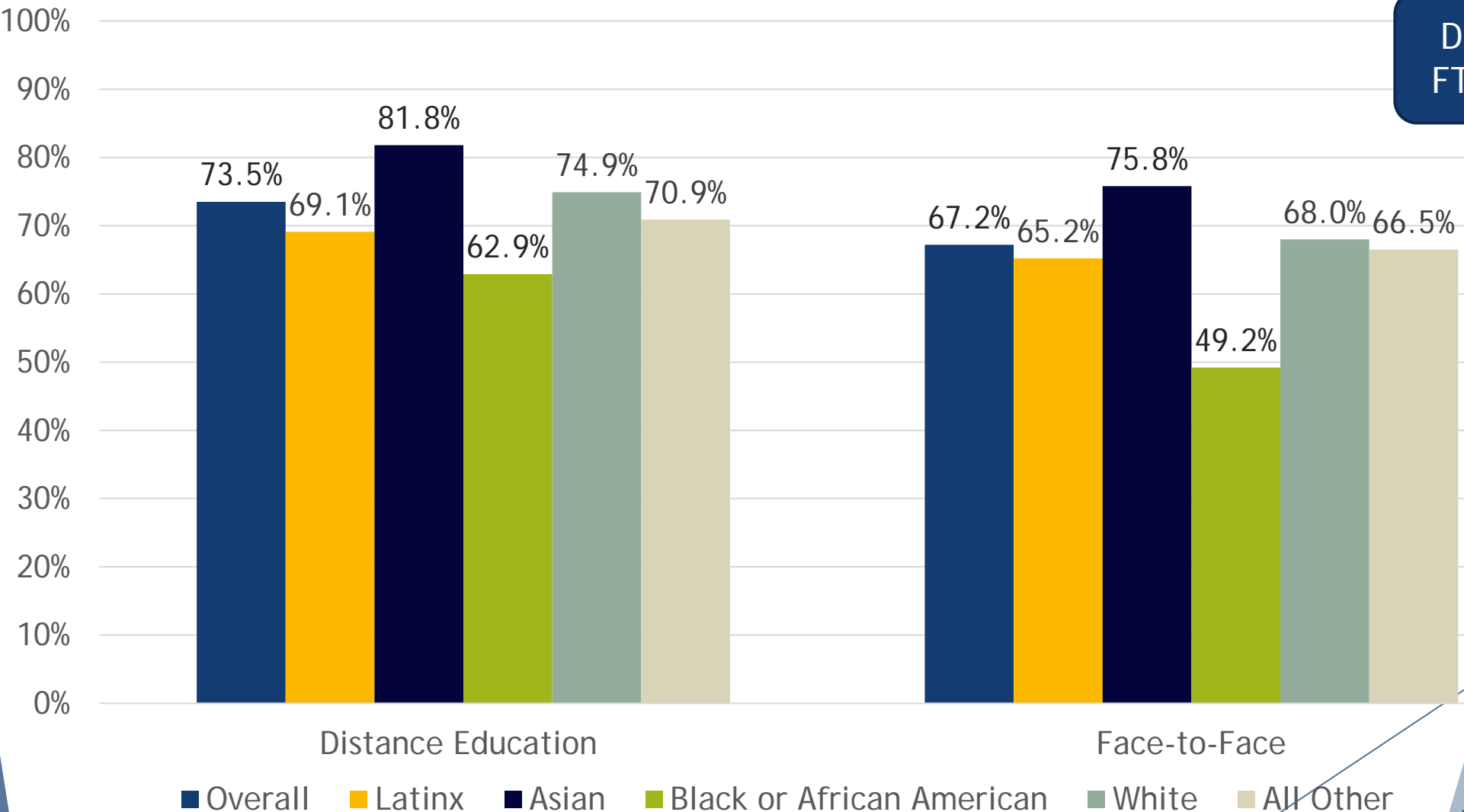


Source: Custom SQL Query



2019-20 Distance Education Success by Ethnicity and Modality

DE Sample-5,831
FTF Sample-9,224

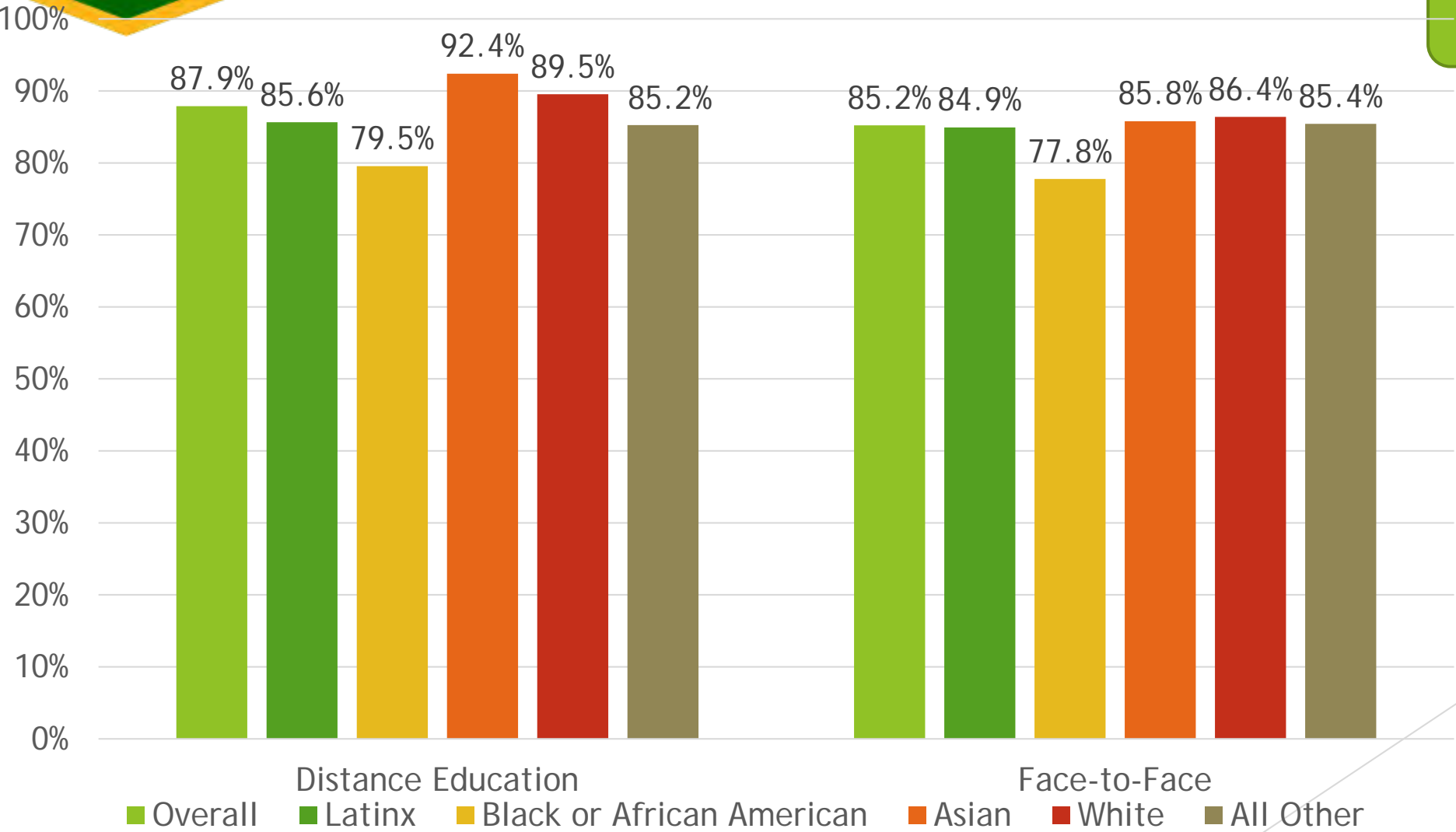


Source: Custom SQL Query



2019-20 Distance Education Retention by Ethnicity and Modality

DE Sample- 2,039
FTF Sample-2,490

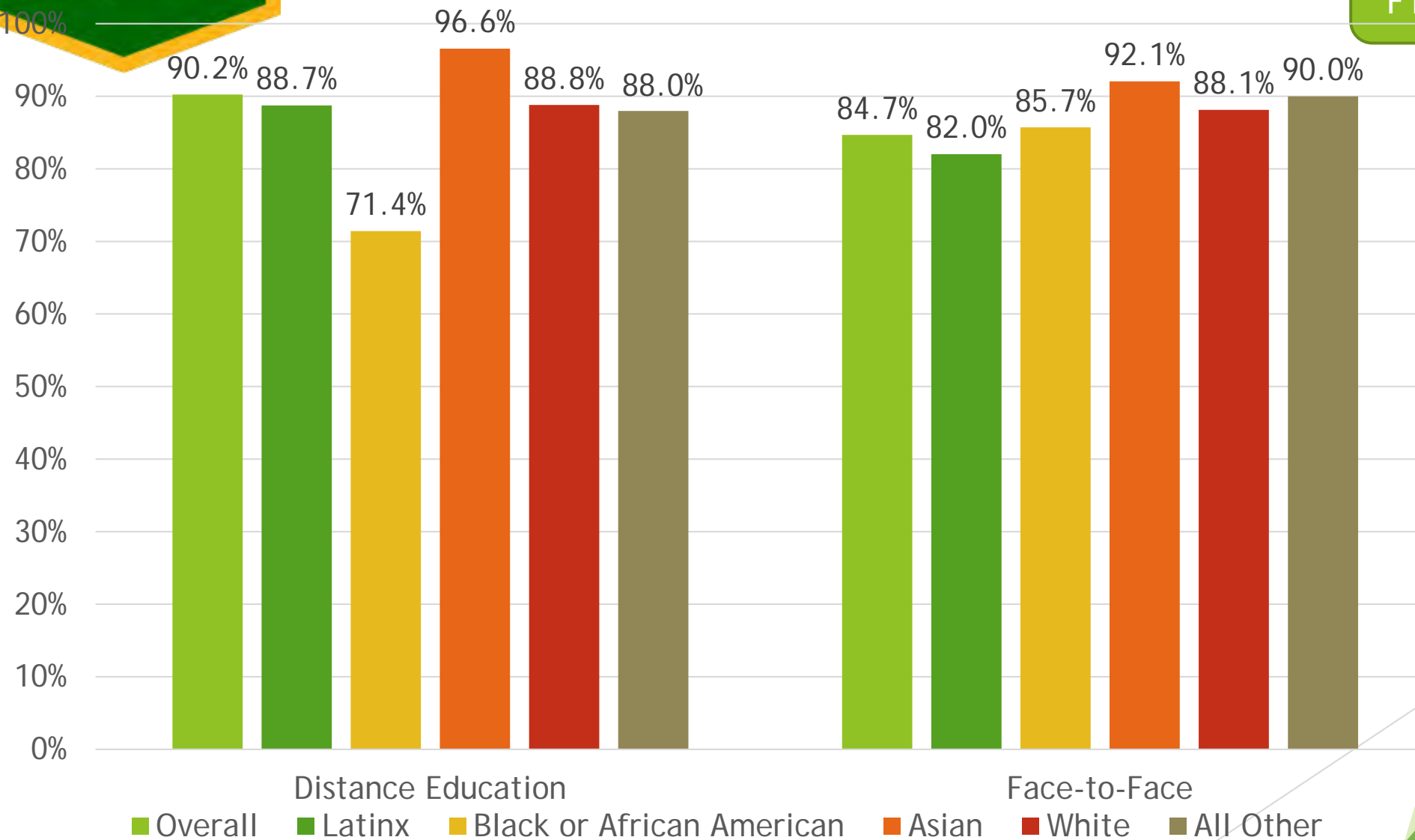


Source: Custom SQL Query



2019-20 Distance Education Success by Ethnicity and Modality

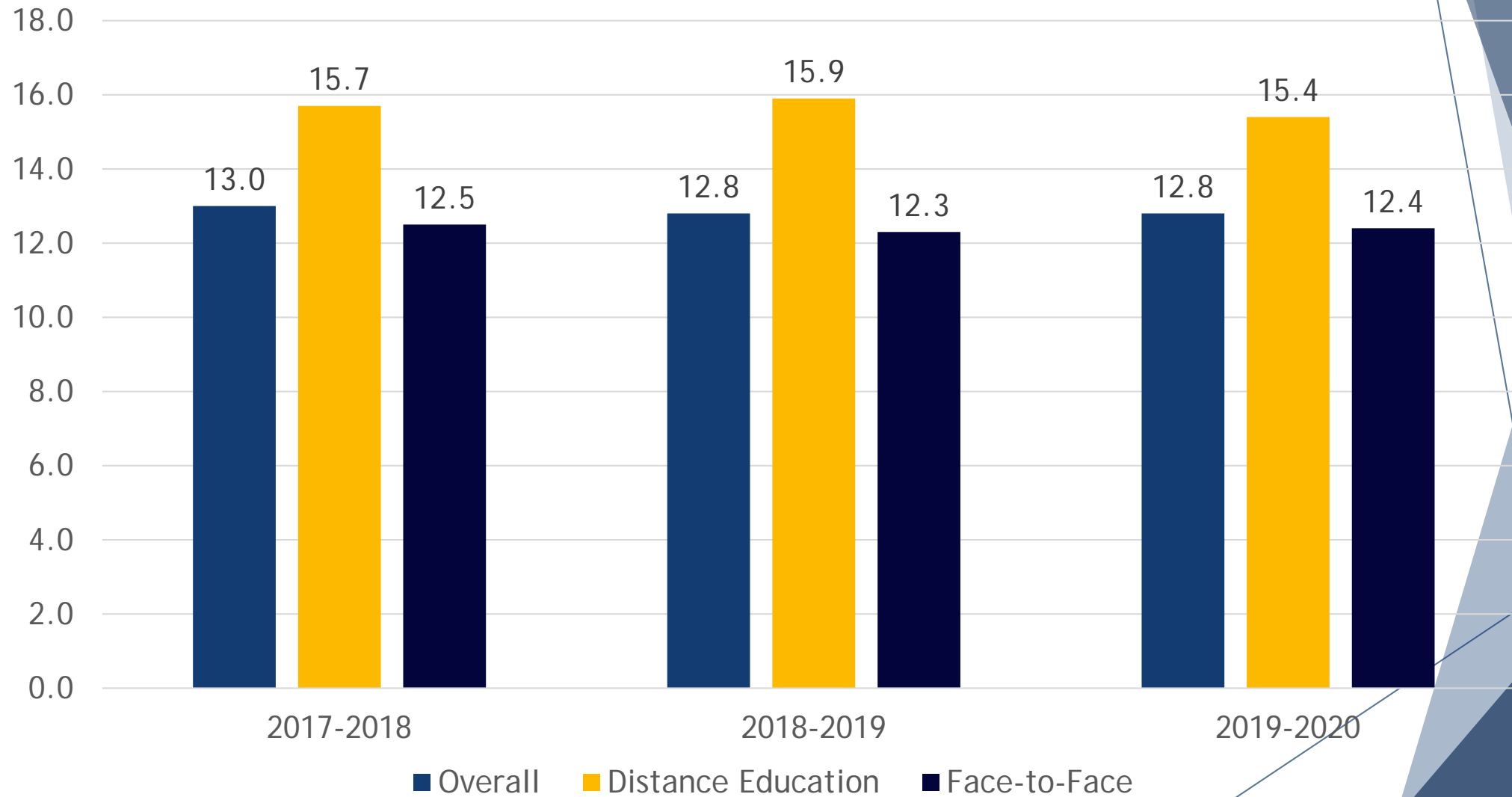
DE Sample- 1,798
FTF Sample-2,158



Source: Custom SQL Query

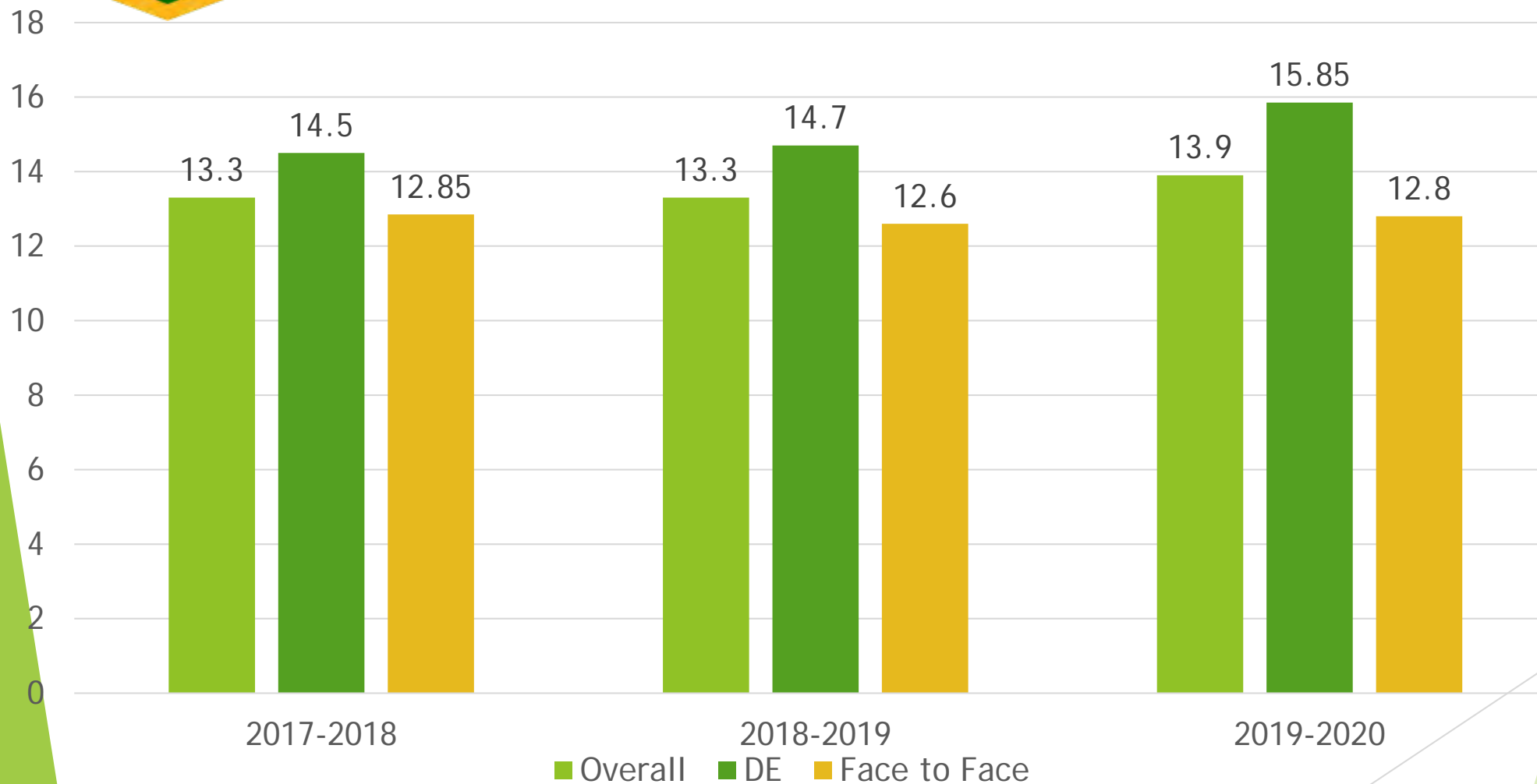


Efficiency (FTES/FTEF) of All Credit Courses by Academic Year and Modality



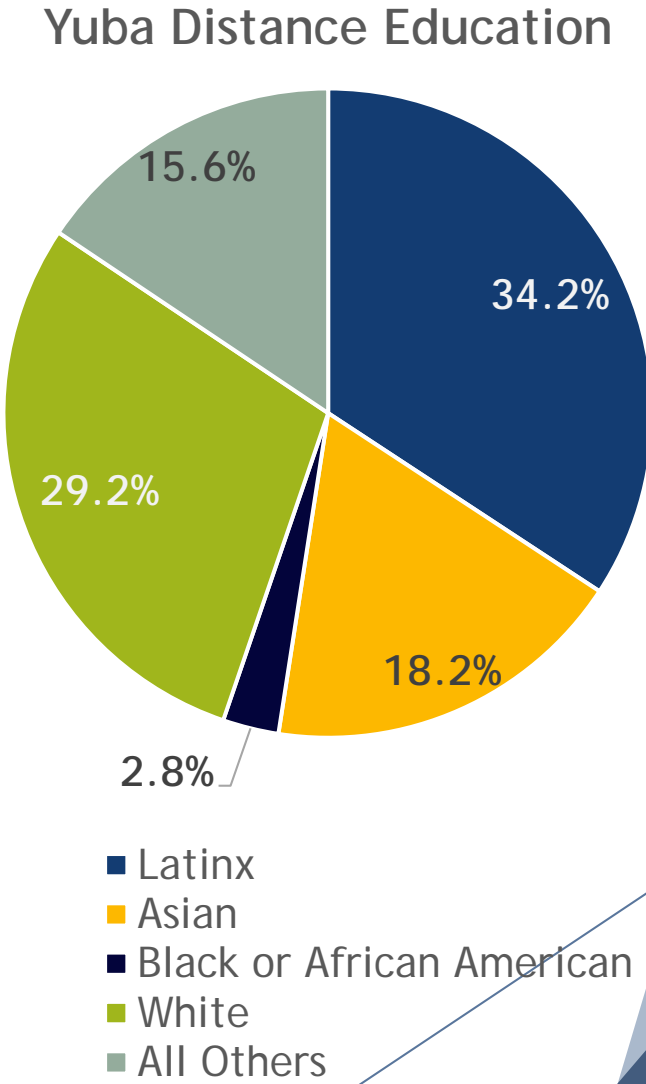
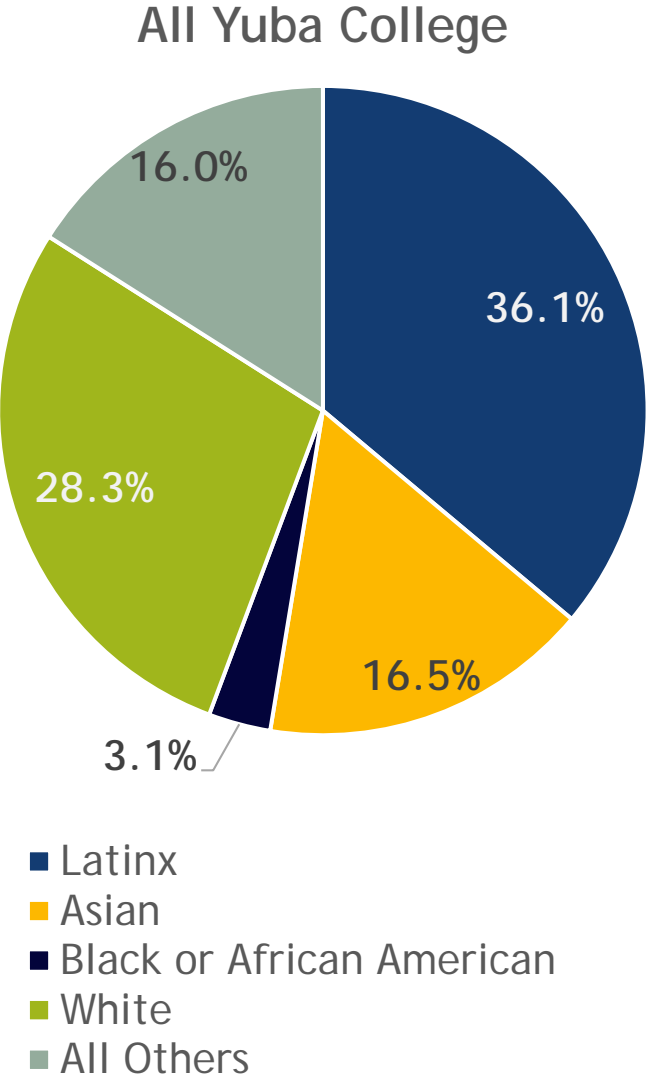


Efficiency (FTES/FTEF) of All Credit Courses by Academic Year and Modality





2019-2020 Participation in Distance Education by Ethnicity

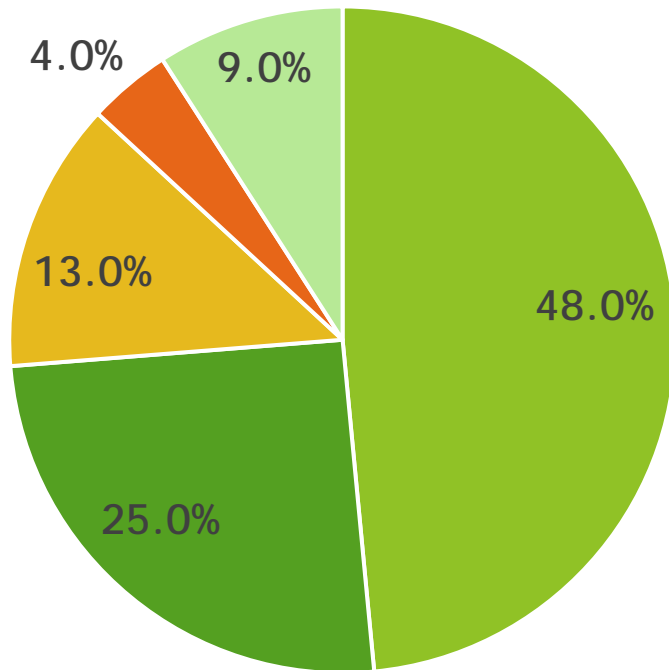


Source: Custom SQL Query



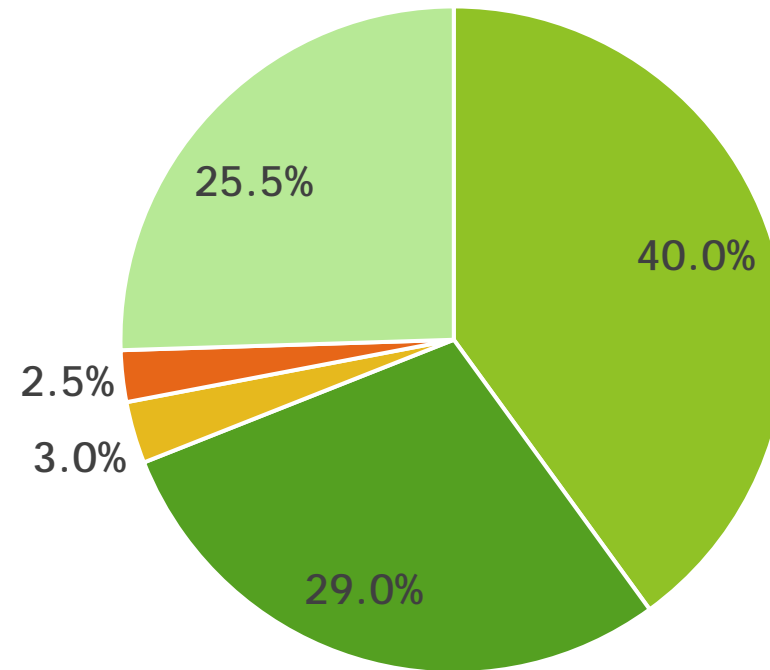
2019-2020 Participation in Distance Education by Ethnicity

All Woodland Community College



- Latinx
- White
- Asian
- African American/Black
- All Other

Woodland Distance Education

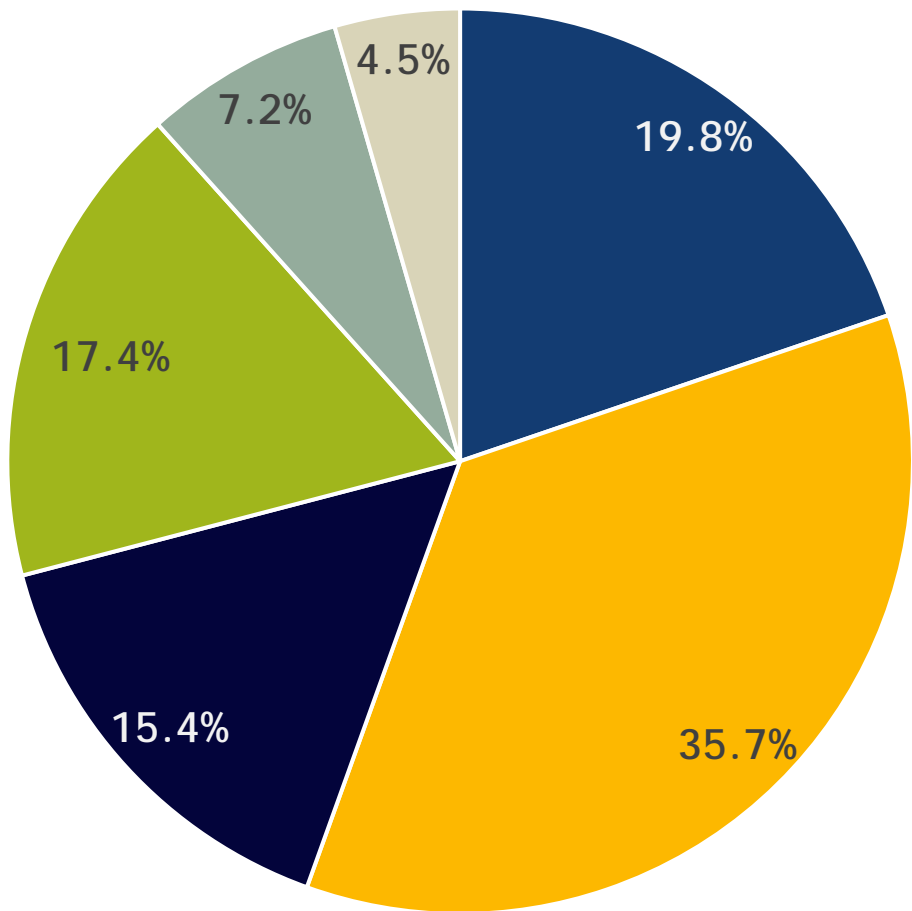


- Latinx
- White
- Asian
- African American/ Black
- All Other



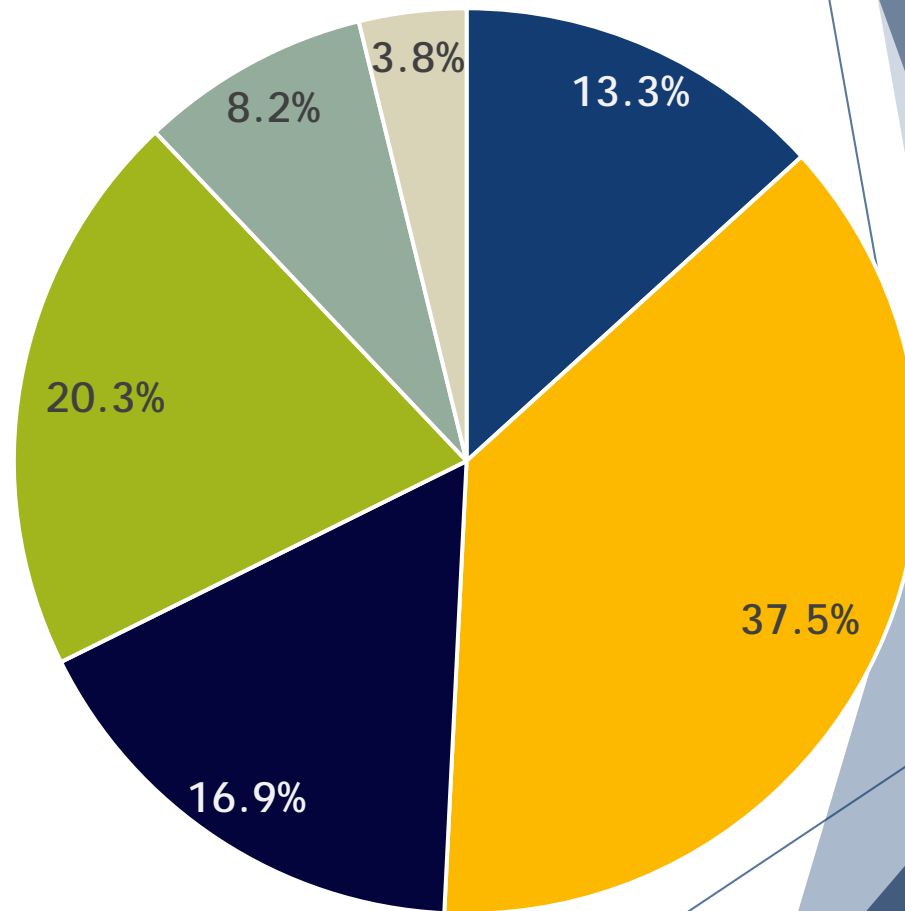
2019-2020 Participation in Distance Education by Age Group

All Yuba College



■ <18 ■ 18-21 ■ 22-25 ■ 26-35 ■ 36-45 ■ 46+

Yuba Distance Education

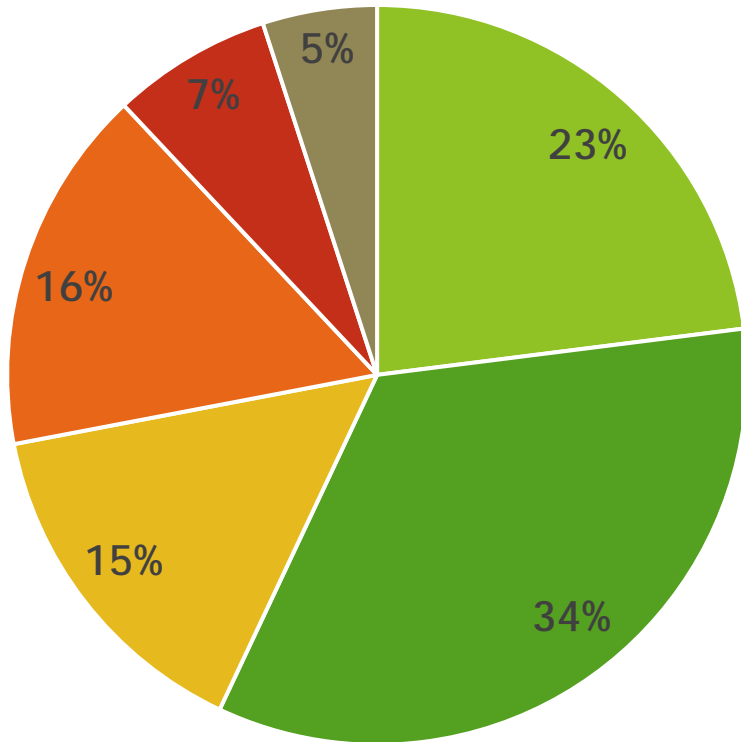


■ <18 ■ 18-21 ■ 22-25 ■ 26-35 ■ 36-45 ■ 46+



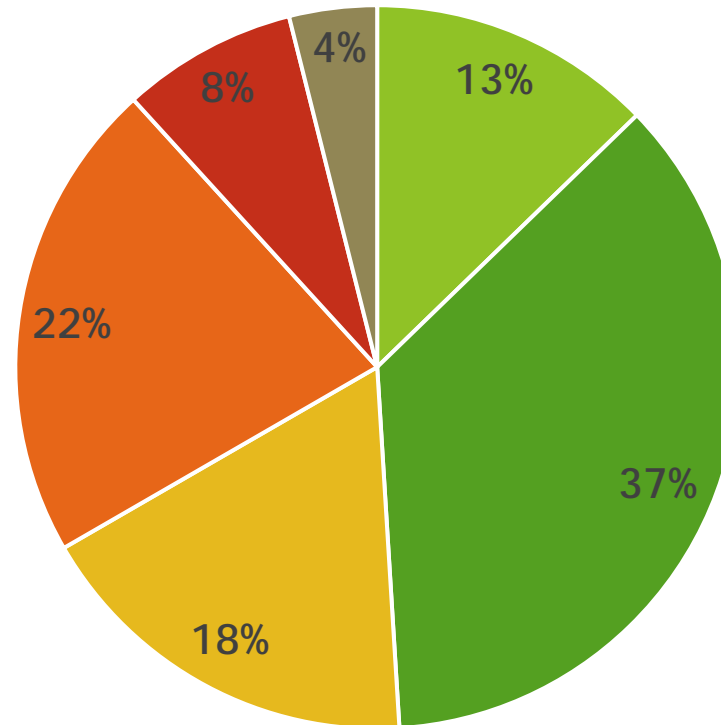
2019-2020 Participation in Distance Education by Age Group

All Woodland Community College



☐ < 18 ☒ 18-21 ☐ 22-25 ☐ 26-35 ☐ 36-45 ☐ 46+

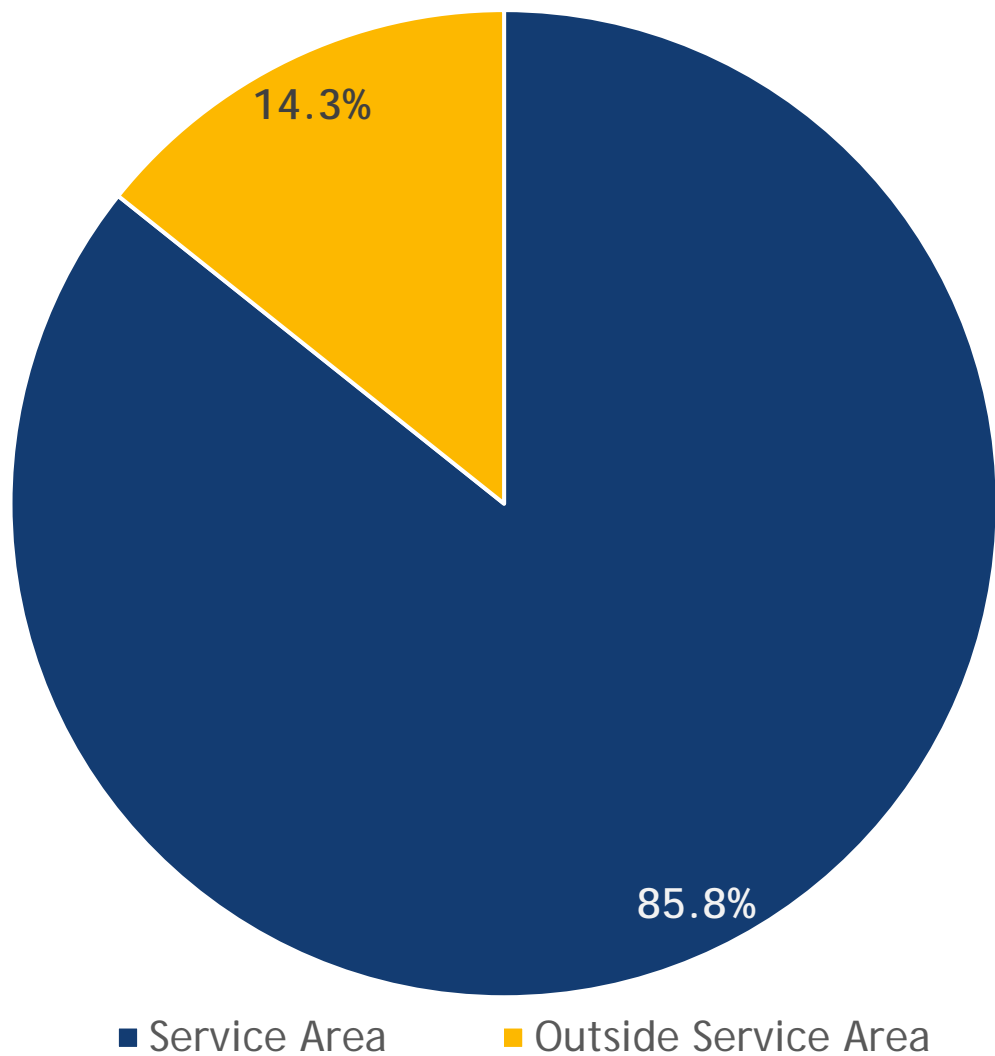
Woodland Distance Education



☐ < 18 ☒ 18-21 ☐ 22-25 ☐ 26-35 ☐ 36-45 ☐ 46+



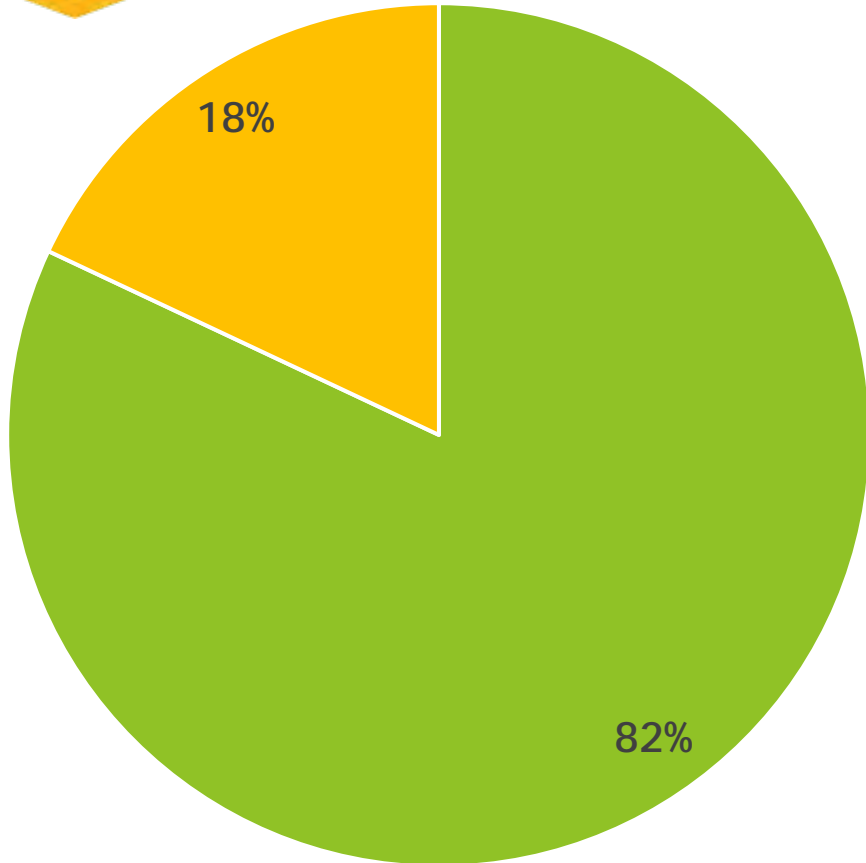
2019-2020 Participation in Distance Education by Service Area



Top Five Cities from Outside Service Area

City	Count	%
Sacramento	132	20.5%
Roseville	38	5.9%
Dixon	38	5.9%
Chico	32	5.0%
Vacaville	24	3.7%

2019-2020 Participation in Distance Education by Service Area



■ Service Area ■ Outside Service Area

Top Five Cities from Outside Service Area

City	Count	%
Sacramento	104	25.6%
Dixon	44	10.8%
Davis	32	7.9%
Vacaville	14	3.4%
Elk Grove	11	2.7%



Distance Education Highlights

- ▶ Awarded CTE Online Program Pathways Grant
 - ▶ Agricultural Business Programs
 - ▶ General Business Programs
 - ▶ Model Course Shells
 - ▶ Additional Professional Development Opportunities
- ▶ IEPI Partnership Resource Team Grant
 - ▶ Peer Advice and Resources Related to DE
 - ▶ @ONE Trainings by Yuba College Faculty
- ▶ Developed an Online Speech Course (Online Transfer Pathways)
- ▶ *Successful Emergency Transition to DE*
- ▶ Summer Teams to Expedite YC DE Validation Process
- ▶ Secured Instructional Design Resource Faculty Position (Pending Board Approval)

Distance Education Highlights

- ▶ Awarded Improving CTE Online Pathways Grant
 - ▶ Creation of first online certificate in Entrepreneurship
 - ▶ Courses aligned to CVC rubric
 - ▶ Peralta College Equity Training
 - ▶ Incorporation of OER
 - ▶ Creation of eLearning studio for media production for online learning
- ▶ Established Peer Online Course Review (POCR) process to ensure course quality
- ▶ Pilot of Orientation to Online Learning @ WCC
- ▶ 67 completed online certification training
- ▶ *Successful Emergency Transition to DE*



Distance Education Activities



Distance Education Handbook and Website Revisions



Pursuing Membership in Online Education Initiative



Completing Grant Work



Ongoing Professional Development Opportunities



Expanding DE Support Software and Services

Distance Education Activities



Distance Education Handbook



Membership in California Virtual College, CVC

Membership in Online Educational Initiative, OEI



Student Readiness Workshops



Ongoing Professional Development Opportunities



CANVAS dashboard with repository of resources



Instructional Design Resource Faculty

A 3D white figure stands in a thinking pose, with its hand on its chin, next to a large teal question mark. The figure is positioned to the left of the text. The background features a white central area with teal geometric shapes on the left and right sides.

Questions?



Agenda Item Details

Meeting	Aug 12, 2021 - Regular Board Meeting
Category	11. Standing Reports
Subject	11.02 Distance Education Report
Access	Public
Type	Standing Reports

Public Content

Background:

In compliance with Title 5 Section 55210, a report on all distance education activities in the preceding year is provided to the Governing Board no later than August 31st of each year.

Distance Education is instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology (§ 55200). At YCCD, this includes:

- Fully Online: A course in which 100% of the instruction and interaction between instructor and student is delivered online asynchronously
- Online with Flexible In-Person Component: Online, asynchronous course with in-person/proctored assessment/activities at a flexible time and place
- Partially Online/Hybrid: A course that replaces some, but not all, face-to-face or online synchronous class time with asynchronous online instruction
- Broadcast Education: A course offered synchronously through 2-way interactive/point-to-point instruction

Status and Analysis:

Standing report ([pdf](#)) ([ppt](#)) to comply with Title 5, Section 55200.

For Board Consideration / Discussion:

How does this action achieve the District/College Mission, Vision and Values and support Student Learning?

The DE Report helps the Board of Trustees in goal planning and decision-making.



Distance Education August 2021.pdf (378 KB)



Distance Education August 2021.pptx (774 KB)

Administrative Content



2020-21 Distance Education Report

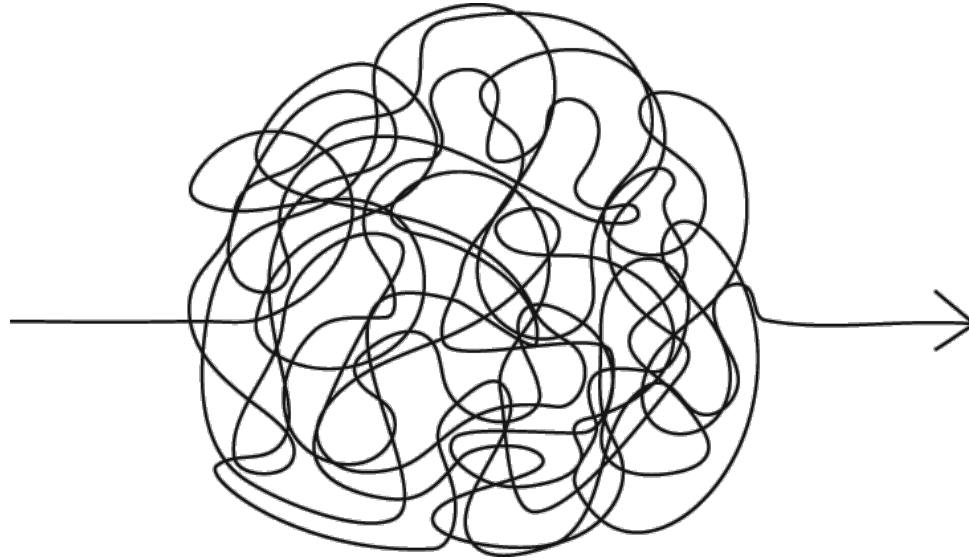


Distance Education Defined

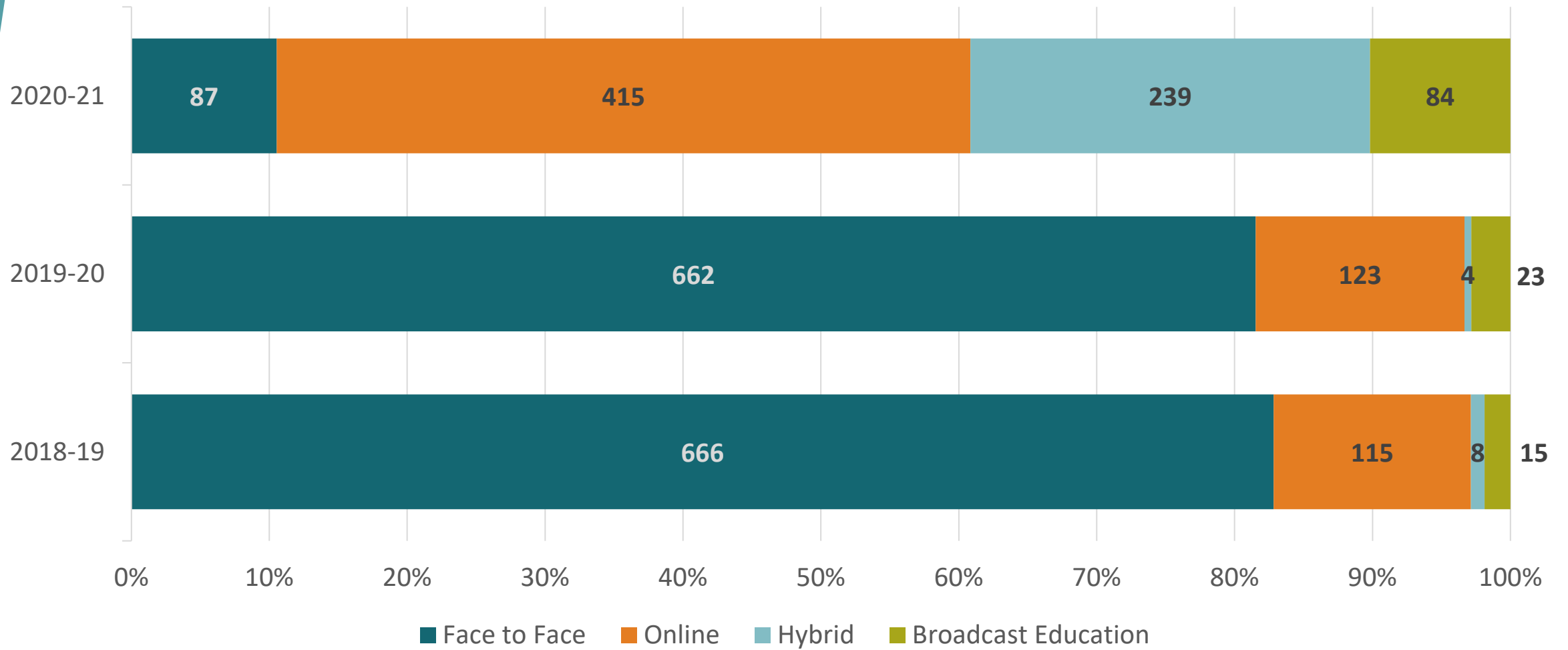
- ▶ Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology
 - ▶ Online- A course that uses web-based tools and in which 100% of the instruction and interaction is done online
 - ▶ Hybrid: A course that replaces some, but not all, face-to-face class time with web-based tools
 - ▶ Broadcast Education: One-way and two-way transmissions through open broadcast, closed circuit, cable, broadband lines, or wireless communications devices

Emergency Transition to Distance Education

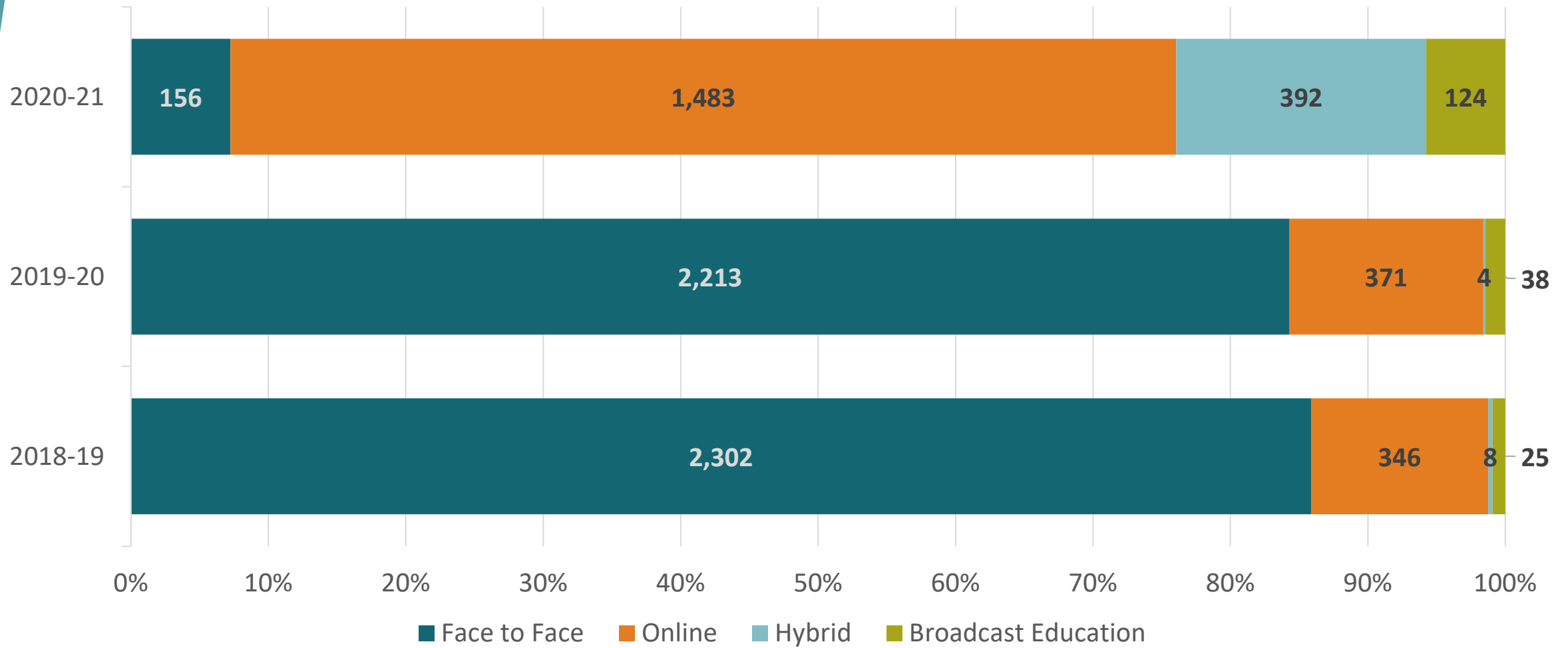
- ▶ 2020 Mid-March Move to Online
- ▶ Two Day Training and Support for Transition
- ▶ System Office Support for Online Support Software and Services
- ▶ DE Emergency Addendum Approvals
- ▶ Emergency Withdrawal Period Extended



YCCD Courses by Modality

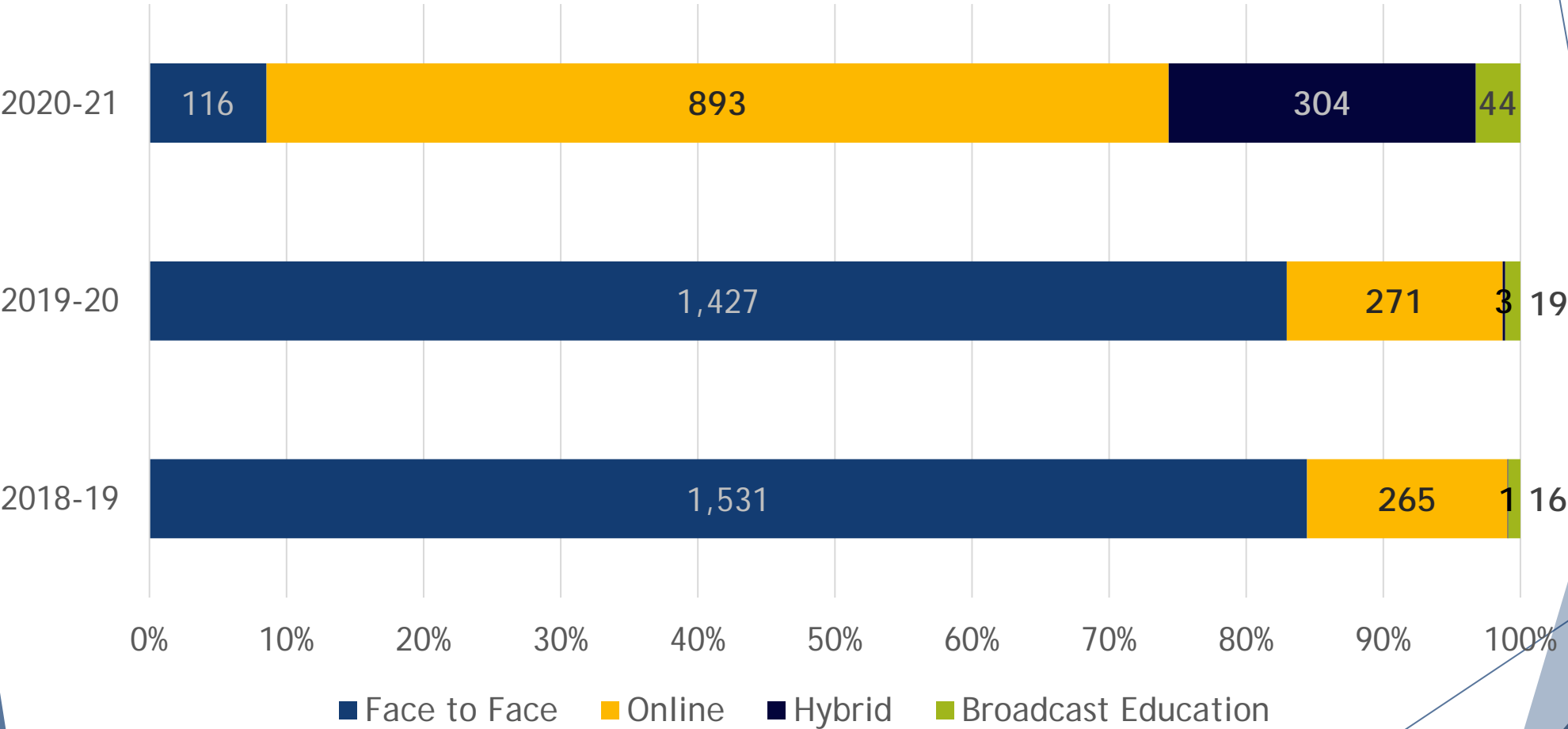


YCCD Sections by Modality



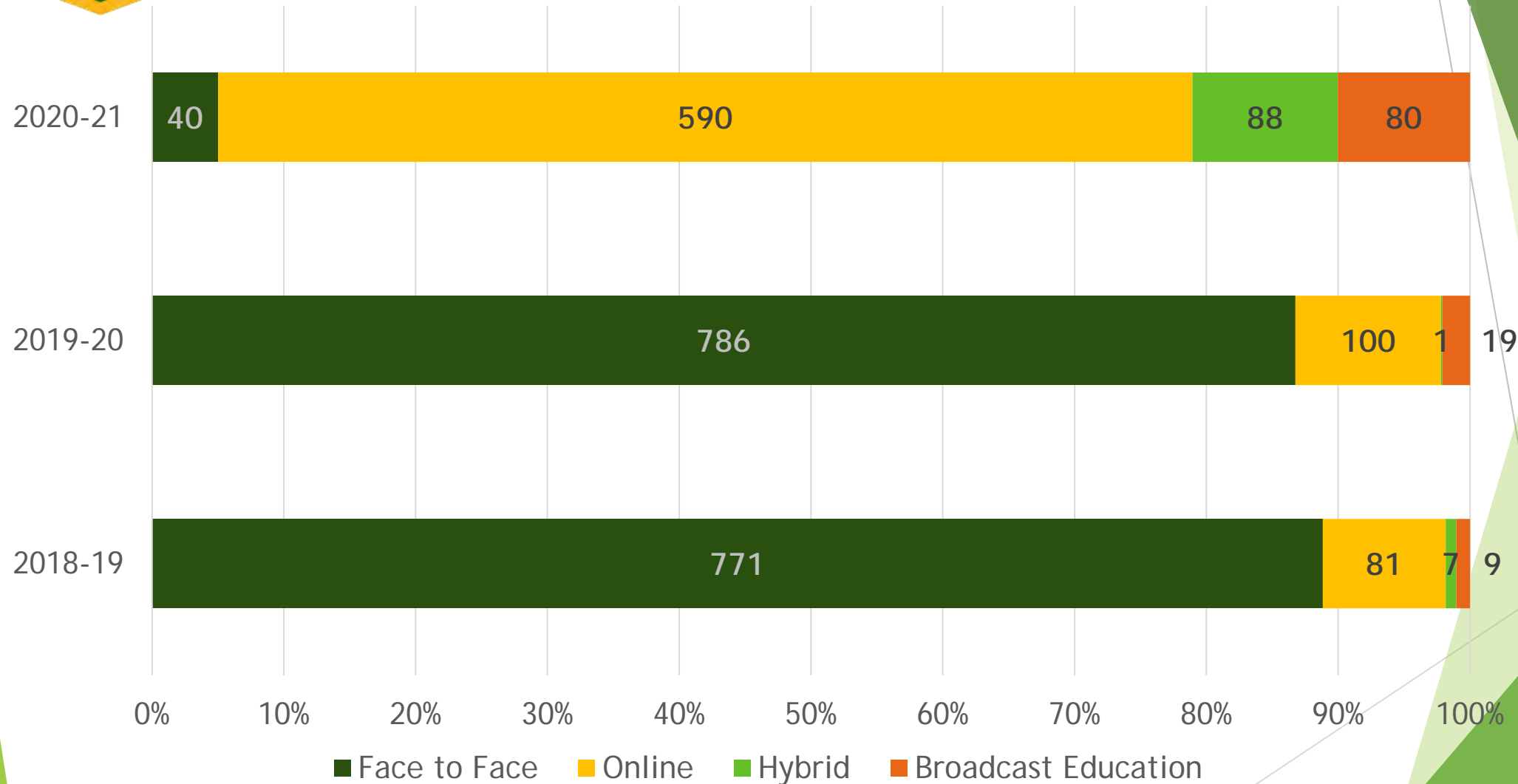


Sections by Modality

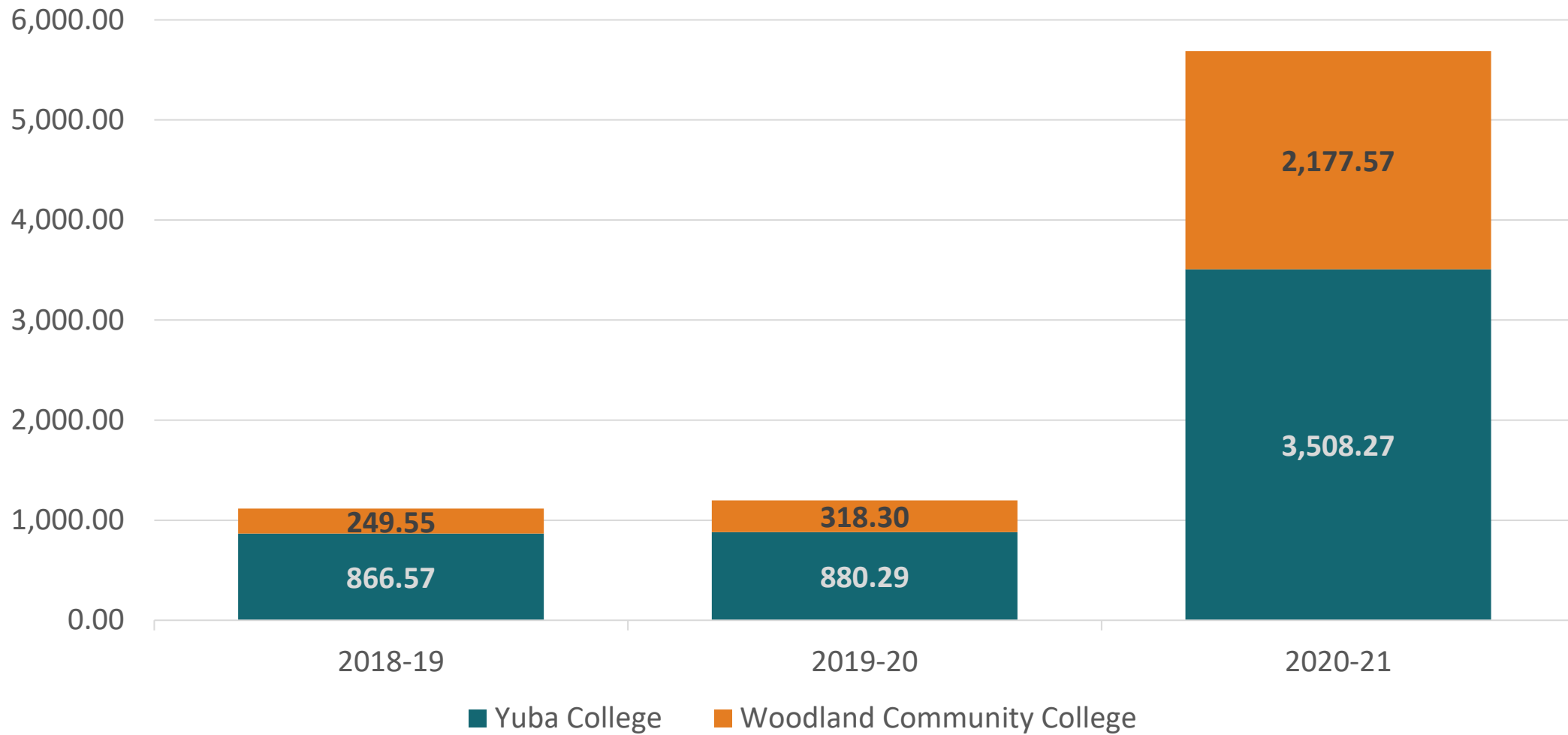


Source: YCCD Answers-MOAR 320 Report and XTALY

Sections by Modality

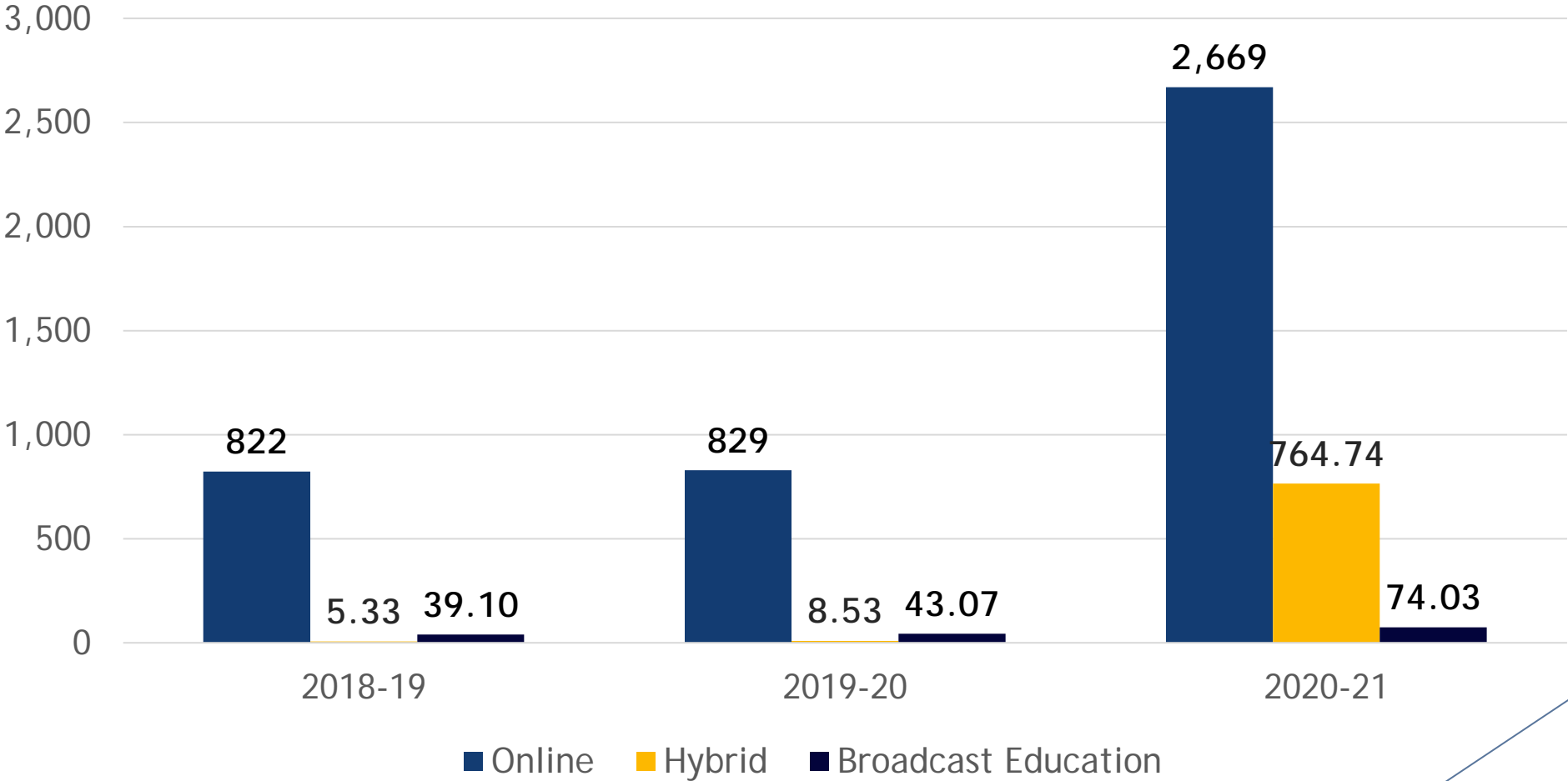


YCCD Distance Education-Total FTES



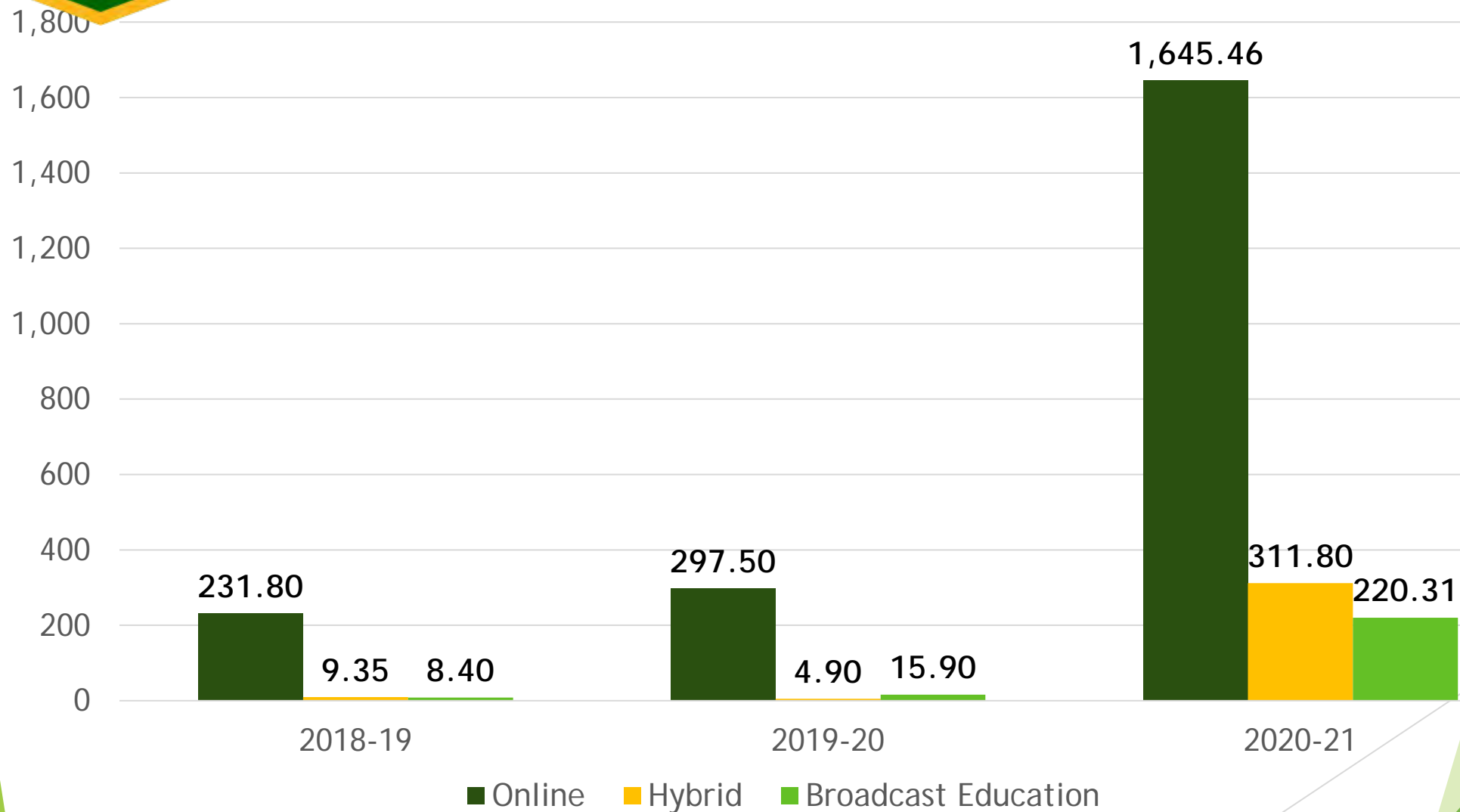


Distance Education-Total FTES



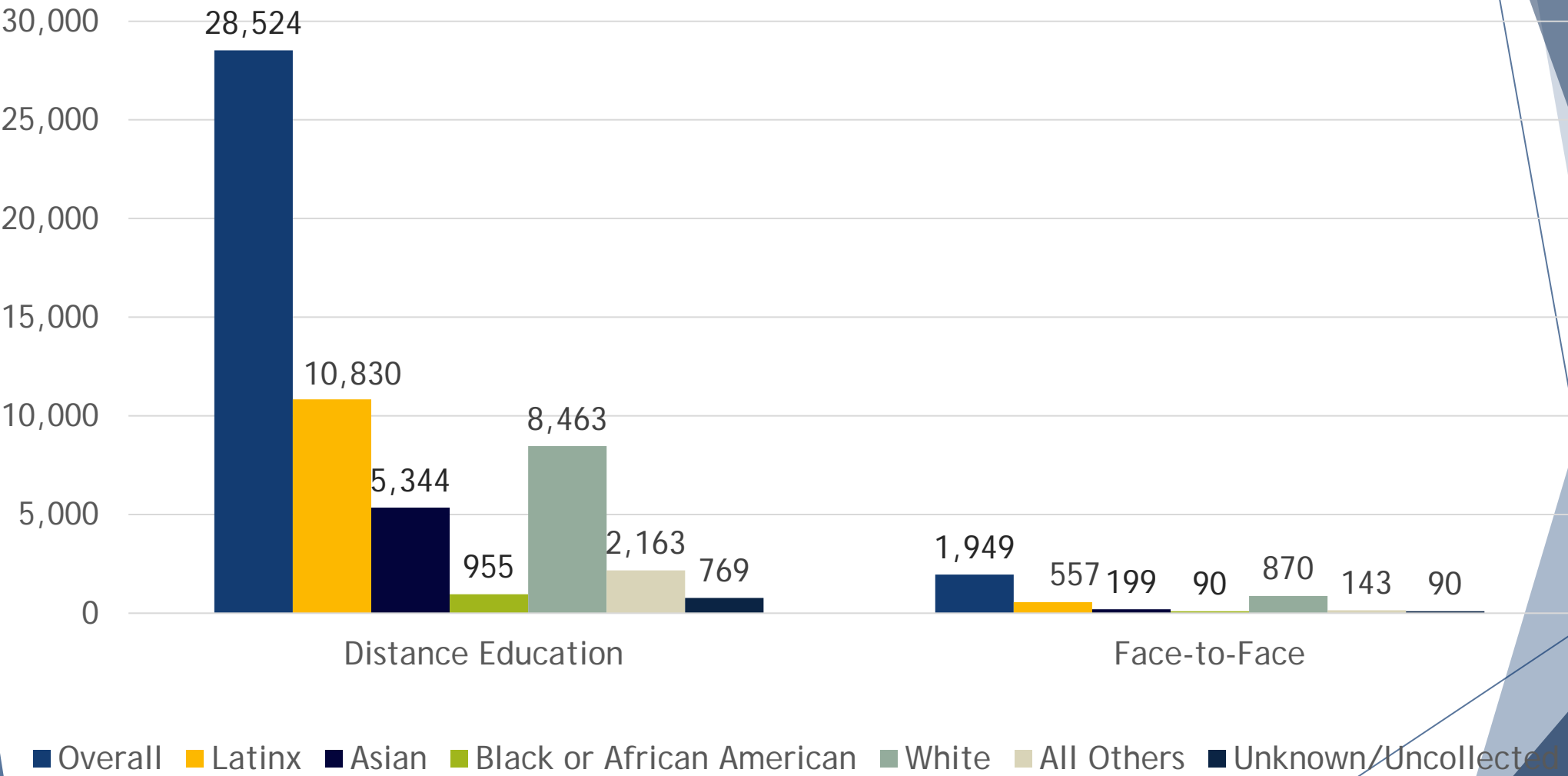
Source: YCCD Answers-MOAR 320 Report and XTALY

Distance Education-Total FTES





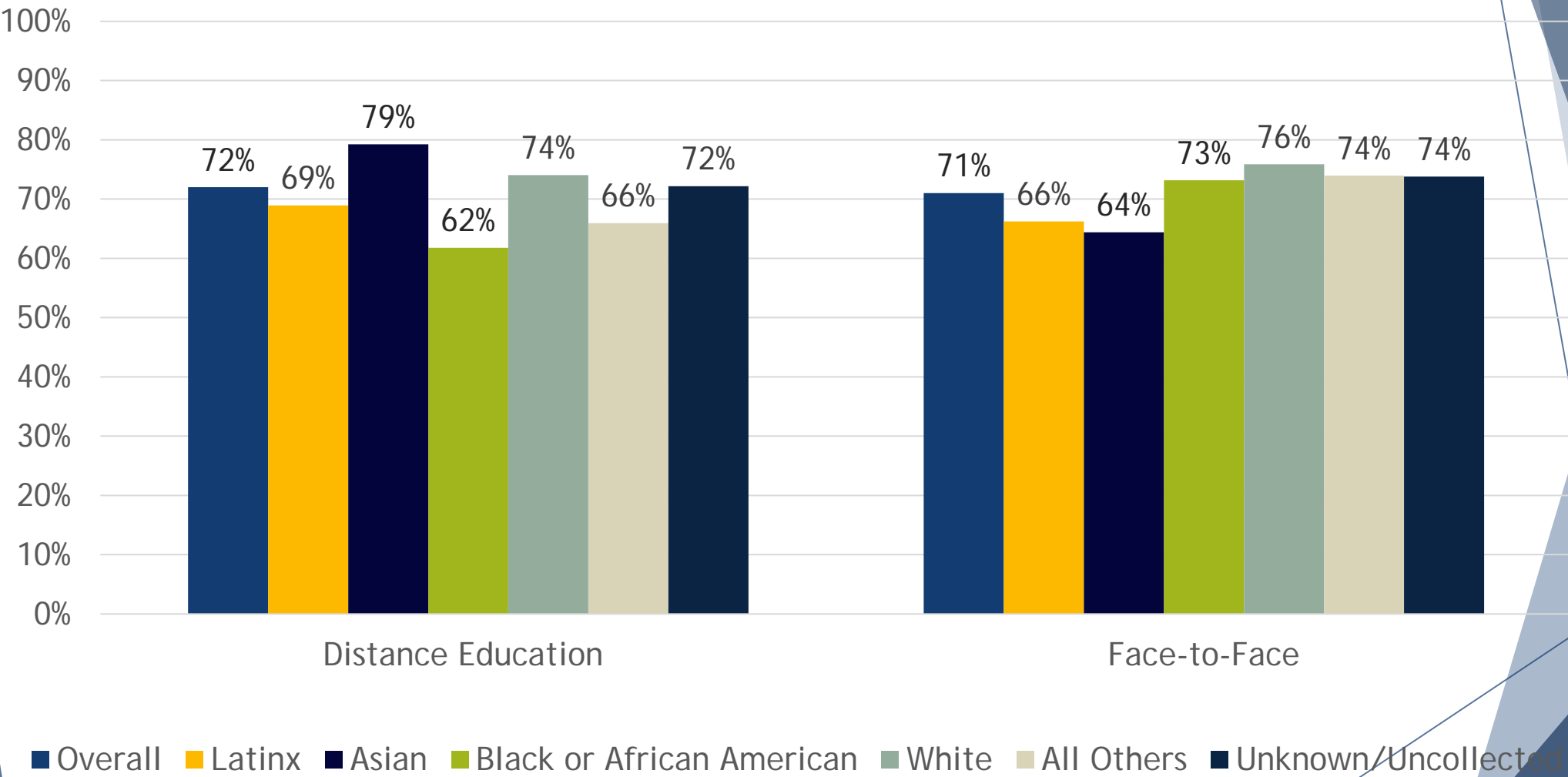
2020-21 Census Enrollment by Ethnicity and Modality



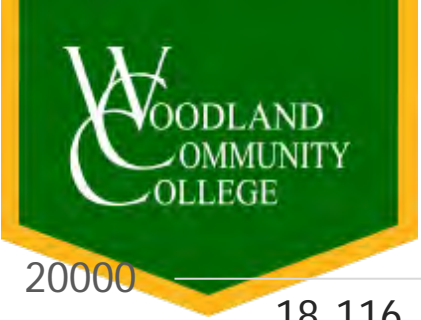
Source: YCCD Answers Enrollment Term to Term Report and XTALY



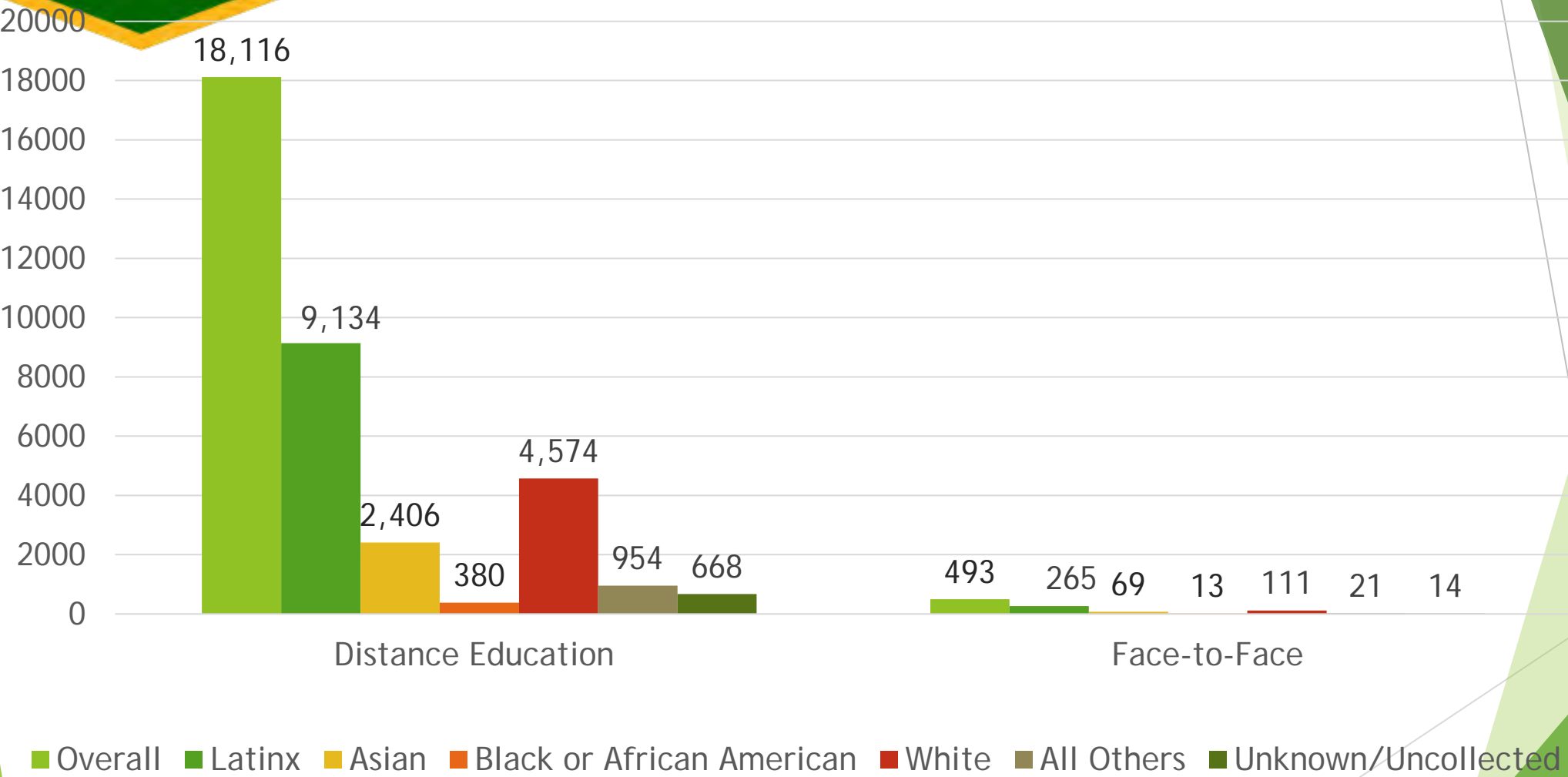
2020-21 Success by Ethnicity and Modality



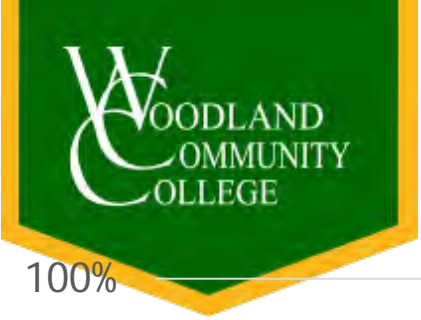
Source: YCCD Answers Enrollment Term to Term Report and XTALY



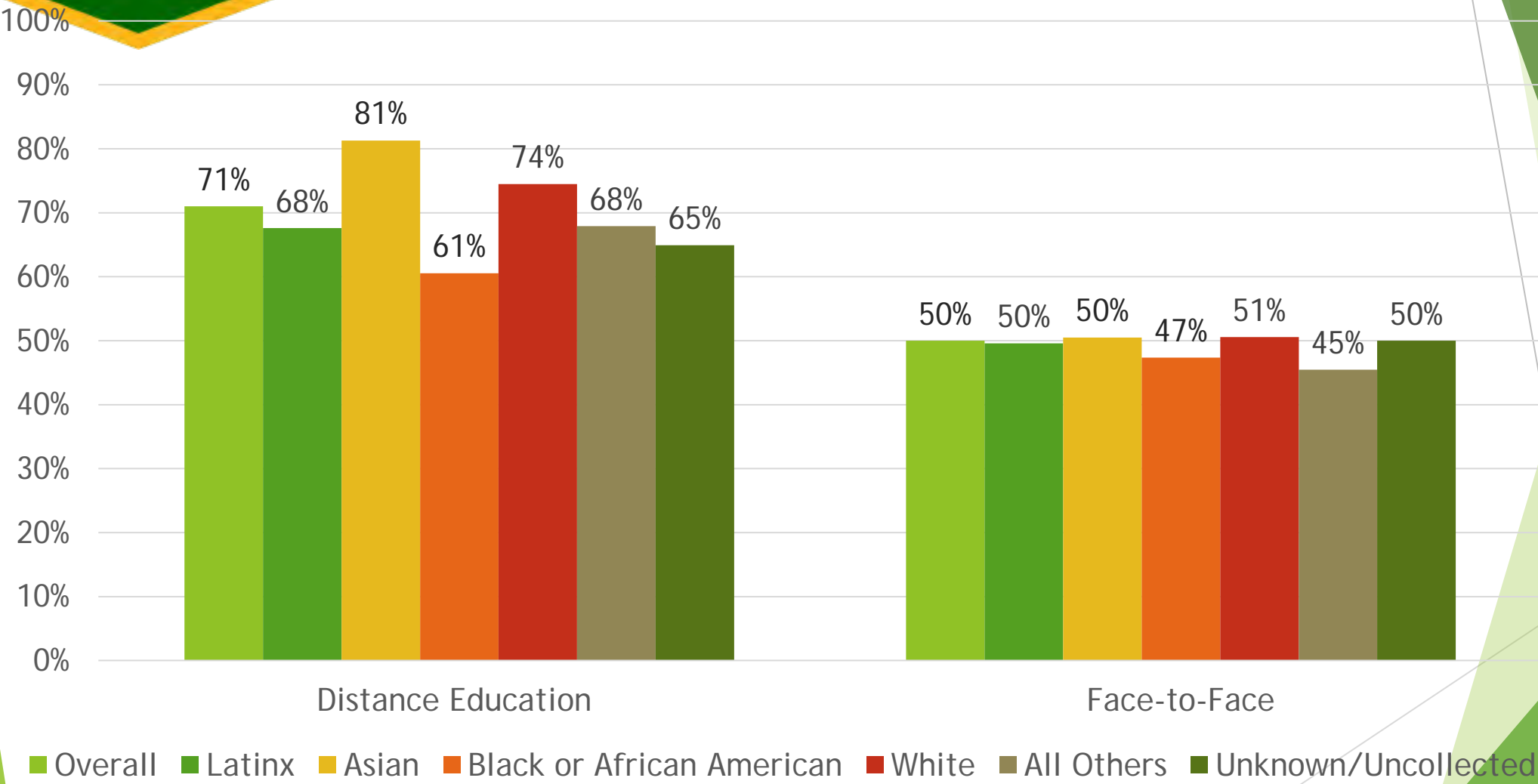
2020-21 Census Enrollment by Ethnicity and Modality



Source: YCCD Answers Enrollment Term to Term Report and XTALY



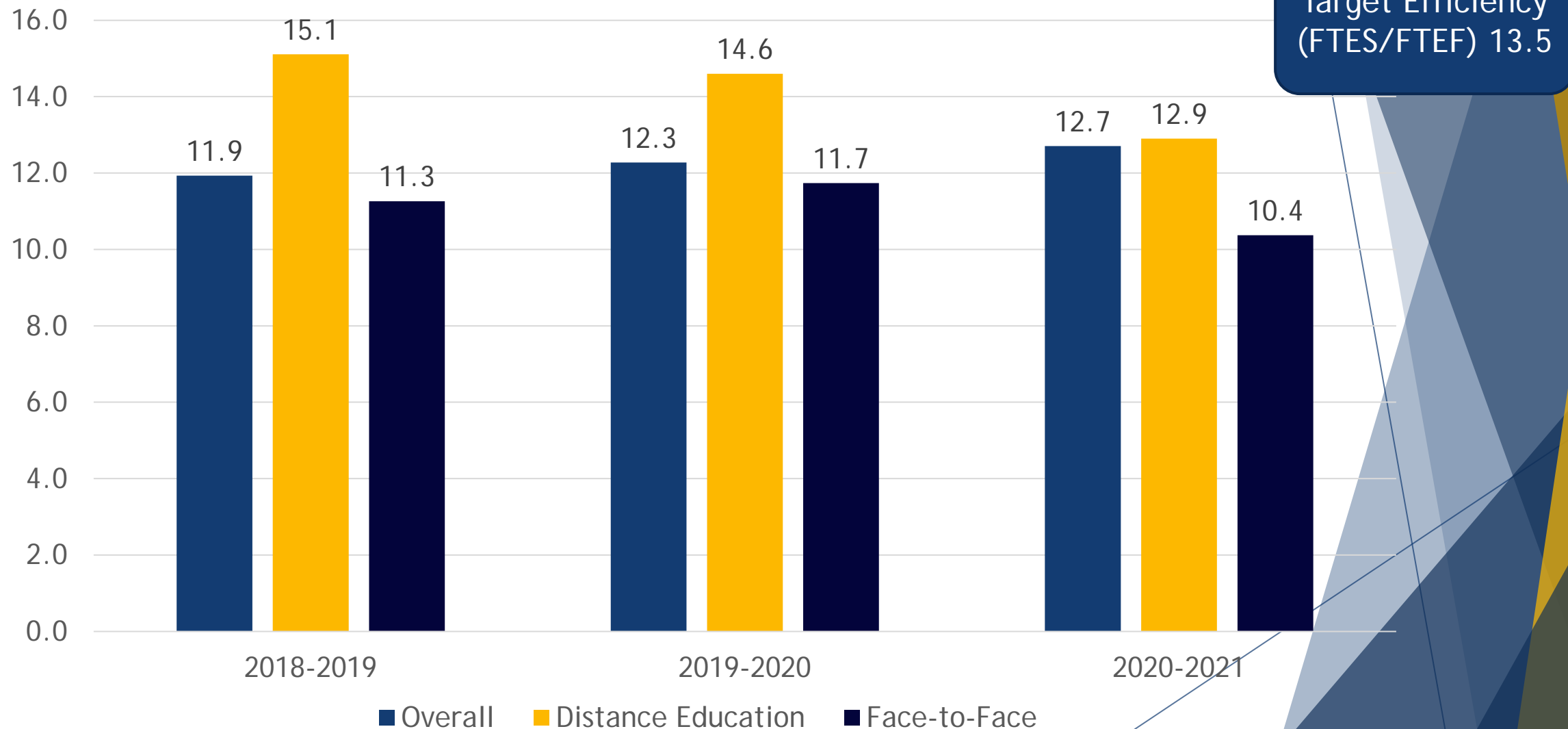
2020-21 Success by Ethnicity and Modality



Source: YCCD Answers Enrollment Term to Term Report and XTALY



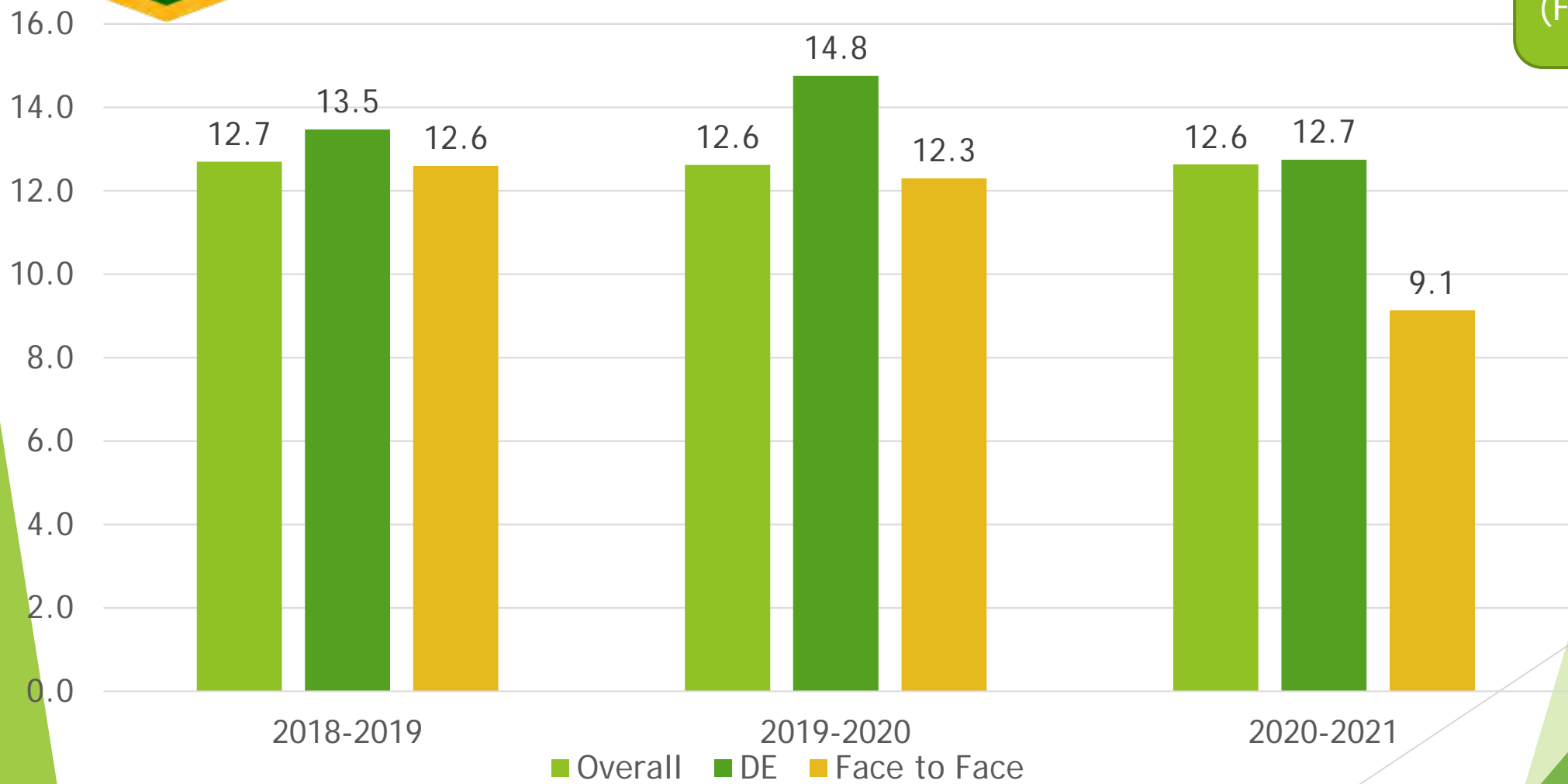
Efficiency (FTES/FTEF) of All Credit Courses by Academic Year and Modality





Efficiency (FTES/FTEF) of All Credit Courses by Academic Year and Modality

Target Efficiency
(FTES/FTEF) 13.5

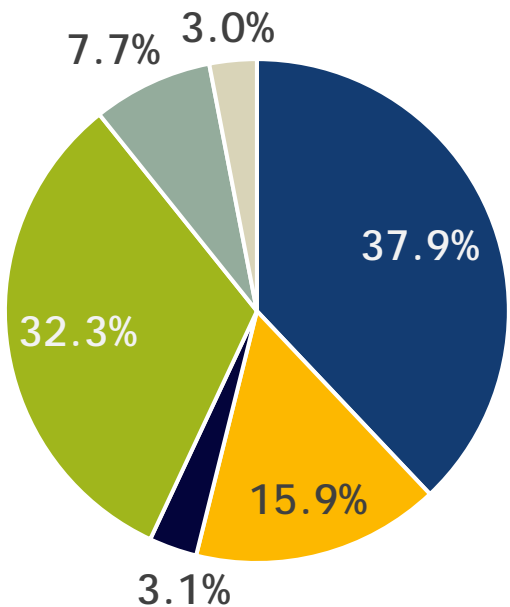


Source: YCCD Answers-MOAR 320 Report



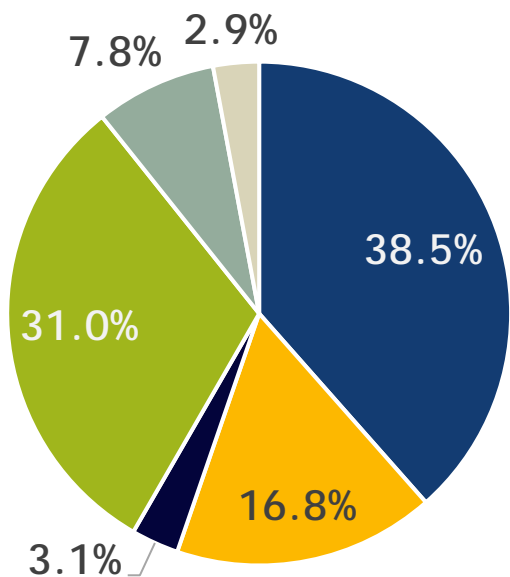
2020-2021 Participation in Distance Education by Ethnicity

All Yuba College



- Latinx
- Asian
- Black or African American
- White
- All Others
- Unknown/Uncollected

Yuba Distance Education



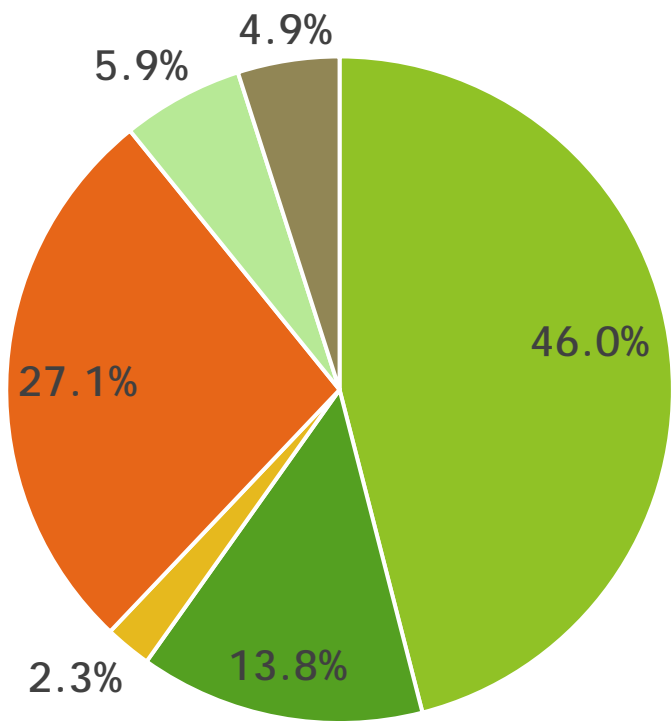
- Latinx
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Source: YCCD Answers-Enrollment Term to Term Report



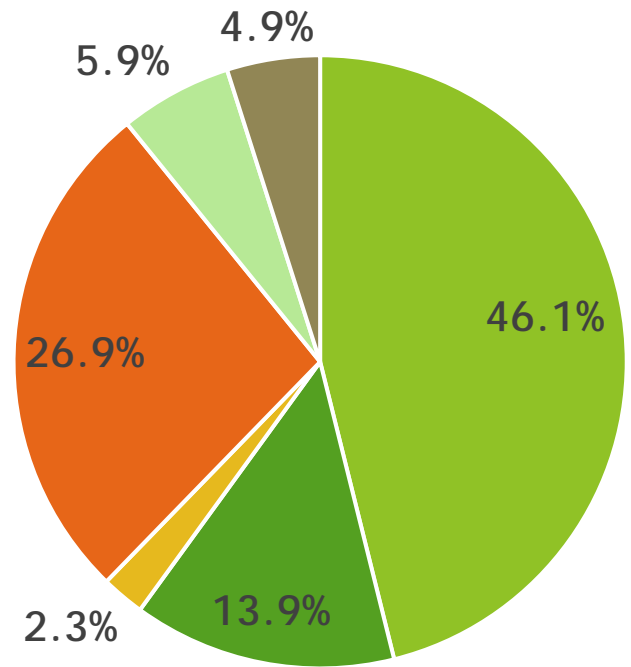
2020-2021 Participation in Distance Education by Ethnicity

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Woodland Distance Education

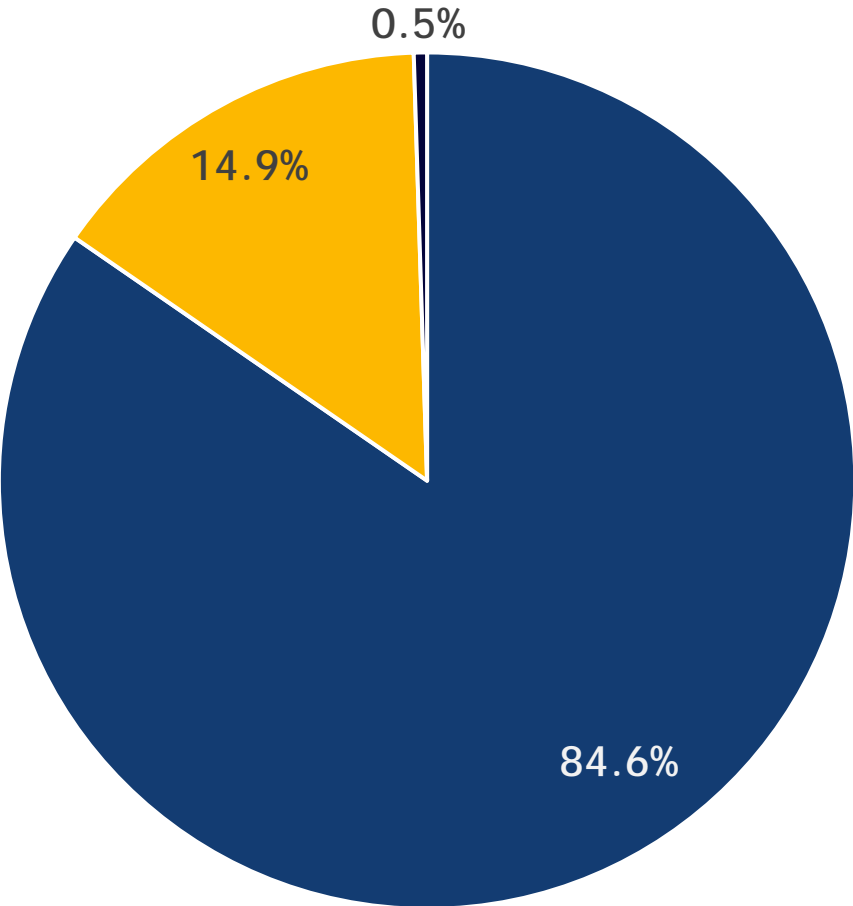


- Latinx
- Asian
- Black or African American
- White
- All Others
- Unknown/Uncollected

Source: YCCD Answers-Enrollment Term to Term Report



2020-2021 Participation in Distance Education by Service Area



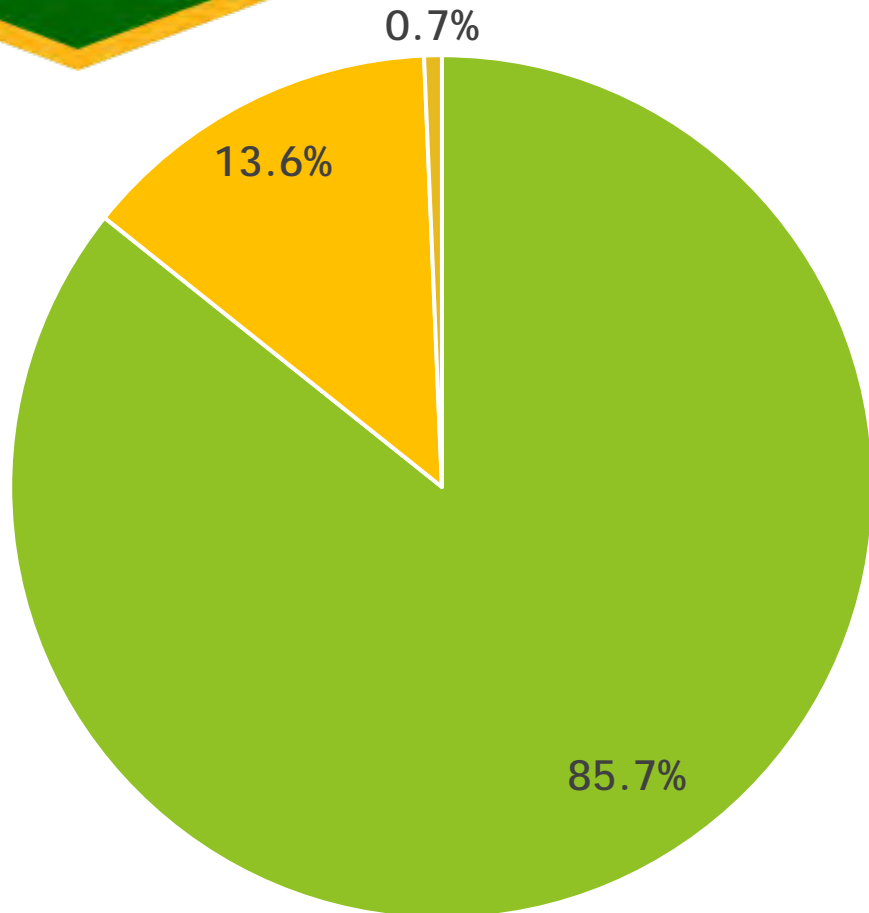
Top Five Counties from Outside Service Area

County	Count	%
Sacramento	311	32.5%
Placer	164	17.1%
Butte	158	16.5%
Solano	78	8.2%
Nevada	55	5.8%

■ Service Area ■ Outside Service Area ■ Unknown



2020-2021 Participation in Distance Education by Service Area



■ Service Area ■ Outside Service Area ■ Unknown

Top Five Counties from Outside Service Area

County	Count	%
Sacramento	312	37.9%
Solano	161	19.5%
Butte	76	9.2%
Placer	74	9.0%
Alameda	22	2.7%



Distance Education Highlights

- ▶ Instructional Design Resource Faculty supporting faculty
- ▶ 95 Fulltime and part time faculty completed online certification training
- ▶ Peer Online Course Review (POCR), ensure course quality
- ▶ Student Readiness Workshops
- ▶ eLearning studio for media production of online learning.
- ▶ Awarded Improving CTE Online Pathways Grant
 - ▶ Entrepreneurship certificate
 - ▶ Courses aligned to CVC rubric
 - ▶ Incorporation of OER
- ▶ *Successful Emergency Transition to DE*



Distance Education Highlights

- ▶ Professional Development
 - ▶ 24 Faculty Members Completed an Online Teaching and Design Course
 - ▶ 23 Faculty Members Completed 508 Section D Accessibility Training
 - ▶ 16 Faculty Completed Peer Online Course Review (POCR) Training
 - ▶ Friday Drop-in Meetings for One-on-One Support
- ▶ CTE Online Program Pathways Grant Progress
 - ▶ Fully Online Programs in:
 - ▶ Agriculture
 - ▶ Business
 - ▶ Additional Support for DE Course Review
- ▶ Onboarding of New Instructional Design Resource Faculty
 - ▶ Led Professional Development
 - ▶ Provided Course Design Support
- ▶ Senate-backed Participation in the California Virtual Campus - Online Education Initiative (CVC-OEI) Consortium

Distance Education Activities



Distance Education Handbook



Membership in California Virtual College, CVC
Membership in Online Educational Initiative, OEI



Ongoing Professional Development Opportunities



Updated CANVAS dashboard with repository of resources



Instructional Design Resource Faculty



Distance Education Activities



Distance Education Handbook Revisions



Expanded Use of Canvas Including Broadcast Messages



Online Tutoring Support Implemented to Extend Hours of Service



Implementing a Teaching and Learning Center to Provide Support and Professional Development



Expanding DE Support Software and Services Through CVC-OEI

A 3D white figure stands in a thinking pose, with its hand on its chin, next to a large teal question mark. The figure is positioned to the left of the text. The background features a white central area with teal geometric shapes on the left and right sides.

Questions?



California Virtual Campus (CVC) Exchange

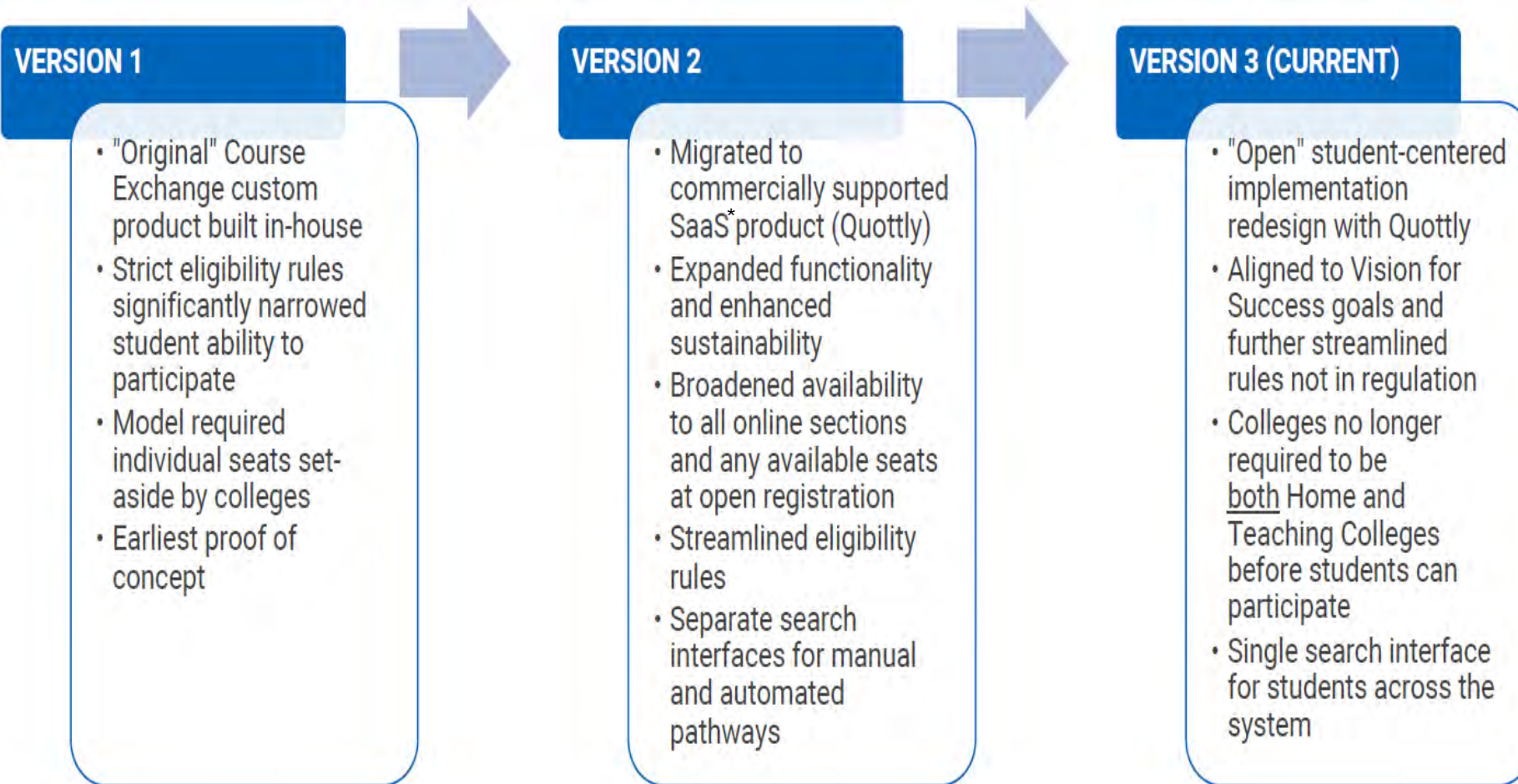
Yuba Community College District

May 13, 2021

What is the CVC Exchange?

- ▶ Statewide platform where California community college (CCC) students can find and enroll in online courses offered by other colleges within the system
- ▶ It is open to all student and is intended to improve the coordination of cross-enrollment between colleges to remove barriers
- ▶ Chancellor's Office Memo ES-20-400-003, CVC Course Exchange: Preparing your College for Student-Centered Cross Enrollment, provide guidance on implementation
- ▶ 2023 — All colleges fully integrated into the system
- ▶ Chancellor's Office is going to market this to students statewide

Evolution of the Course Exchange



* Software as a service (SaaS)

Online Courses

Enroll in online courses offered at multiple California Community Colleges.

SEARCH ONLINE COURSES

HOW IT WORKS?

MORE INFORMATION

Online Courses

YOUR COLLEGE <input type="radio"/> I don't have a primary college <input checked="" type="radio"/> I have a primary college <div>Columbia College</div>	SEARCH BY <input checked="" type="radio"/> CSU BREADTH Requirements <input type="radio"/> IOETC Requirements <input type="radio"/> Course Name <input type="radio"/> Keyword	SELECT A REQUIREMENT <div>Select a requirement</div> <div><div>CSU GE A1 - Oral Communication</div><div>CSU GE A2 - Written Communication</div><div>CSU GE A3 - Critical Thinking</div><div>CSU GE B1 - Physical Science</div><div>CSU GE B2 - Life Science</div><div>CSU GE B3 - Laboratory Activity</div></div>	Find Classes
---	---	---	---------------------

- Students from any CCC can search state-wide for courses unavailable at their Home College but are needed for completion.
- Location: www.cvc.edu
- Features two enrollment pathways:
 - Automated
 - Manual (via CCC Apply)

Course Finder: Search Results

Home college if available is presented first. Utilizes algorithm that sorts on badges

Search Results

We found **293 transferable courses** for CSU GE BI - Physical Science [Save this search](#)

Search Filters

Instant Enrollment
☐ Show me courses I can enroll in immediately

Available Seats
☐ Only show courses with available seats

Course Information
Term
☐ Fall 2020 ☒ Winter 2021
☒ Spring 2021
Dates
Start After End Before
MM/DD/YYYY MM/DD/YYYY

Sort by: OEI Consortium

Coastline Community College TUITION **\$138.00**
GEOLC105 - General Geology

Online Tutoring Online Counseling Quality Reviewed OEI Consortium

UNITS Units TERM Feb 15-May 29, Mar 1-May 1, Apr 5-May 30, Apr 5-May 29

TRANSFERABILITY IGETC ✓ CSU BREADTH ✓

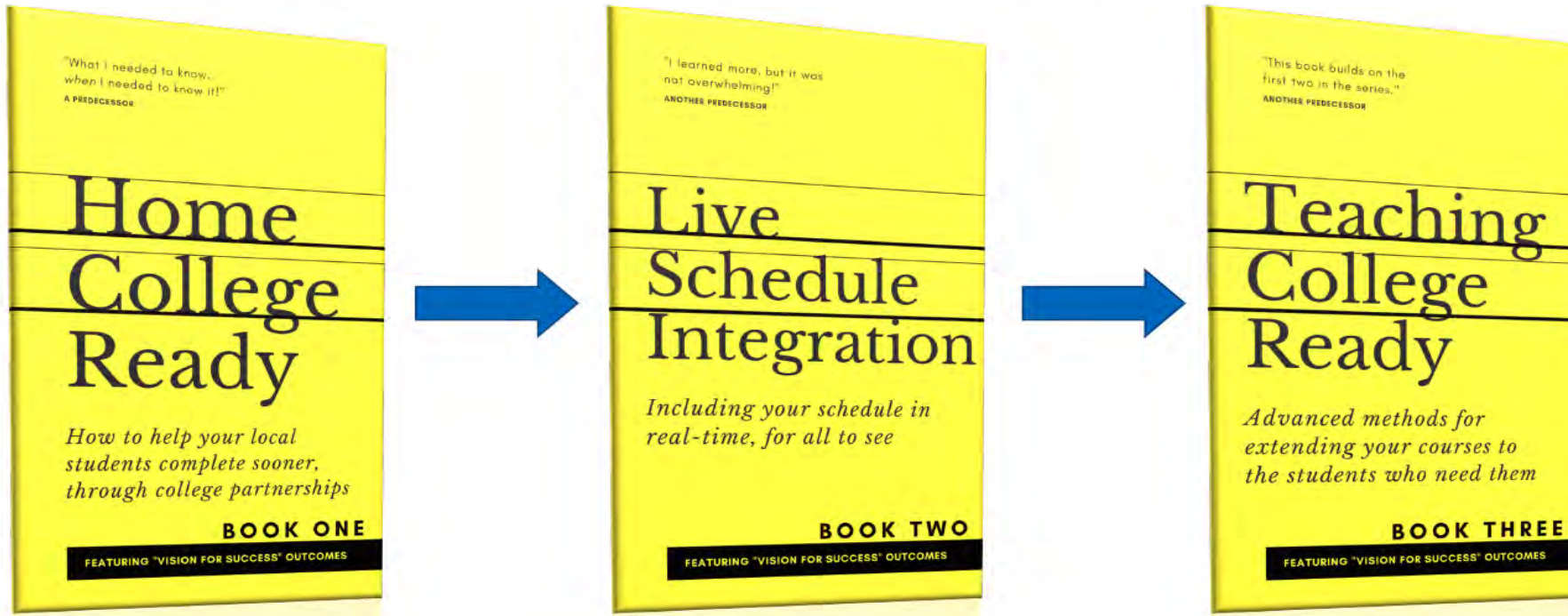
View GEOLC105 Details and Sections

Orange Coast College TUITION **\$138.00**
GEOLA105 - General Geology

Online Tutoring Online Counseling Student Readiness Support OEI Consortium

Implementation in 3 Phases ...

- Guided implementation model based on iterative experience
- Each phase builds on prior work and knowledge
- Think of it as a series and don't jump too far ahead!



Key Implementation Activities

- ▶ Planning and Organization
- ▶ Process design and workflow for Admission & Records, Financial Aid, DSPS, and Counseling
- ▶ Ethos Implementation (Ellucian integration platform)
- ▶ Finalize integration with state's single sign-on-portal
- ▶ Implement eTranscripts
- ▶ Execute federal Financial Aid Consortium Agreement
- ▶ Enable link for students to request financial aid

Improving CTE Pathways Grant: Course Quality, Equity, & Student Readiness



- ▶ 5 aligned with CVC rubric and Peralta Equity Rubric elements
- ▶ Student Success Workshop: Face-to-face (F2F) to online
- ▶ 2 MasteryPath digital skills lessons and documentation for future lessons
- ▶ Peer Online Course Review (POCR) feedback on 40 course sections

Improving CTE Pathways Grant: Capacity Building



eLearningStudio

WOODLAND COMMUNITY COLLEGE

wcc.yccd.edu/academics/distance-education

Improving CTE Pathways Grant: Course Quality, Access, Outcomes

- ▶ 5 new courses developed to supplement existing courses
 - ▶ Existing courses transformed from F2F to online, including Public Speaking
- ▶ 3 new degrees (Ag tech, Health Care admin, Human Resources admin)
- ▶ 1 new certificate (Ag tech)
- ▶ POCR training for Distance Education (DE) Committee members and development of web content
 - ▶ Courses are being refined and reviewed for full Online Education Initiative (OEI) rubric alignment

Peer Online Course Review (POCR)

- ▶ Norming POCR process with CVC — 3 aligned courses
- ▶ Title 5 compliance
 - ▶ Section D: Accessibility
 - ▶ WCC Regular and Effective Contact Rubric
- ▶ One-time funds for POCR reviewer training and reviews
 - ▶ Those ready for review, likely to be online again, then all current
 - ▶ Emphasis on feedback and training
- ▶ 50 reviews in process/completed, 80 scheduled for next year

Peer Online Course Review (POCR)

- ▶ Modified course design rubric to guide emergency development of courses
- ▶ Faculty training for online teaching
- ▶ Focus on wrapping up previously scheduled validations and accommodate some requests
- ▶ One-time funds: increase capacity in development and review
 - ▶ @ONE Online Teaching and Design certificate
 - ▶ Local POCR course, with commitment to participate in reviews next year
 - ▶ Accessibility training series: review and remediate
- ▶ Up next: planning for norming and working with the CVC to certify local POCR

Distance Education Handbook Revision

- ▶ Title 5 updates
- ▶ Clarify POCR process
- ▶ Emerging issues with student privacy
- ▶ Proposed training changes to incorporate other DE modalities
- ▶ Recertification and review cycles

Distance Education Handbook Revision

- ▶ Updated and expanded by Mick Presnell (CTE grant)
 - ▶ Canvas
 - ▶ New DE Addendum (2020)
 - ▶ Additional guidance for design and emergency migration to OL
- ▶ Initial review by DE committee in May, with guidance for finalizing in fall

CVC: Home College Readiness

- ▶ Share schedule data via CSV file each semester
- ▶ Information Technology Phase I complete
- ▶ Financial Aid Consortium agreement NOT signed

CVC: Home College Readiness

- ▶ Senate endorsement in February 2021
- ▶ Self-Assessment completed and submitted in March

Questions & Discussion

District Technology Committee
Friday, April 30, 2021
Zoom: <https://cccconfer.zoom.us/j/5307418731>

Members Present: Elizabeth Allen, Jeremy Brown, Julie Brown, Devin Crosby, Joanna Frost, Kyle Mathis, Jason Musselman, Michael Plant, John Thoo

Members Absent: Nili Kirschner

Guests: Adela Esquivel-Swinson, Sonya Horn, Dalexh Hunt, Cynthia Sargent, Mike Wieber

Recorder: Kristi Page

1. Procedural

1.01 Leadership Team Pledge

1.02 Review/Affirm/Revise Agenda:

1.03 Review Minutes: Minutes are attached to the agenda for review; no changes noted.

2. Old Topics

2.01 Canvas Global Messaging Guidelines (Policy Workgroup):

- Policy workgroup developed documentation and procedures on how to use global messaging.
- Committee members asked to review document on Merged Canvas Courses and FERPA and Knowledge Base article on how to create a global announcement and provide feedback
- Broader discussion needed on governance to determine how it will be used at each campus (e.g. who will be designees that are can post messages; how much lead time is needed).

2.02 Transition to Multi-Factor Authentication (MFA):

- Piloted by Policy Workgroup; committee members were provided instructions at the last meeting and asked to test.
- Will wait for more members to test MFA and validate instructions in Knowledge Base article before recommending to all staff and faculty.

2.03 IT Service Level Agreement (Wieber/Musselman):

- Committee members were asked to review SLAs for discussion and approval at future meeting.
- Changes include updates to reflect current technology and hours of operation.

2.04 HEERF II Proposal (Crosby):

- Remaining CARES funds being used to replace old computer labs; finish setting up Zoom classrooms for social distancing; and replacing wyse/virtual desktop terminals in the library.
- Approximately \$2 million in HEERF II funds allocated for IT will help fund the following:
 - Continuing Distance Education software - Blackboard Ally, Proctorio, NetTutor, Zoom; possibly Labster and ConexEd
 - Equipment for student checkout - hotspots, Chromebooks, laptops
 - Equipment for employee checkout – laptops, docking stations, monitors, Elmo document cameras for faculty
 - Zoom rooms – classrooms for social distancing, collaboration spaces, meeting rooms
 - Network redesign and security architecture upgrade – needed to support increased WiFi use
 - Domain restructure – collapse two domains (yccd and yccdweb) into one.
 - Extend external wireless coverage
- Proposed budgets are attached to agenda for review

3. New Topics

3.01 Information Security Handbook and Standards (Musselman):

- Policy workgroup reviewed standards provided by CCC Tech Connect Center and Chancellor's Office.
- Recommend that the campus adopt the standards as the foundation for the information security program that we need to implement.
- Document will continue to grow as we improve breadth and maturing of the YCCD information security program.
- Committee members were asked to review AP and BP 3723 and the YCCD Information Security Handbook for discussion at a future meeting.

3.02 Video Retention Language (Policy Workgroup):

- Current de facto practice for instructional videos that are stored on the system is that they are purged 30 days after the end of the semester or when the next class starts, whichever is longer.
- Need to have this codified in our data retention policy. Policy workgroup developed following language:

Video recordings of class lectures are retained for 30 days following the end of a term or the beginning of the following term; whichever is longer. Faculty have 30 days to request a digital copy of the recordings for any class they taught. Recordings may not be reused as replacement for lectures unless it meets the DE Committee guidelines at the respective college and must comply with all accessibility requirements.

- Committee members were asked to review the language and share with faculty to provide feedback, discussion and approval at a future meeting.

3.03 AP 3310, Records, Retention and Destruction (Policy Workgroup):

- Policy workgroup reviewed the changes to AP 3310 which were recommended by the Executive Support Team (EST).
- All language in the AP is standardized from the league.
- Committee members were asked to review and share AP 3310 with constituents to provide feedback for discussion at a future meeting.
- One the AP is updated, will build into a project to implement; EST recommendations for implementation are included in the agenda.

3.04 IT Initiatives Presentation (Crosby):

- 2018-21 Three-Year Initiatives – Most are complete (enrollment management & program review dashboards; curriculum management; Self Service; WiFi Phase III at LCC; network infrastructure); some are ongoing (508 compliance)
- 2020-2023 Initiatives
 - Software initiatives - CVC integration (includes numerous pieces such as SSO Proxy Integration, Ellucian Ethos, eTranscripts); Human Resources IEPI; Self Service Transition; eLumen Implementation; Data Integrity Report Response; Web Initiatives; Other Initiatives (CCC Apply App Cleanup, Early Alert, CRM)
 - Hardware initiatives – Secure24 Information Security Assessment; COVID Response (checkout equipment; increased external WiFi; Zoom classrooms, EBS spectrum project); Student Access (application virtualization; student printing; collaboration rooms); IT Infrastructure (new phone system; SSO to Cloud; fiber updates)
- Need to prioritize as all may not be able to be accomplished; CVC integration is a priority.
- Project prioritization framework will be developed.

4. Workgroup/Project Updates

4.01 Technology Policy Workgroup:

- Group worked on first reads for Canvas Global Messaging guidelines; Information Security Handbook; Video Retention Language; and AP 3310.
- Project Review Board is pending and will be worked on next.

4.02 Curriculum Management Workgroup:

- eLumen is live; still working on reports and data dashboard
- Workgroup may only need to meet a few more times to complete work.

4.03 Technology Plan Development Workgroup: Item not discussed.

4.04 Student Self-Service Update:

- Areas still being worked on are Faculty, HR and Fiscal Services.
- eLive presented information on advancements coming for the Fiscal Services area.

5. Standing Items

5.01 Emerging Issues: None

5.02 Assignments & Future Agenda Items

- Future Agenda Items: Project review board; student printing; VPAT process; DVD captioning

5.03 Project Review Board (Policy Workgroup): Item not discussed

The meeting adjourned at 2:00 p.m.



**CONFIRMATION OF REVIEW
PRIOR TO PRESIDENT'S SIGNATURE OF APPROVAL**

Requested by: Gema Diaz / Instruction
Name/Department

Contact Person: Gema Diaz / x5712
Name/Ext.

Rev. 07/9/15

<input type="checkbox"/> GRANT / <input type="checkbox"/> PROJECT	<input checked="" type="checkbox"/> CONTRACT / <input type="checkbox"/> RENEWAL / <input type="checkbox"/> MOU / <input type="checkbox"/> AMENDMENT
Title of Grant/Project:	Contract/Agreement/MOU with: Davis Media Access
Grant/Project Year(s): <input type="checkbox"/> New <input type="checkbox"/> Renewal <input type="checkbox"/> Amendment Amount:	Beginning Date: 10/11/2021 Renewal Date: Contract Ending Date: 06/30/2022 Amount: \$40,000
Board Approval Date:	Board Approval Date:
Proposal/Materials are consistent with District mission and goals: <input type="checkbox"/> Yes <input type="checkbox"/> No	Was legal review necessary? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please attach copy of legal opinion.
Budget information has been reviewed and verified by Fiscal Services. X _____ 	Brief Description of service to be provided. If renewal or amendment, describe new terms. If MOU, describe purpose of MOU. Davis Media Access will provide weekly support hours (~15/week) for WCC's eLearning Studio in order to create high-impact educational media for courses that optimize learning and support student success. GL: 12.121.5.21.602000.5110 REQ: 58239 AFS: 2470

I have reviewed the attached information and am submitting it to the President for review.

Signature of College Dean Date

 10/4/21
Signature of College Vice President Date

After Signature, please return to Gema Diaz Ext. 5712

**Yuba Community College District
AGREEMENT FOR SERVICES**

This Agreement for Services ("Agreement") is made and entered into this 11th day of October, 2021, by and between the Yuba Community College District, a community college district of the State of California (hereinafter referred to as "DISTRICT") and Davis Media Access, hereinafter, referred to as "CONTRACTOR" (collectively "Parties").

RECITALS

WHEREAS, pursuant to Yuba Community College District Administrative Procedure 6345 specified DISTRICT employees have the duty to engage independent contractors to perform sundry services for the DISTRICT, with or without the furnishing of material;

WHEREAS, the DISTRICT desires to engage CONTRACTOR for the purpose of performing services described in this Agreement; and

WHEREAS, CONTRACTOR has represented to the DISTRICT that CONTRACTOR is knowledgeable and qualified in the skills required for services to be provided under this Agreement, CONTRACTOR is properly licensed or certified to perform these services, and covenants that CONTRACTOR is capable of performing the services required under this Agreement;

NOW, THEREFORE, IT IS HEREBY AGREED by the Parties as follows:

1. SCOPE OF WORK.

In consideration of the payments hereinafter set forth, CONTRACTOR shall perform services for the DISTRICT in accordance with the terms, conditions and specifications set forth herein and in Exhibit "A" attached hereto and incorporated herein by this reference. CONTRACTOR may determine the methods, details, and means of performing the services. The DISTRICT shall not have the right to, and shall not, control the manner or determine the method by which CONTRACTOR accomplishes these services. CONTRACTOR agrees to perform the services required herein with that standard of professional care, skill, and diligence normally provided in the performance of similar services.

2. TIME IS OF THE ESSENCE; DELAYS.

CONTRACTOR agrees that time is of the essence and CONTRACTOR shall perform the services required by this Agreement in an expeditious and timely manner so as not to unreasonably delay the purpose of this Agreement. CONTRACTOR shall notify the DISTRICT promptly of any expected delay in the performance of services under this Agreement. CONTRACTOR shall not be liable for delays in performance beyond their reasonable control.

3. PAYMENTS.

In consideration of the services rendered in accordance with all terms, conditions and specifications set forth herein and in Exhibit "A," the DISTRICT shall make payment to CONTRACTOR in the manner and amount specified in Exhibit "A."

4. TAXES.

CONTRACTOR agrees that CONTRACTOR has no entitlement to any future work from the DISTRICT or to any employment or fringe benefits from the DISTRICT. Payments made to CONTRACTOR pursuant to this Agreement will be reported to Federal and State taxing authorities as required. The DISTRICT will not withhold any money from CONTRACTOR's compensation for payment of taxes or benefits. Specifically, the DISTRICT will not withhold FICA (social security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance premiums. CONTRACTOR is independently responsible for the payment of all applicable taxes and will indemnify, defend, and hold the DISTRICT harmless from any tax consequences.

5. EXPENSES AND EQUIPMENT.

CONTRACTOR is solely and fully responsible for all costs and expenses incident to the performance of the services, including all instrumentalities, supplies, tools, equipment, or materials necessary to perform the services. If the DISTRICT furnishes any goods, materials, or other equipment to CONTRACTOR, CONTRACTOR assumes complete liability for those goods, materials, or other equipment. CONTRACTOR agrees to pay DISTRICT the repair or replacement costs for such goods, materials, or other equipment not returned to the DISTRICT in a satisfactory condition, as solely determined by the DISTRICT.

6. INDEPENDENT CONTRACTOR STATUS.

In performing services under this Agreement, CONTRACTOR shall be deemed and act as an independent contractor. CONTRACTOR understands and agrees that neither CONTRACTOR nor any of CONTRACTOR's employees, consultants, or subcontractors shall be considered officers, employees, or agents of the DISTRICT, and are therefore not entitled to benefits of any kind or nature that are normally provided employees of the DISTRICT or to which the DISTRICT's employees are normally entitled, including but not limited to worker's compensation or unemployment benefits. CONTRACTOR further understands that this Agreement is not intended to, and shall not be construed to, create a joint venture or association, or any other relationship whatsoever other than an independent contractor relationship. To the fullest extent provided by law, CONTRACTOR agrees to defend, indemnify, and hold the DISTRICT harmless from any claims, demands, liabilities, damages, penalties, or taxes resulting from any misclassification of CONTRACTOR's employees, agents, or representatives (as independent contractors) who provide services under this Agreement. As an independent contractor, CONTRACTOR will be solely responsible for determining the means and methods for performing the services described in Exhibit "A." All of CONTRACTOR's activities will be at its own risk and CONTRACTOR is hereby given notice of responsibility for arrangements to guard against physical, financial, and other risks as appropriate. CONTRACTOR assumes full responsibility for the acts or omissions of CONTRACTOR's employees, officers, agents, consultants, and subcontractors as they relate to the services to be provided under this Agreement. CONTRACTOR shall perform all services under this Agreement in a skillful,

competent, and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. CONTRACTOR represents and warrants that all of CONTRACTOR's employees, officers, agents, consultants, and subcontractors shall have sufficient skill and experience to perform the services described in Exhibit "A." CONTRACTOR further represents and warrants that CONTRACTOR and all of CONTRACTOR's employees, officers, agents, consultants, and subcontractors have all licenses, permits, qualifications, and approvals of whatever nature that are legally required to perform the services described in Exhibit "A," and that all such licenses, permits, and approvals shall be maintained throughout the term of this Agreement.

7. NON-ASSIGNABILITY.

CONTRACTOR shall not assign or transfer any interest in this Agreement or any portion thereof to a third party without the prior written consent of the DISTRICT. The DISTRICT may automatically terminate this Agreement if CONTRACTOR makes any purported assignment without the DISTRICT's prior written consent.

8. TERM OF AGREEMENT & TERMINATION.

This Agreement shall be in effect from 10/11/2021 through 6/30/2022, as specified in Exhibit "A". The DISTRICT may terminate this Agreement at any time by written notification to CONTRACTOR at the address below. Termination to be effective on the date specified in the notice. In the event of termination under this paragraph, CONTRACTOR shall be paid for all undisputed work or services provided through the date of termination. Upon termination, CONTRACTOR shall provide the DISTRICT with all documents, including final or draft documents, produced or collected by CONTRACTOR related to the services set forth in this Agreement. The DISTRICT may then proceed with the work in any manner the DISTRICT deems proper.

9. LIMITATION OF LIABILITY.

The DISTRICT's financial obligations under this Agreement are limited to the payment of the compensation provided in this Agreement and Exhibit "A." Notwithstanding any other provision of this Agreement, in no event shall the DISTRICT be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect, or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or with the services performed in connection with this Agreement.

10. HOLD HARMLESS AND INDEMNIFICATION.

To the furthest extent permitted by California law, CONTRACTOR agrees to defend, indemnify, and hold harmless the DISTRICT, its trustees, officers, agents, employees, and volunteers from and against any and all losses, claims, suits, actions, costs, and expenses of every name, kind, or description, arising out of any liability or claim of liability for personal injury, bodily injury (including death) to any person, contractual liability, infringement of a third party's intellectual property rights, or damage to property ("Claims") sustained or claimed to have been sustained arising out of any act or omission of CONTRACTOR or CONTRACTOR's performance of this Agreement, including by CONTRACTOR's employees, officers, agents, consultants, and subcontractors, whether or not such activities are authorized by this Agreement. CONTRACTOR further agrees to defend, indemnify, and hold harmless the DISTRICT, its trustees, officers,

agents, employees, and volunteers from and against any and all Claims arising out of any failure to withhold or pay to the government income or employment taxes from earnings under this Agreement. CONTRACTOR shall pay for any and all damages to the property of the DISTRICT, or loss or theft of such property, done or caused by the act or omission of CONTRACTOR or any of CONTRACTOR's employees, officers, agents, consultants, or subcontractors. CONTRACTOR acknowledges and agrees that the DISTRICT has no responsibility or liability whatsoever for any of CONTRACTOR's or its employees, officers, agents, consultants, or subcontractors property placed on the DISTRICT's premises. CONTRACTOR further agrees to waive rights of subrogation against the DISTRICT. This section does not apply to injuries, damages, or losses for which the DISTRICT has been found in a court of competent jurisdiction to be solely liable by reason of its own gross negligence or willful misconduct. This section shall survive the termination or expiration of this Agreement.

11. INSURANCE.

Insurance requirements are attached as Exhibit "B."

12. NON-DISCRIMINATION.

A. General. No person shall, on the grounds of race, color, national or ethnic origin, religious affiliation or non-affiliation, gender, marital status, sexual orientation, age, physical or mental disability, or political affiliation, be excluded from participation in, be denied the benefits, or be subjected to discrimination under this Agreement.

B. Employment. CONTRACTOR shall insure equal employment opportunity based on objective standards of recruitment, selection, promotion, classification, compensation, performance evaluations, and management relations, for all of its employees. CONTRACTOR's personnel policies shall be made available to the DISTRICT upon request.

C. Complaints and Investigations. CONTRACTOR will fully cooperate with DISTRICT and comply with all applicable laws and DISTRICT and other community college district policies and requirements related to investigations of allegations of discrimination, harassment, and retaliation, including CONTRACTOR producing its directors, trustees, officers, agents, employees, and contractors for investigative interviews as deemed necessary by DISTRICT.

13. SOLE PROPERTY OF THE DISTRICT.

Any system, material, or documents which CONTRACTOR its employees, officers, agents, consultants, or subcontractors develop, produce, or provide under this Agreement shall become the sole property of the DISTRICT. Notwithstanding any other provision herein, any intellectual property discovered or developed by CONTRACTOR its employees, officers, agents, consultants, or subcontractors in the course of performing or otherwise as a result of its work hereunder shall be the sole property of the DISTRICT. The DISTRICT shall be permitted, in its sole discretion, to reproduce, distribute, modify, and use such property in any manner desired.

14. REGISTRATION FOR PUBLIC WORKS.

If CONTRACTOR is performing a public work, as defined by California Labor Code Section 1720, CONTRACTOR must comply with all applicable rules and regulations, including adhering to the requirements of California Labor Code Section 1725.5 (Department of Industrial Relations Contractor Registration), as a prerequisite to performing any services under this Agreement.

15. EXPENDITURE OF PUBLIC FUNDS.

CONTRACTOR agrees to comply with Government Code Section 8546.7, which provides that the contracting parties for any contract involving expenditure of public funds in excess of \$10,000.00 shall be subject to examination and audit by the State Auditor for a period of three (3) years after final payment under the contract.

16. CONFIDENTIAL INFORMATION.

In performing its duties hereunder, CONTRACTOR may from time to time gain access to confidential or proprietary information and records, including but not limited to student record information as defined by 20 USC section 1232g, private information regarding students, families, faculty, employees, staff, donors, alumni, or other personnel data or information and other District related trade secrets, business plans, and other proprietary information ("Confidential Information."). The Parties agree that such access is not a provision or conveyance or disclosure to CONTRACTOR of student record information in violation of section 1232g or of any similar state law.

CONTRACTOR acknowledges that any disclosure to any third party or any misuse of Confidential Information may irreparably harm the DISTRICT. Accordingly, CONTRACTOR will not disclose or use, either during or after the term of this Agreement, any Confidential Information of the DISTRICT without the DISTRICT's prior written permission or unless otherwise required by law. CONTRACTOR further agrees that if in the performance of its duties it does obtain such access to Confidential Information, it shall refrain from any removal, use or disclosure to any third person of such Confidential Information and shall take any and all necessary affirmative steps to maintain the confidentiality, and avoid such removal, use or disclosure, whether intentional or inadvertent, of such Confidential Information. CONTRACTOR will promptly notify the DISTRICT if it becomes aware of any possible unauthorized disclosure or use of the Confidential Information. CONTRACTOR agrees to return all copies of Confidential Information to the DISTRICT upon expiration or termination of this Agreement. The provisions of this section shall survive the termination or expiration of this Agreement.

17. COMPLIANCE WITH THE LAW.

CONTRACTOR agrees to perform the services contemplated by this Agreement in compliance with all Federal and State laws or regulations governing the services to be rendered pursuant to this Agreement, including, but not limited to, all applicable provisions of the Americans with Disabilities Act ("ADA").

18. ENTIRE AGREEMENT & MERGER CLAUSE.

This Agreement, including Exhibits "A" and "B" attached hereto and incorporated herein by reference, constitute the sole agreement of Parties hereto and correctly states the rights, duties and obligations of each Party. Any prior agreement, promises, negotiations, or representations between the Parties, whether oral or written, not expressly stated in this Agreement or Exhibits are not binding. All subsequent modifications shall be in writing and signed by both the CONTRACTOR and the DISTRICT Chief Business Officer. In the event that any term, condition, provision, requirement or specification set forth herein conflicts with or is inconsistent with any term, condition, provision, requirement, or specification in any schedule, Exhibit or attachment to this Agreement, the provisions of the body of this Agreement shall prevail.

19. SEVERABILITY.

If any provision of this Agreement or any portion thereof is held to be invalid or unenforceable, the balance of the Agreement shall nevertheless remain in full force and effect.

20. NOTICES.

All notices and other communications pertaining to this Agreement shall be in writing and shall be deemed to have been given by a party hereto on the date personally delivered to the other party or on the date sent by certified mail, return receipt requested. Notice shall be given to the person at the address specified below.

21. GOVERNING LAW/VENUE.

This Agreement, including all of its terms and provisions, shall be governed by and construed in accordance with the laws of the State of California. CONTRACTOR and the DISTRICT agree that any action brought to enforce this agreement, or any other dispute or claim arising under this Agreement between CONTRACTOR and the DISTRICT, shall be brought in the Yuba County Superior Court.

22. MEDIATION AND BINDING ARBITRATION.

The Parties agree to mediate any dispute or claim arising between them out of this Agreement, or any resulting transaction, before resorting to arbitration. Either Party may demand the commencement of mediation. Mediator or related fees, if any, shall be divided equally among the Parties. If a controversy or claim remains unresolved after mediation, CONTRACTOR and DISTRICT agree that all disputes between the Parties shall be resolved through binding arbitration in Yuba County, California, administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules then in existence, and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The provisions of this section shall survive the termination or expiration of this Agreement.

23. ATTORNEYS' FEES.

In the event of any dispute or litigation between CONTRACTOR and the DISTRICT arising out of or relating in any manner to this Agreement, including the necessity of either party to defend any action that has been covered hereby or to prosecute any action to enforce this Agreement, the prevailing party shall be entitled to recover from the other party all reasonable costs and expenses incurred in connection therewith, including reasonable attorneys' fees, and any

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judgment, decision, or award rendered shall specifically include such reasonable costs, expenses, and attorneys' fees awarded to the prevailing party.

24. COUNTERPARTS.

This Agreement may be executed in several counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the day and year written below.

Autumn Labbe-Renault

Autumn Labbe-Renault (Oct 1, 2021 12:42 PDT)

Authorized Contractor Signature

Autumn Labbe-Renault

Print Name

Davis Media Access

Contractor's Company Name

1623 Fifth Street, Ste A

Contractor's Company Address

Davis, CA 95616

Contractor's License Number

autumn@davismedia.org

Email Address

Oct 1, 2021

Date

530-757-2419 Ext. 11

Phone Number

Cell Number

N/A

Contractor's Industrial Relations No.

N/A

License Expiration Date

AFS #: 2470 Funding Source/GL code: 12-121-5-21-602000-5110 Req #: 58239

AGREEMENT FOR SERVICES COMPANY NAME:

Davis Media Access

YUBA COMMUNITY COLLEGE DISTRICT

By: 

Authorized Signature

Artemio Pimentel

Printed Name

College President

Title

2300 E. Gibson Road, Woodland, CA 95776

Address

10/16/21
Date

Approved by Board of Trustees

Authorized Signature

Date

EXHIBIT "A"

Original ☒
Addendum ☐

This Exhibit "A" to the Agreement for Services sets forth the services, payments, and other issues between Yuba Community College District and Davis Media Access, hereinafter called "Contractor".

I. Detailed description of services to be performed and work product to be delivered to District by Contractor: (reference and attach additional pages, if necessary)

Vendor will provide weekly support hours (~15 per week) for the eLearning Studio in order to accomplish the following goals:

- Create high-impact educational media for courses that optimizes learning and supports student success through the application of research-based and equitable design principles;
- Generate opportunities for students to learn the technical and design aspects related to producing high-impact media for application in their courses and lives;
- Collaborate with student groups, community partners and employers to capture stories, cases, and applications that support learning through real-life examples;
- Produce messaging for internal and community communications.

II. Amount and Method of Payment: (indicate lump sum payment or rate of pay; also include a list of tasks which must be completed prior to each progress payment and show the timeline for progress payments, if applicable)

Project spans roughly 35 weeks and 525 person hours for DMA
Lump sum: \$40,000 inclusive

Quarterly invoices paid upon receipt.

The District will pay Contractor all undisputed amounts owed within 30 days of the District's receipt of the invoice from the Contractor.

The Parties agree the District will not pay Contractor for any additional services performed without the District's prior written approval for those additional services.

In any event, the total payment for services of contractor shall not exceed \$ 40,000 and District shall have the right to withhold payment if District determines that the quantity or quality of the work performed is unacceptable.

Exhibit "B" Insurance Requirements

CONTRACTOR is required to submit to the DISTRICT with the Agreement Certificates of Insurance with original endorsements evidencing the insurance coverage required herein. Each policy required herein shall be endorsed with specific language naming the DISTRICT, its trustees, officers, agents, employees, and volunteers ("Additional Insureds") as additional insured parties and waiving subrogation rights against the Additional Insureds, and each Certificate of Insurance shall so specify. Such certificates shall evidence all coverages and limits required by the DISTRICT in this Agreement and shall specify that insurers will give the DISTRICT thirty (30) days prior written notice of non-renewal or cancellation. CONTRACTOR will ensure insurance is placed with insurers with a current A.M. Best's rating of no less than A:VII, unless otherwise acceptable to the DISTRICT. The CONTRACTOR's provision of the required insurance hereunder shall not act as a potential limitation on CONTRACTOR's liability.

CONTRACTOR shall, at its own cost and expense, procure and maintain in force, throughout the term of this Agreement, insurance as follows:

1. Workers' Compensation (statutory limits) and Employers' Liability insurance with limits not less than \$1,000,000 each accident, \$1,000,000 employee and \$1,000,000 each disease, provided that CONTRACTOR has employees as defined by the California Labor Code (applicable only if the CONTRACTOR plans to employ workers in carrying out the scope of work). In addition, CONTRACTOR shall require any and every subcontractor to procure and maintain Workers' Compensation and Employer's Liability Insurance in the limits described above.
2. Commercial General Liability insurance, with limits not less than \$1,000,000 each occurrence and \$2,000,000 general aggregate for personal injury, bodily injury, death, and property and other damage, including coverages for contractual liability, personal injury, broad form property damage, independent contractors, products and completed operations (required from all contractors);
3. Commercial Automobile Liability insurance, with limits not less than \$1,000,000 each occurrence for Bodily Injury and Property Damage, including coverages for owned, non-owned and hired vehicles for all activities of CONTRACTOR arising out of or in connection with the work to be performed under this Agreement. If CONTRACTOR or CONTRACTOR's employees, officers, agents, consultants, or subcontractors will use personal automobiles in any way on this project, CONTRACTOR shall obtain evidence of personal automobile liability coverage for each such person.
4. Professional Liability insurance, with limits not less than \$1,000,000 each claim/annual aggregate, with respect to coverage for errors and omissions arising from professional services rendered under this Agreement by CONTRACTOR or any of CONTRACTOR's employees, officers, agents, consultants, or subcontractors, and with any deductible not to exceed \$25,000 each claim. (Required only if the following blank is checked ☐.)

Each policy required herein shall be primary to any other insurance or self-insurance available to the DISTRICT, its officers, agents, employees and volunteers, and shall apply separately to each, except the inclusion of Additional Insureds shall not operate to increase the required limits of such insurance.

CONTRACTOR is solely responsible for the payment of or costs associated with any deductibles or self-insurance retentions. Any deductibles or self-insured retentions must be declared to and approved by the DISTRICT. At the DISTRICT's option, CONTRACTOR shall demonstrate financial capability for payment of such deductibles or self-insured retentions.

Maintenance of the required insurance is a material condition of this Agreement and failure to maintain such insurance may, at the DISTRICT's option, result in a declaration of material breach and immediate termination of this Agreement by the DISTRICT. Alternatively, the DISTRICT may purchase or obtain the required insurance coverage and, without further notice to the CONTRACTOR, may deduct from sums due to the CONTRACTOR any premium or other costs advanced by the DISTRICT for such insurance. These remedies shall be in addition to any other remedies available to DISTRICT.

AFS #: 2470 **Funding Source/GL code:** 12-121-5-21-602000-5110 **Req #:** 58239

[Insert W9 Form]
[Insert Certificate of Insurance Form]



DAVICOM-01

DSHARMA

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/16/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 Newport Beach-Alliant Insurance Services, Inc. 1301 Dove St Ste 200 Newport Beach, CA 92660	CONTACT NAME: Patricia K Guisler PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: pguisler@alliant.com	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A : Great American E & S Insurance Company		37532
INSURED DAVIS COMMUNITY TELEVISION DBA: DAVIS MEDIA ACCESS 1623 FIFTH STREET, STE. A DAVIS, CA 95616	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> GL DED: \$1,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			214520003	9/29/2020	9/29/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 0 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 0 PRODUCTS - COMP/OP AGG \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY <input checked="" type="checkbox"/> AUTO DED: \$1,000			214520003	9/29/2020	9/29/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ UM/UIM LIMIT \$ 1,000,000
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/>
	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				E.I. EACH ACCIDENT \$ E.I. DISEASE - EA EMPLOYEE \$ E.I. DISEASE - POLICY LIMIT \$
A	Nonprofit D&O			214520003	9/29/2020	9/29/2021	Occurrence/Aggregate \$ 1,000,000
A	Employment Practices			214520003	9/29/2020	9/29/2021	Occurrence/Aggregate \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Nonprofit Directors & Officers Deductible - \$1,000

Employment Practices Deductible - \$10,000

Broadcasters Errors & Omissions Limit - \$1,000,000 with a \$1,000 deductible

Manuscript Municipal Coverage Form. Coverage information as per proposal. Policy form does not contain a General Liability Aggregate. Subject to policy terms, conditions and exclusions.

Notice of cancellation will be delivered only to the participating named insured as stated in Item 1 of the Participation Endorsement.

CERTIFICATE HOLDER

CANCELLATION

EVIDENCE OF COVERAGE

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

**Request for Taxpayer
Identification Number and Certification**

Give Form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank: Davis Media Access		
2 Business name/disregarded entity name, if different from above		
3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) P <input type="checkbox"/> Other (see instructions) P <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
5 Address (number, street, and apt. or suite no.) 1623 Fifth Street, Ste A	Requester's name and address (optional)	
6 City, state, and ZIP code Davis, CA 95616		
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I Instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number								
			-			-		
or								
Employer identification number								
6	8		-	0	1	6	9	9 2 2

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	Signature of U.S. person Autumn Labbe-Renaud	Date 3.10.21
-----------	---	---------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.
Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1098-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



DAVICOM-01

SSHEKAR

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/8/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 Newport Beach-Alliant Insurance Services, Inc. 1301 Dove St Ste 200 Newport Beach, CA 92660	CONTACT NAME: Patricia K Guisler PHONE (A/C, No, Ext): FAX (A/C, No):	
	E-MAIL ADDRESS: pguisler@alliant.com	
INSURED DAVIS COMMUNITY TELEVISION DBA: DAVIS MEDIA ACCESS 1623 FIFTH STREET, STE. A DAVIS, CA 95616	INSURER(S) AFFORDING COVERAGE	
	INSURER A : Great American E & S Insurance Company	
	NAIC # 37532	
	INSURER B :	
	INSURER C :	
	INSURER D :	
INSURER E :		
INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

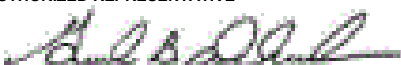
INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> GL DED: \$1,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	X	214520004	9/29/2021	9/29/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 0 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 0 PRODUCTS - COMP/OP AGG \$ 1,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> AUTO DED: \$1,000 <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			214520004	9/29/2021	9/29/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ UI/UIM LIMIT \$ 1,000,000
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/>
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 \$1MM LIMIT FOR OWNED AUTO LIABILITY AND \$1MM LIMIT FOR NON OWNED & HIRED AUTO.

AS RESPECTS THE AGREEMENT BETWEEN DAVIS COMMUNITY TELEVISION AND YUBA COMMUNITY COLLEGE DISTRICT DATED 10/11/2021, REQUEST #58239. THE DISTRICT, ITS TRUSTEES, OFFICERS, AGENTS, EMPLOYEES AND VOLUNTEERS ARE NAMED AS ADDITIONAL INSURED FOR GENERAL LIABILITY ONLY. PROFESSIONAL CONSULTATING SERVICES IS COVERED AS PART OF THE GENERAL LIABILITY.

CERTIFICATE HOLDER

CANCELLATION

Yuba Community College District 425 Plumas Blvd., Suite 200 Yuba City, CA 95991	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
---	---

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

Additional Insured - Designated Person or Organization

This endorsement modifies insurance provided under the following:

**SPECIAL LIABILITY POLICY FOR PUBLIC ENTITIES AND NON-PROFIT
CORPORATIONS**

Name of Person or Organization:
Any person or entity that the "Named Insured" has entered into a written agreement, prior to a loss, to provide defense, indemnity or additional insured protection. The District, its Trustees, Officers, Agents, Employees and Volunteers are named as Additional Insured for General Liability only with respect to the agreement between Davis Community Television and Yuba Community College District dated 10/11/2021, Request #58239.

The following is added to Section **V. PERSONS OR ENTITIES INSURED:**

Any person(s) or organization(s) listed in the Schedule above is an Additional Insured, but only as respects "Personal Injury" (including "Bodily Injury") and "Property Damage" arising, in whole or in part, out of the operations of the Named Insured. The inclusion of such Additional Insured shall not serve to increase the "Company's" Limit of Liability as specified in the participation endorsement of this Policy:

However, additional insured coverage provided by this insurance will not be broader than coverage required in the written agreement.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SUBROGATION

This endorsement modifies insurance provided under the following:

SPECIAL LIABILITY POLICY FOR PUBLIC ENTITIES AND NON-PROFIT CORPORATIONS

The following is added to Section **VIII. COMMON POLICY CONDITIONS**:

(D) Subrogation.

To the extent of any payment hereunder, the "Company" shall be subrogated to all of the "Insured's" rights of recovery, therefore; and the "Insured" shall do nothing after loss to prejudice such rights and shall do everything necessary to secure such rights. Any amount so recovered shall be apportioned as follows:

Any interest, including the "Insured's", having paid an amount in excess of any "Participating Named Insured's" Self- Insured Retention plus the Limit of Liability hereunder shall be reimbursed first to the extent of actual payment. The "Company" shall be reimbursed next to the extent of its actual payment hereunder. If any balance then remains unpaid, it shall be applied to reimburse the "Participating Named Insured". The expenses of all such recovery proceedings shall be apportioned in the ratio of the respective recoveries. If there is no recovery in proceedings conducted solely by the "Insured", it shall bear the expenses thereof. However, the "Company" will waive its right of subrogation against any person or organization for whom the "insured" is performing operations, but only if:

- 1) That person or organization requires in the written agreement with the "Participating Named Insured" that the "Participating Named Insured" waive its right of recovery against that person or organization; and
- 2) The written agreement is made prior to the date of the "Occurrence".

DMA AFS 2470

Final Audit Report

2021-10-01

Created:	2021-10-01
By:	Gema Diaz (gdiaz@yccd.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAh4v5spz6kSwVPx2Cy_FUVI6YJuKtUd6J

"DMA AFS 2470" History



Document created by Gema Diaz (gdiaz@yccd.edu)

2021-10-01 - 7:28:52 PM GMT- IP address: 207.62.81.2



Document emailed to Autumn Labbe-Renault (autumn@davismedia.org) for signature

2021-10-01 - 7:30:05 PM GMT



Email viewed by Autumn Labbe-Renault (autumn@davismedia.org)

2021-10-01 - 7:40:30 PM GMT- IP address: 98.252.120.44



Document e-signed by Autumn Labbe-Renault (autumn@davismedia.org)

Signature Date: 2021-10-01 - 7:42:31 PM GMT - Time Source: server- IP address: 98.252.120.44



Agreement completed.

2021-10-01 - 7:42:31 PM GMT



Adobe Sign

February 22, 2022

Dr. Artemio Pimentel
President
Woodland Community College
2300 E. Gibson Road
Woodland, CA 95776

Dear President Pimentel:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met February 22, 2022, to review the Substantive Change Application from Woodland Community College to offer:

- Modality Change: Distance Education

The Committee acted to **approve** the substantive change.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to prepare this Application for Substantive Change. The Commission encourages the College's continued work to ensure educational quality and to support student success.

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me. We'd be glad to help you.

Sincerely,



Kevin Bontenbal, Ed.D.
Vice President

Cc: Mr. Kasey Gardner, Accreditation Liaison Officer
Ms. Martina Fernandez-Rosario, U.S. Department of Education



Strategic Planning



SLOs & Assessments



Curriculum



Org Management



Reports

Curriculum Dashboard

Curriculum Library

Course

Credential

Discipline

Accounting(ACCT), ... (Total: 76) ▼

Course Number ⓘ

Code

Course Title ⓘ

Title

Distance Education Approved

No ▼

Show/Hide

(Total: 6) ▼

10 Total Show: 15 entries

	<input type="checkbox"/> Show Deactivated Courses					
	Course Number	Course Title	First Term Offered	Last Term Offered	Distance Education Approved	Status
<input type="checkbox"/>	ART11	Mural Painting	2021SP	N/A	No	Active
<input type="checkbox"/>	ECOL10L	Environment Lab	2021SP	N/A	No	Active
<input type="checkbox"/>	EMT252	EMT Refresher	2021SP	N/A	No	Active
<input type="checkbox"/>	EMT61	Emergency Medical Technician	2023FA	N/A	No	Active
<input type="checkbox"/>	ENVHR50	Workshop in Floral Design	2021SP	N/A	No	Active
<input type="checkbox"/>	ENVHR51	Begin Floral Design	2021FA	N/A	No	Active
<input type="checkbox"/>	MUSIC10	Music Fundamentals	2021SP	N/A	No	Active
<input type="checkbox"/>	PE1.27	Fitness Walking/Jogging	2021SP	N/A	No	Active
<input type="checkbox"/>	PE10R	Competitive Soccer	2022FA	N/A	No	Active
<input type="checkbox"/>	PE11R	Soccer Skills and Conditioning	2022FA	N/A	No	Active

10 Total Show: 15 entries



2022-23 Distance Education Report

Presented by:

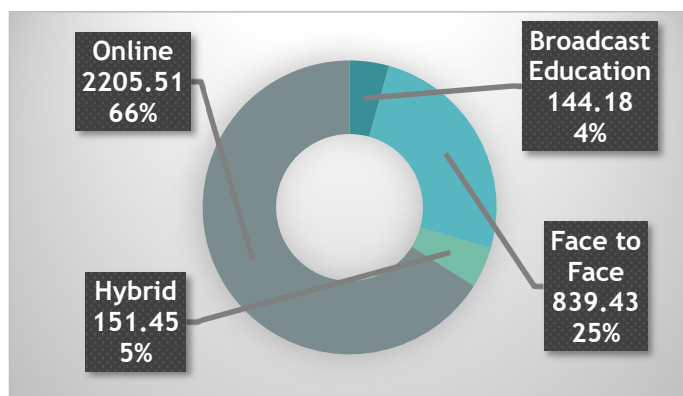
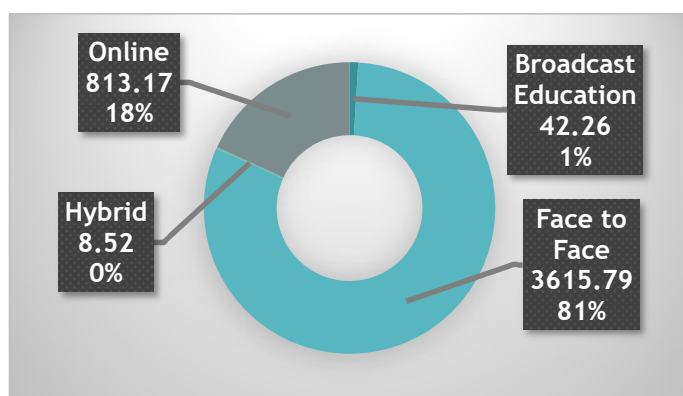
Steven Nguyen: Director of Institutional Effectiveness

Jeremy Brown: Vice-President of Instruction
Yuba College

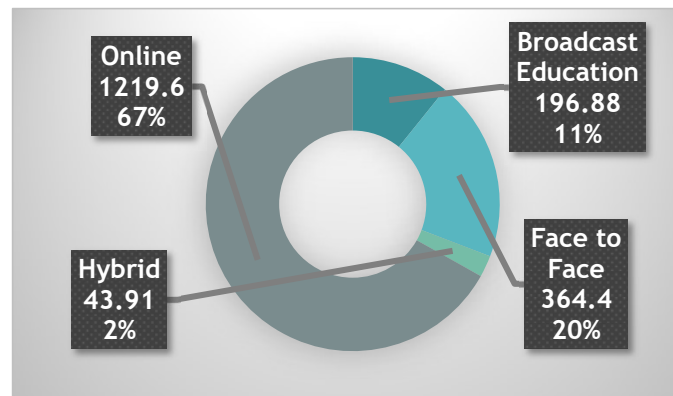
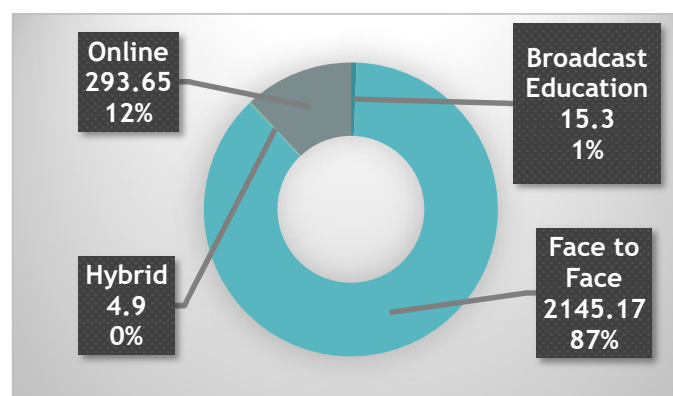
Kasey Gardner: Vice-President of Instruction
Woodland Community College

YCCD Total FTES for Distance Education

Yuba College



Woodland Community College

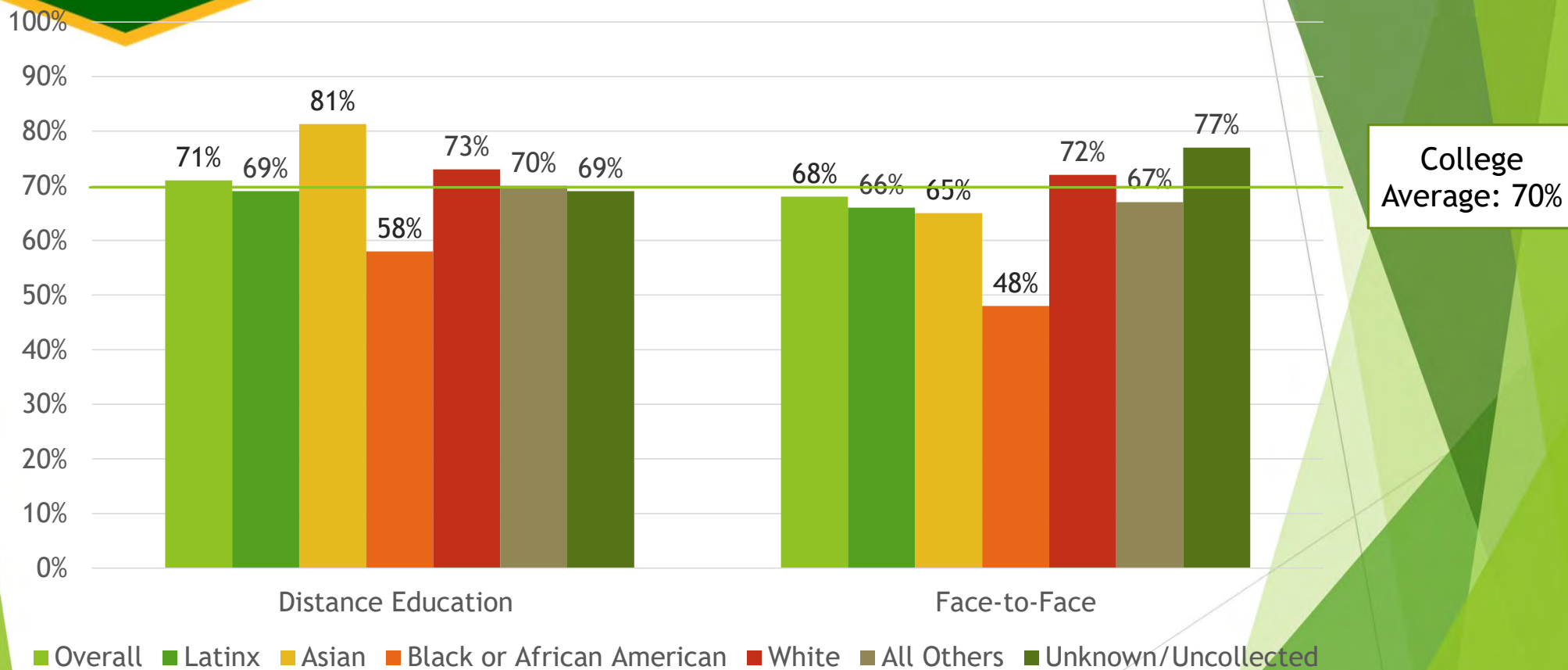


2019-20
Pre-Pandemic

2021-22
Post-Pandemic



2021-22 Success by Ethnicity and Modality



College
Average: 70%

Source: YCCD Answers Enrollment Term to Term Report and XTALY



Distance Education Highlights

- ▶ **Redesigned and WCC Academic Senate approved a new Distance Education Handbook**
 - ▶ Protocols for training faculty
 - ▶ Support tools for instructional development
 - ▶ Guidelines for accessibility and academic standards
- ▶ **Expanded Peer Online Course Review (POCR) to align to CVC and ensure course quality**
- ▶ **Launched eLearning studio for media production of online learning videos, podcasts, and lectures**
- ▶ **Completed Improving CTE Online Pathways Grant**
 - ▶ Entrepreneurship Certificate
 - ▶ Incorporation of OER

Distance Education Activities



Implement WCC distance education handbook



Leverage role in California Virtual College, CVC-OEI



Resource faculty-led training, coaching, and professional development



Robust canvas, video, and external resources available asynchronously



ACUE Effective Online Teaching Practices Cohort Fall 2022



California
Community
Colleges

California
Virtual Campus

Biology 1 General Biology

Semester Research Project

Part I: The Big Picture

Think about questions you have about biology. One of the things science seeks to do is discover the broad patterns in nature so try to make the questions as broad and as general as possible. Discuss questions with your lab group and choose five questions to list below.

1. _____

2. _____

3. _____

4. _____

5. _____

Part II: Understanding a Model Organism

Although a lot of biology students dream of doing research on exotic species like snow leopards or great white sharks, getting the funding and opportunity to do is extremely rare. General principles about life can, instead, be learned by extensively studying more common organisms. Model organisms are often chosen on the basis of ease with which they can be obtained and cultured as well as specific characteristics that lend themselves to the questions being asked. Since this is a class about life at the cellular level, you will be provided with cultures of the single-celled organism *Saccharomyces cerevisiae*, better known as brewer's yeast. This species has been used to learn about basic biological processes for decades and so should be helpful in addressing some of the questions you just listed.

Perform some background research on *Saccharomyces cerevisiae*. **Keep track of your sources of information.**

Exactly what type of organism is this? To what domain and kingdom does it belong?
What are its basic cellular characteristics and capabilities?
Where does this species of yeast naturally occur and what are the conditions of its habitat?
How does this species survive?
Does yeast have a role or function in the ecosystem to which it belongs?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now that you have learned about your model organism, review your questions from Part I. Which questions seem answerable by performing research on the yeast cells? It is possible that the yeast will not be helpful answering any of your questions. That is o.k. Go back and brainstorm new questions.

Question 1: (yes/no)

Question 2: (yes/no)

Question 3: (yes/no)

Question 4: (yes/no)

Question 5: (yes/no)

Part III: Choosing a research question

Now comes the fun part. . Look at your general questions for which yeast will be useful in answering. Which question stands out to you as the most interesting? Now think about everything you've learned about yeast so far. What questions do you have about yeast that relate to the broader question? Questions can be about growth rates, nutrition, the effects of environmental manipulation, or many other areas. List your questions below.

Now look at the questions you just listed. Which one seems to be the most feasible to address given the constraints of the project (approximately 8 weeks to conduct, access to supplies, self-supported budget)? This will be your research question. Re-write the question below.

Part IV: Developing a hypothesis, predictions and the experimental design

Chances are the question you are asking has been of interest to other scientists too. Take some time to do more research to determine what is already known about that question, whether it was applied to

your model organism or any other species. **Keep track of your sources of information.** It is very possible to discover a suitable hypothesis relevant to your question that has been applied to another organism. You can use that hypothesis for your project. If a pre-existing hypothesis does not exist, then use the information you used to research your model organism to develop your own hypothesis (remember, a hypothesis is a tentative answer to your question). Write your hypothesis below.

A good hypothesis leads to predictions. What predictions, if they come true, would support your hypothesis?

Predictions. _____

Now that you have a hypothesis and some predictions you can begin to design an experiment to test them. Start by trying to identify the important variables for a potential experiment: the independent, dependent, and standardized variables. Remember, the independent variable is the factor you predict will cause a measurable effect on some aspect of your test subjects, the one you intend to manipulate. The dependent variable is the factor or effect you hope to measure. The standardized variables are the other elements or conditions of the experiment that will be kept the same for all test subjects (this includes the organisms themselves). List your variables below.

Independent variable _____

Dependent variable _____

Standardized variables _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Biology 1 Presentation Guidelines

To report the results of your biology experiment you will be required to prepare a short (5 – 10 minute) presentation to the class. You will follow the IMRD format commonly used in science. IMRD stands for Introduction, Methods, Results, and Discussion, which are the major sections for each part of the presentation. Depending on the size of your group, one person should present each section. Below is a brief description of the requirements for each section.

Introduction

The introduction is used to place your research project within the greater context of scientific research, showing your project's relevance to larger scientific questions. You typically start with a summary of what is already known about your problem (factors that affect cell growth or activity in cells) from a survey of the existing scientific literature. From there you indicate where there is a need for additional information that your research hopes to fill. Often it is simply a matter of stating that existing hypotheses and theories have not been tested with your organism. You conclude the section by stating your research question and the hypothesis you will be testing. Include the predictions that, if true, will support your hypothesis.

Methods

Here you describe how you designed and conducted your experiments. Explain how large your sample sizes were, how many replications of the experiment you performed or how many trials were attempted, and how you used your equipment. If you used specific brand names of equipment you provide the make and model information. You also identify any statistical tests you used to analyze your data. The most important aspect of this section is that you provide enough information so another person could repeat your experiments exactly as you performed them.

Results

This is the most straightforward portion of the presentation. You simply state the results of your experiment. Use tables and graphs to present your data. Your data are often reported as averages that include a margin of error (standard deviation or standard error). If you used statistical analysis of your data, your tables and graphs need to indicate results that were statistically significant. A word of caution here; the results section simply states what happened in your experiment but should not attempt to explain why those results occurred. That is the purpose of the last section.

Discussion

This is the section where you provide your analysis of your results. You explain why you got the results you did and whether they support or refute your hypothesis. One approach to take is to review the predictions you made based on your hypothesis and show how the data matched or did not match your predictions. From there you can present your conclusion as to whether or not your hypothesis is supported. If your hypothesis is supported, you want to discuss how it contributes to the broader scientific problem you presented in the introduction. You can also propose ways your hypothesis could be used in other situations. If your hypothesis is not supported, you want to discuss reasons (based on your new data, as well as from other studies in the scientific literature) as to why the hypothesis is incorrect and propose an alternate hypothesis that takes into account your new data. If you suspect your results were due to an error in your experimental design, discuss the flaws in the design and how you could redesign the experiment to correct for those flaws. Conclude this section with recommendations for future work on this research topic.

The key to a good presentation is to make slides that are not too wordy. Reduce the information to the essential bullet points, and be sure to use a font size that will allow people in the back to read comfortably. Photographs of your experiments are good for discussing your methods. Just showing your data tables and graphs is the best approach for describing your results and discussing their significance to your hypothesis. Also, avoid the temptation to use all of the fancy, dynamic transitions and screen effects available through most presentation software. They are a distraction and take the focus away from you and your information. Keep the acronym K.I.S.S. in mind (Keep It Simple Students).

When speaking, attempt to be as engaging as possible. Make eye-contact with your audience members. Avoid just reading the slides to the audience. Talk about your project as if you were sharing it with friends outside of this class. You should also be prepared to answer question from the audience at the end of the presentation.

All presentation will occur in lab on the last day of the semester, May 16, 2018.

BIOL1 GROUP

Presentation

Evaluation Form

Name: _____

Date: _____

Topic: _____

Score: ____ / 40

	3 pts <u>Excellent</u>	2 pts <u>Satisfactory</u>	1 pt <u>Weak</u>	0pt <u>Absent</u>
1-PP: Slides organized efficiently Clean design, illustrated, no typos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-PP: Text readable from a distance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-PP: Effectively summarizes information, not wordy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-Project: Hypothesis clearly stated with predictions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-Project: Experimental design appropriate for hypothesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-Project: Proper analysis of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7-Project: Conclusions supported by data from experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- Student: Shows engaging communicative style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- Student: Speaker keeps within time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10-Student: Speaker talks to audience rather than reads slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION BY OTHER STUDENTS (10 PTS): _____:

Sneak peek of research project

What's Ahead

The final research project of this course will give you the chance to gain first hand experience with the scientific method and the joys and sorrows of conducting research experiments.

First, you'll choose a topic and explore it a bit to make sure that you like it and then submit a proposal for your project to help you get organized so that you know what materials you will need and you have an idea of how you want to carry out the project. I will provide with feedback to help your experiment be successful. Next you will start your experiments and then submit a rough draft of your paper to help you organize your background research and get feedback on your writing. Lastly, you will complete your experiments and then write your final paper and presentation.

To help you manage your workload with this project, I've broken it up into three steps for you.

- **Proposal:** By September 11th, you'll turn in your research proposal.
- **Outline:** By October 16th, you'll turn in your paper outline so that I can give you feedback on your progress.
- **Final:** By December 4th, you'll turn in the completed project.

Description of Project Stages

Initial Research Proposal Due Sunday, September 11th at 11:59 pm

Goal

- In the [final paper](#) you will write a scientific paper about your original research project.
- For this assignment you need to choose the topic of your research project and pitch the idea and how you are going to do the project.

Instructions

- Submit a 1-2 page proposal including the following:
 - **Background or rationale for experiment**
 - Please include a paragraph about why you are doing this experiment.
 - How does this experiment help further the field of plant science?
 - If you include references I can check that you're on the right track! (5 points)
 - **Description of methods to be used during experiments**
 - This section should include all steps you will follow to conduct the experiments, collect data and analyze the data. (5 points)
 - **Detailed list of materials required for the experiments**
 - What materials will you be using for this project?
 - You need to make sure that you have everything you need (5 points)
 - **NOTE this will not be a part of your final project, this is to help you get organized!**
- After you turn in your research proposal and it is approved you should start on your project ASAP!

Grading

- 15 points

First draft of research paper due Sunday, October 16th at 11:59 pm

Goal

- By now you have been working on your project for several weeks and should have initial information to report.
- This is a first draft so it should look like a paper, not a proposal.
- You should be doing background research so that you can write a rough draft of the four sections: Introduction, Methods, Results and Discussion
 - If you do not have much data yet you can focus on just the introduction and methods section.

Instructions

- Submit a 2-3 page paper including the following:
 - **Introduction**
 - Describe the overall goals or big questions the research addressed (why are you doing experiment? What are you trying to learn by doing this?)
 - Explain the rationale behind the experimental setup
 - Include all background information supporting the rationale (from 3 scientific sources, including at least one journal article)
 - Include any predictions / hypotheses in this section
 - **Methods**
 - Describe your experiment with detailed information about materials, setup, steps completed, how data was collected, how data was analyzed) (explain enough so the audience comprehends the overall experiment)
 - Include diagrams, photos of setup if possible for clarity
 - **Results**
 - Summarize your initial data and determine how you want to graphically represent your data in the final paper/poster.
 - Make a practice graph with all of the axis labelled to check that you are making the figures properly.
 - **Discussion**
 - If you have enough data you can start discussing the implications of your findings

Grading

- 15 points

Final paper due Sunday, December 4th at 11:59 pm

Goal

- This is your final research paper. You will write about your experiment from beginning to end and discuss why it is interesting. In this prompt I am giving you a thorough description of what you should write for each of your sections.

Instructions

There is general agreement among scientists that each section of the report should contain specific types of information. Each section (except the title) also has a **section header** as shown below. Submit a 4-5 page paper including the following:

1. Title
2. Abstract
3. Introduction
4. Materials and methods
5. Results
6. Discussion
7. References

- Title
 - The title should be less than ten words and should reflect the factual content of the paper. Scientific titles are not designed to catch the reader's fancy. A good title is straightforward and uses keywords that researchers in a particular field will recognize. HOWEVER, scientists are becoming a bit more lax with titles and I encourage you to come up with a fun catchy one!
- Abstract
 - The purpose of an abstract is to allow the reader to judge whether it would serve his or her purposes to read the entire report. A good abstract is a concise (100 to 200 words) summary of the purpose of the report, the data presented, and the author's major conclusions.
- Introduction
 - The introduction defines the subject of the report. It must outline the scientific purpose(s) or objective(s) for the research performed and give the reader sufficient background to understand the rest of the report. Care should be taken to limit the background to whatever is pertinent to the experiment. A good introduction will answer several questions, including the following:
 - *Why was this study performed?* Answers to this question may be derived from observations of nature or from the literature.
 - *What knowledge already exists about this subject?* The answer to this question must review the literature, showing the historical development of an idea and including the confirmations, conflicts, and gaps in existing knowledge.
 - *What is the specific purpose of the study?* The specific hypotheses and experimental design pertinent to investigating the topic should be described.
- Methods

- As the name implies, the materials and methods used in the experiments should be reported in this section. The difficulty in writing this section is to provide enough detail for the reader to understand the experiment without overwhelming him or her. When procedures from a lab book or another report are followed exactly, simply cite the work, noting that details can be found in that particular source. However, it is still necessary to describe special pieces of equipment and the general theory of the assays used. This can usually be done in a short paragraph, possibly along with a drawing of the experimental apparatus. Generally, this section attempts to answer the following questions:
 - *What methods were used?*
 - *Where and when was the work done? (This question is most important in field studies.)*
- Results
 - The results section should summarize the data from the experiments without discussing their implications. The data should be organized into tables, figures, graphs, photographs, and so on. But data included in a table should not be duplicated in a figure or graph.
 - All figures and tables should have descriptive titles and should include a legend explaining any symbols, abbreviations, or special methods used. Figures and tables should be numbered separately and should be referred to in the text by number, for example:
 -
 - Figure 1 shows that the activity decreased after five minutes.
 - The activity decreased after five minutes (fig. 1).
 -
 - Figures and tables should be self-explanatory; that is, the reader should be able to understand them without referring to the text. All columns and rows in tables and axes in figures should be labeled. See appendix B for graphing instructions.
 - This section of your report should concentrate on general trends and differences and not on trivial details. Many authors organize and write the results section before the rest of the report.
- Discussion

- This section should not just be a restatement of the results but should emphasize interpretation of the data, relating them to existing theory and knowledge. Speculation is appropriate, if it is so identified. Suggestions for the improvement of techniques or experimental design may also be included here. In writing this section, you should explain the logic that allows you to accept or reject your original hypotheses. You should also be able to suggest future experiments that might clarify areas of doubt in your results.
 - References
-

Project presentation: Present in class December 5th, and turned in online by December 4th.

Goal

- You have worked hard all semester on your research project now it's time to tell us all about it!

Instructions

- This presentation should only be 5 minutes long hopefully with lots of pictures.
- You will create a PowerPoint presentation that will feature pictures of your experiments, graphs of your results, and the following sections, which are based on your paper.
 - **Introduction**
 - Describe the overall goals or big questions the research addressed (why are you doing experiment? What are you trying to learn by doing this?)
 - Explain the rationale behind the experimental setup
 - Include all background information supporting the rationale (from 3 scientific sources, including at least one journal article)
 - Include any predictions / hypotheses in this section
 - **Methods**
 - Describe your experiment with detailed information about materials, setup, steps completed, how data was collected, how data was analyzed) (explain enough so the audience comprehends the overall experiment)
 - Include diagrams, photos of setup if possible for clarity
 - **Results and Discussion**

- Summarize the data collected during the experiment in table or graph form
- Critically analyze the results and describe any trends in the data, interpretations of the results in the context of the big picture questions raised, as well as any sources of error throughout the experiment
- Explain how the results help answer the main question driving the experiment
- **Conclusion**
 - Describe any further questions raised by this research
 - What are some applications of this work?
 - What next steps would you take to continue this research?
 - What was the most exciting thing you learned while doing this project?
 - Do you have a better understanding of what conducting independent research is all about?

Grading

- 20 points


Need Help?

If you are having any problems finding information on your topic please ask your professor for guidance! You can drop in during my office hours or email me.


☰ ▾ SLO

☰ GETTING YOUR FEET WET


☰  How to enter SLOs in eLumen - short video


☰  Best practices for entering SLOs in eLumen - slides

☰  eLumen training video - Flex Training, April 2021


☰  [WCC eLumen link](#) ↗

☰ TAKE A DEEPER DIVE

☰  Using Canvas Rubrics to Track SLOs - overview video


☰  Authentic Assessments and Rubrics


☰  Writing and Mapping Meaningful SLOs


☰  Viewing your SLO results in eLumen


☰  Revising Curriculum in eLumen

☰ LIFE PRESERVERS

☰  Help! Where are my SLOs? - short video

☰  [Link to WCC Institutional SLOs](#) ↗

☰  SLO Office Hours with Dean Brazil-Cruz Spring 2022

☰  Understanding your Role(s) in eLumen

SOCIL1 Default CSLO Assessment

Assessment Type

Course-ending review of overall student achievement

Assessment Description

SOCIL1 Default CSLO Assessment

Students

- Students updated from SIS
- Standardized scoring rubric
- SLOs generated from COR

		Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations	
		4	3	2	1	N/A
SLO:		Performance Ds:				
	Accurately define the term "sociological imagination."	Student performance exceeds expectations for this SLO.	Student performance meets expectations for this SLO.	Student performance approaches expectations for this SLO.	Student performance has been assessed but does not meet expectations for this SLO.	<input type="checkbox"/>
	Compare and contrast at least two different theoretical perspectives and apply them to a social issue or institution.	Student performance exceeds expectations for this SLO.	Student performance meets expectations for this SLO.	Student performance approaches expectations for this SLO.	Student performance has been assessed but does not meet expectations for this SLO.	<input type="checkbox"/>
	Assess what social factors are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	Student performance exceeds expectations for this SLO.	Student performance meets expectations for this SLO.	Student performance approaches expectations for this SLO.	Student performance has been assessed but does not meet expectations for this SLO.	<input type="checkbox"/>

Assessment Comments

B *I* U \times_2 \times^2 *I_x* Size ▾

11/6/2020 Strategic Initiative Report – Sociology Program Review

Pulled from eLumen

SLO outcomes for fully online courses have gone from being lower than those for f2f classes, to being much higher. I attribute this mostly to the work our Instructional Designer has done to help faculty improve online course structure, engagement, and accessibility. If only we had enough instructional designers to help us with ALL of our classes!

Some of the most extreme variation in outcomes within a given year was between campuses, with outcomes at Lake being lower than outcomes at Woodland or Colusa. While some differences are expected between faculty members, the differences are not as notable between faculty teaching on the same campus and in the same modality. The department is working on more consistency here between instructors, campuses, and modalities, with a particular focus on using multiple modalities for authentic assessments.

Though there is not a clear linear trend, outcomes look better for most classes now than they did 5 years ago. The one exception appears to be SOCIL 2, so it would be good to focus on assessment for this course in future department meetings.

Program Learning Outcomes:

The biggest challenge for the program is finding a way to measure the program-level outcomes (pSLOs) associated with the transfer degree. Historically, since students had no way to formally identify a major, we have only been able to approximate the pSLOs by mapping course-level SLOs. With the move towards a culture of Canvas, student self-service, and guided pathways, we hope to be able to identify and support sociology majors early, and be able to assess pSLOs more holistically. I have created a pilot shell in Canvas for the sociology program, in which students can self-enroll. There are currently 29 students "enrolled" in this pilot so far, but very few (5) have taken the voluntary and anonymous pSLO assessment.

List of Professional Development on Authentic Assessment

January 21, 2021 Suzanne Wakim: *How can we design assessments that most accurately measure student knowledge?*

Authentic assessments minimize confounding variables by allowing students to clearly demonstrate their learning. Students are encouraged to use their strengths and contextualize what they have learned. This helps remove barriers for assessing knowledge and is particularly helpful for marginalized student groups. Authentic assessments also provide flexibility in times of crisis because they are focused directly on learning outcomes. This helps courses adapt to changing requirements and modalities. This webinar includes examples of authentic assessments, strategies for transitioning assignments, and an opportunity to brainstorm ideas for adapting participants' current assessments.

**Presented by special guest speaker Suzanne Wakim of Butte College.*

August 12, 2021 Betsy Allen: Are my Students Learning?

August 13, 2021 Betsy Allen: Grading for Equity

October 6, 2021 Nick DeMello: Credible Assessment (Brown Bag)

ADJUNCT FACULTY MEMBER EVALUATION REPORT

In this report the evaluator should express (A) her/his evaluation of the adjunct faculty member's performance based upon class visit(s) or upon observation of the adjunct faculty member's work in his/her other assigned position. The evaluator will also present a (B) total impression of the individual as a member of the College staff, particularly regarding responsibilities normally in addition to a faculty member's regular assignment. The report will cover, but not be limited to, observations of the following: (1) acceptance of responsibility; (2) effectiveness of communications; (3) effectiveness of instruction; (4) expertise in subject matter or skill in non-teaching assignment; and (5) techniques of instruction/skill in accomplishing non-instructional responsibilities.

NAME OF FACULTY MEMBER OBSERVED: _____

Date of Observation: _____ Class Hour: _____ Length of Observation: _____
minutes

Department and No. of Course or Title of other Assigned Position: _____

Appreciation

EVALUATION: (use other side of form if necessary)

(1) Acceptance of responsibility:

In my review of Instructor _____, _____ course
has fully accepted _____ responsibility for leading this instruction. Upon my time in
_____ course, I observed an instructor-created syllabus, chapter quiz assessments,
structured presentation of course concepts and developed discussion prompts for
student-to-student engagement.

Although there is a developed syllabus for the class, I did note that several expected elements are missing from this document. The course syllabus does contain a matching description, title, and course code. However, one of the listed course objectives is missing and the document does not list any of the course-level student learning outcomes that are listed on the formal Course Outline of Record (COR). Also, the syllabus does not include student contact hours, transferability information, or units of credit information. During the follow-up discussion with _____, I will share the current course COR for reference. _____ syllabus does include various class policies, ways to contact the instructor, textbook information, and grading policies.

The week of my review _____ class was focused on the theme of _____
_____ that aligns with Chapter 6 of the course textbook.



Yuba Community College District Faculty Evaluation Form

"Building Student Success through Faculty Development"

Evaluation

4 = Exceeds Expectations, 3 = Meets Expectations, 2 = Marginal, and 1 = Unacceptable

Professional Responsibilities

In your assessment, you may consider the following:

☐ 4 ☐ 3 ☒ 2 ☐ 1

- Effectiveness of Communication
 - Syllabi, assignments, emails, etc.
 - Communicates with students, in the classroom or in counseling appointments.
 - Provides evidence of participation in college- and/or district-wide committees and/or other professional activities that further the growth of the college

In your assessment as a supervisor, you may consider the following:

☐ 4 ☐ 3 ☒ 2 ☐ 1

- Reads, compiles with, and, when appropriate, responds to College and District communications
- Participates in student learning/service area outcomes development, assessment, and implementation. (*SLO assessment results for individual faculty members shall not be included.*)
- If a full-time faculty member: Maintains current knowledge of department goals, assessment activities, and curriculum development

Explanation of Assessment:

See attachment

Instructional Performance and Organization

(This section may be skipped if the faculty members' current assignment does not include teaching)

In your assessment, you may consider the following:

- Uses teaching methods and materials that are current, challenging to the student, and appropriate to the course matter
- Changes the approach or offers new explanations when needed
- Demonstrates effective classroom management
- Provides clear assignments or instructions to students
- Is willing and available to assist students

Professional Responsibilities (2/4)

Communication with Students

Professor [REDACTED] uses announcements regularly to maintain communication with students. When I reviewed [REDACTED] course I saw an announcement with clarification on a quiz, including reminders for DSPS students. There were also announcements about campus events, opportunities, etc. In particular, one of the announcements had a fantastic video response to a discussion assignment. The video presented an opportunity for Professor [REDACTED] to connect with students on a personal level, and [REDACTED] highlighted responses and trends in the discussion which would be validating for students who had participated. More consistent communication like this video would help to build a greater sense of community/rapport between Professor [REDACTED] and [REDACTED] students.

SLO Assessment

There is evidence in the content from Professor [REDACTED] video lectures and assignments that the SLOs from the COR have been used in the design of the course. For example, one of the SLOs, [REDACTED] modeled multiple times in a single video lecture on [REDACTED] from [REDACTED]. In addition, one of the midterm exam short responses ("During the lectures of Mesoamerica, we've gone over Olmec, Maya and Aztec Pyramids and Temples. Please compare and contrast two of the three civilizations and use at least one Pyramid or Temple by name when describing their characteristics") directly connects to another SLO from the COR.

Participation in Campus Community and Shared Governance

Professor [REDACTED] is involved with the development of a [REDACTED] project for the 700 building, which will be culturally affirming and will serve to enhance the campus environment for students, faculty, staff, and the general public. Professor [REDACTED] also participates in campus events such as the Bienvenida, and regularly informs students about campus opportunities in [REDACTED] course announcements.

It would be wonderful to see Professor [REDACTED] lend [REDACTED] experience and enthusiasm to a campus committee or work group. For example, the Guided Pathways work group will be holding a design competition for program maps and promotional materials, and [REDACTED] expertise would be helpful in developing the call and screening initial submissions. Additionally, it would also be fantastic for the [REDACTED] department to offer enrichment opportunities for the campus community, even virtually. What about a mini virtual [REDACTED] lesson to help students deal with stress and anxiety around midterms and finals (it would double as a promo for the [REDACTED] department)? Virtual lectures [REDACTED] Panel discussions on the importance of art in activism? A virtual [REDACTED] featuring student work?

Instructional Performance and Organization (2/4)

In my review of Professor [REDACTED] course materials and interactions with students, it is clear that [REDACTED] has thought carefully about the student experience in [REDACTED] classes.